

# INSPECTION REPORT

**RANBY CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Ranby, Retford

LEA area: Nottinghamshire

Unique reference number: 122749

Headteacher: Mr R M Rusling

Reporting inspector: Mrs J Randall  
1471

Dates of inspection: 18 – 19 June 2002

Inspection number: 195033

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: 5 to 11  
Gender of pupils: Mixed

School address: Blyth Road  
Ranby  
Retford  
Nottinghamshire

Postcode: DN22 8HZ

Telephone number: 01777 703736

Fax number: 01777 710929

Appropriate authority: The Governing Body

Name of chair of governors: Mr D Stone

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in a small village on the outskirts of Retford. It caters for boys and girls from the age of four to 11. Just over half the pupils come from an area further afield than the school's recognised catchment area. This is because parents express a choice for the school. The school has 83 pupils on roll, including two part-time pupils in the Reception year. The roll has risen considerably in the last 12 years. Only one pupil comes from an ethnic minority background and no pupils speak English as an additional language. Six per cent of pupils are in receipt of free school meals, which is below average. Ten pupils (12 per cent, below average) are on the school's register of special educational needs and one of these pupils has a statement of special educational need. These pupils have a variety of learning difficulties. The school has been designated a 'through route' school, meaning that these pupils can continue through this school and the 'family' secondary school with continuous support. There are three classes and each class contains pupils from at least two year groups. Since the previous inspection there have been changes in staffing in the Reception and Year 1 class. Pupils enter the school with the full range of levels of prior attainment but the overall profile is average. The school received a 'School Achievement Award' in 2001 for its performance in the national tests for 11-year-olds and was granted the 'Investors in People Award' in 2000.

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

This is a very good school. The vision, dedication and very high quality of leadership of the headteacher, combined with the team-work and enthusiasm of the hardworking staff to the care and concern for individuals, ensure good personal and academic achievement and attainment. The quality of teaching is very good. The very well planned, extended and varied curriculum, and a commitment to learning through experience are significant features that contribute to pupils' enthusiasm, excellent behaviour and hard work. The school offers very good value for money.

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

- The very high quality of teaching and learning leads to good achievement and attainment.
- Pupils' personal development is excellent and results from the very high quality and breadth of the curriculum and the care for the individual.
- The very strong leadership and management by the headteacher and his vision for the school, combined with the support and commitment of all concerned, ensure its continuing development.
- The partnership with parents is very good.

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

- The resources for the Foundation Stage (Reception pupils).

*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 June 1997 and since then has made very good improvement. It has improved on its previous quality of teaching and this is now very good. Much has been achieved in resourcing and raising teachers' and pupils' skills in information and communication technology. The 'key issues' from the previous report have been very well addressed. The overall school curriculum planning and particularly that for the Reception aged children is now very good and a significant feature of the school's success. The improvements in the quality of teaching in Reception and Years 1-2 are now beginning to show in this year's improved standards at the end of Year 2. There is now a secure play area for Reception aged children and an ongoing plan for improving resources as finances allow. Although this is still an area for further development, much has been achieved. Teaching, learning and the curriculum strongly reflect the latest national guidance. The headteacher and the full-time teacher have some time away from class teaching to discuss and evaluate school progress, initiatives and priorities. This time is also used to check the quality of teaching and learning.

## 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    | A    | A               |
| mathematics     | A             | A    | B    | C               |
| science         | A             | B    | B    | C               |

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

This table should be interpreted with care as there are often less than ten pupils in a year group and the attainment of one pupil has a significant effect on the overall results. Because of this feature, overall attainment fluctuates from year to year. In the national tests at the end of Year 6 in 2001 almost all pupils achieved the average Level 4 and across the three subjects around thirty per cent achieved the higher Level 5. The overall performance in all three subjects was well above average when compared with schools nationally and above average when compared with similar schools. Performance in the national tests at the end of Year 2 was below average in reading and writing and well below in mathematics. When compared with similar schools performance was well below average. However this performance reflects the nature of this year group, which is particularly small. The very small number not achieving the average Level 2 were pupils with special educational needs and this has been the pattern over the last three years, with these pupils making very good progress as they move up the school. The percentage of pupils achieving the higher Level 3 in 2001 was well above average in reading and writing. Inspection findings are that overall standards in the school are above average, with most pupils aged seven and 11 attaining at least the expected levels. Work seen in the classrooms covers a wider range than that tested. At the end of the Reception year all pupils achieve the nationally expected early learning goals and some of these pupils are working at a higher level, particularly in language, literacy and communication skills. The progress and achievement of all groups of pupils in the school are good. A significant feature of this is the way in which pupils draw on skills from several subjects when working on tasks and research. The school's emphasis on gaining understanding from much practical work and discussion is the key to this success. The school set targets for test performance in 2002 that are based very securely on its extensive knowledge of its pupils and these targets are likely to be met. Targets for 2001 were well exceeded. Taken over the years since 1999, the school's performance in the national tests for pupils at the end of Year 6 has exceeded the national average in all three subjects and the trend of improvement has been broadly similar to that found nationally.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Excellent - pupils are keen to learn, interested and clearly enjoy all that school offers.  |
| Behaviour, in and out of classrooms    | Excellent at all times. Pupils are often trusted to work without direct supervision and are reliable, hardworking and dependable. |
| Personal development and relationships | Excellent – pupils show very high levels of maturity, independence and care for others.   |
| Attendance                             | Very good – a few pupils take avoidable holidays in term time.  |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | Very good | Very good   | Very good   |

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The school has adapted the National Literacy and Numeracy Strategies well to meet the needs of the mixed age group classes. The quality of teaching in English and mathematics is very good. A significant strength of this is the skill with which these subjects are taught, both as separate subjects, but with the use of these key skills well integrated into all other subject work. Because of this pupils are well able to use research skills to find information both from books and using CD-ROM and the Internet. They record this in a variety of written and mathematical ways, also using extensive information and communication technology skills. Subjects are woven together in topics that not only link many different aspects of learning together but keep a very clear view of the learning objectives in key skills, knowledge and understanding of the different subjects. Because of this strength in planning, pupils of all levels of prior attainment and from different year groups are challenged well and tackle work that is planned carefully to meet their needs. Pupils with special educational needs are very well supported by the teaching assistants and the dedicated work of all teaching assistants and helpers contributes well to pupils' success. Outstanding features of pupils' learning are the ways in which they discuss, predict, hypothesise, test and draw conclusions when asked to take part in practical experiences. Pupils' understanding is deepened considerably by the school's determined approach to basing all work on interesting, relevant and practical investigations. This is demonstrated by the maturity with which pupils discuss their work and the good level of speaking and listening skills associated with this discussion. Teachers' probing questioning constantly encourages pupils to think for themselves and to formulate further questions and opinions. The local environment is often a starting point for many investigations at all stages of the school.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Very good overall - the curriculum is extended well beyond the basic requirements of the National Curriculum. The planning for this is a key feature of the school's success. Shortcomings in resources for Reception children limit some aspects although the curriculum is still good. |
| Provision for pupils with special educational needs   | Provision is very good and pupils are very well supported by all staff.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Excellent – this provision permeates all that takes place in the school and is extended well beyond the everyday happenings of school life.  |
| How well the school cares for its pupils  | The school knows all as individuals and cares very well. Very good knowledge about each pupil's social and academic needs and progress and excellent links with parents make a happy and successful school.  |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The leadership and management of the headteacher are excellent. He leads by example and ensures that all concerned are active participants in the school's success.   |
| How well the governors fulfil their responsibilities             | All legal requirements are fulfilled. The considerable number of new governors are keen to support the school, are actively seeking to upgrade their skills and have a good view of the school and its needs.   |
| The school's evaluation of its performance                       | Excellent – all concerned constantly seek to improve both their own skills and those of pupils. The school improvement plan is realistic, based on clear understanding of pupils and their needs and is a very useful tool for moving the school forward. The school is never complacent and is always willing to change and develop in the light of new initiatives. |
| The strategic use of resources                                   | The school uses all its resources very wisely. Much is achieved with limited time, money and personnel and the school is very clear about how to get the best value in its spending.  |

## 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>Parents are very pleased with all aspects of the school and particularly with the way in which the school makes them feel comfortable in approaching it.</li> </ul> | <ul style="list-style-type: none"> <li>No significant issues were raised.</li> </ul> |

The inspection team fully endorses parents' positive views of the school.

## **PART B: COMMENTARY**

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

#### **The very high quality of teaching and learning leads to good achievement and attainment.**

1. The quality of teaching across the school is very good. Whole school curriculum planning is excellent and ensures that skills and understanding in all subjects are steadily built on as pupils move up the school. Teachers are very skilled in planning lessons that meet all the needs of the different age groups in each class and those of pupils with different prior attainment. Pupils with special educational needs are very well supported by their teaching assistants and the quality of the planning for these pupils, along with the very effective support, enable them to achieve well and to feel part of the class despite their difficulties. Two pupils who have been identified as being gifted and talented have a special programme of learning but this is well integrated within the topics that are being covered by their peers.
2. A key feature of the school's philosophy is to base all learning on practical experience and discussion, both with the teacher and with peers. Learning experiences are made relevant to pupils' lives and extend their thinking well beyond the learning of basic facts. Because of this emphasis, pupils retain skills, knowledge and understanding very well and are able to apply these to new learning and in different contexts. Pupils show an above average facility to be independent in their thinking and to hypothesise, test and draw conclusions. This was well demonstrated by Year 4 pupils when they tackled a number of investigations in a mathematics lesson. This lesson was very well planned to enable all pupils to work to the fullest extent of their ability and to gain a good understanding of pattern in mathematics and to improve their skills in mental work. In a science lesson, where pupils in Years 2 and 3 worked on an investigation about the habitats of mini-beasts, they showed maturity in the way in which they tackled the task and in their questioning and hypothesising in relation to what they found in the different areas of the school grounds.
3. The school has adapted the National Literacy and Numeracy Strategies very well to meet the needs of mixed age groups. Key skills are taught very well and time is used to the maximum by the skilful linking of these with other subjects. All subjects and lessons are cleverly planned so that pupils use key skills of literacy, numeracy and information and communication technology as tools for research and for presentation of findings. Pupils in Years 2 and 3 used reference books and information keys well to research their mini-beast findings. Good examples of data handling programs on the computer, used to create graphs of findings, were displayed as part of a well designed and interactive classroom display that valued pupils' work and added to their knowledge and understanding. Older pupils used the Internet with confidence for research as part of their English work. They demonstrated a very good understanding of how the new laptop computers logged onto the Internet without being linked to the telephone connection by wires. The literacy session for Reception and Year 1 pupils was very skilfully conducted around a humorous poem that engaged attention very well, linked with the class topic on water and created a basis for learning at many levels and through many practical activities. Reception pupils took part in water play and, with a teaching assistant, thought about words to describe the noises water makes. They also reproduced these using musical instruments. Year 1 pupils showed above average speaking and listening skills in discussing and brainstorming descriptive words

and rhymes. The teacher modelled writing very well when they began to create a class poem and was adept at encouraging ideas and interesting words.

4. The school uses the locality and the environment on which to base much of its work. Pupils in Years 2 and 3 showed good maturity, perception and interest when they formulated questions and listened to the answers in talking to an older resident of the village about life in the village as a young girl. This series of lessons on 'Settlements' integrated much history, geography, art and design and language work. Pupils learned map-reading skills and interpreted aerial photographs. They know specific terminology such as 'village', 'town', and 'city' and apply this well to historical and geographical enquiry. They use information and communication technology to produce their findings and learn and apply artistic skills of mixing and using different brush strokes when working to create pictures using both photographs and aqua crayons. Pupils also contribute to a large textile collage of the village being created by the whole class.
5. A further strength of teaching in the school is the use of specialist days. These take place several times a term and are designed to allow time for extended work of quality and depth. Writing days result in year group books of poems or newspapers for example, and art and design and technology days not only allow pupils time to plan, design and execute ideas to an advanced level but also to work with visiting experts or artists in residence.

**Pupils' personal development is excellent and results from the very high quality and breadth of the curriculum and the care for the individual.**

6. The opportunities provided by the school for pupils' personal development are excellent. As a result, pupils are mature and confident in their relationships with adults and each other, and are independent thinkers and learners who question, research and evaluate well. The curriculum is skilfully devised to provide a breadth and enrichment well beyond the basic requirements of the National Curriculum. The school takes up all opportunities available for pupils to gain a variety of interesting and challenging experiences. For example, during the inspection Years 5 and 6 attended a tennis coaching session. All pupils in the school experienced 'Time Travelling' and pilgrimage by visiting Southwell Minster. The youngest class followed up their visit by holding a 'Baptism' ceremony for the two dolls in their current reading and writing topic. This work involved much preparation in writing invitations to the celebratory party and making various food items in mathematical shapes. The 'Church' was built outside and the 'cross' made out of blocks using design and technology skills. Pupils gained a sense of 'past and present' when they examined Christening robes and clothes of today and of times past. They wondered in amazement at the idea of small boys being dressed in 'frocks' in the past. Good social skills were developed in the sharing of food and in setting out the table. Residential visits give pupils in Years 5 and 6 opportunities to experience a different environment, gain in independence and to be challenged by outdoor and adventurous activities. The school uses the local environment particularly well to form the foundation of much work in history, geography and science. The youngest class was preparing for a visit aboard a canal boat owned by the local Vicar, and pupils in Years 2 and 3 showed great delight and wonderment in their studies of mini-beasts found in the school wildlife area.

7. Pupils are trusted around the school, often without direct supervision and respond to this with concentration on the task when working and enjoyment and co-operation in play. The school has a 'value for living' slogan each month and personal skills and citizenship are well developed through work on this. It also provides a focus for assemblies and worship. In an assembly pupils not only sang in a joyous and uplifting way but also signed the hymn as for deaf people. Their responses and answers to questions relating to rules for living and the 'Ten Commandments' demonstrated well the way in which they have been taught to evaluate and question and gave rise to much thought about life today and how to live together. All pupils have small jobs to do around the classroom or the school in general. Every pupil in Year 6 has something for which they take responsibility. They organise the music centre for assembly, help younger pupils at lunchtime, or act as messengers for example. Pupils organise packed lunches and change library books during registration with a minimum of fuss.
8. Pupils take great pride in their school and this is demonstrated in the way in which they talk about school life. They have a suggestion box for ideas they have about the school. Some members of the school council were very articulate and spoke with great maturity about how privileged they felt to be in the school. The playground is extremely well marked with interesting games and opportunities for imaginative activities. There are facilities for ball games and equipment is provided for other games. The field is a very pleasant environment and the wildlife area is a very useful tool for learning. Picnic tables and quiet areas also provide opportunities for groups to socialise and work. Pupils respond to this delightful environment by playing happily and constructively together. Behaviour, both in the playground and at all times in school, is excellent. There is a clear code of conduct that is well displayed and well understood by all. A system of rewards and sanctions operates but rewards are by far the most significant.
9. The school shares many activities with its 'family' of other small schools that feed into the local secondary school. These include music festivals, sports and orienteering. In discussion pupils said how much they valued the opportunity to meet others of their age and with whom they will meet when they are older. Concerts, arts days, sports days and workshops are just a few of the ways in which the school shares and celebrates its work with parents and other visitors. The school shares in village life and jointly organises events with the Parish Council, including the 'Village in Bloom' competition. Senior citizens join pupils for lunch once a month. Lottery money funds an after-school activity club sponsored by the Parish Council. Here pupils participate in a variety of sporting opportunities such as tag rugby, badminton, athletics and rounders. Many other sporting activities are part of the school's curriculum.
10. Pupils learn much about caring for themselves and about 'growing up' through the school's teaching of sex education and about drug abuse. They learn safety skills, and during the inspection, pupils in Years 4-6 demonstrated a good understanding of how to avoid peer pressure and the different circumstances where they would say "No". A skilled discussion with the teacher extended their thoughts and moved them securely into territories outside school life. In a science lesson pupils were taught about the environmental studies code – 'Respect, Return, Care'. An understanding of life in a culturally diverse society is fostered successfully through religious education and through other subjects of the curriculum. Parents and other visitors have talked to pupils about their own faith and way of life. The school held a 'Hindu Day' and pupils visited a Muslim mosque. Pupils enjoyed a visit from a theatre group of black actors. Topics are deliberately designed to give a world view. Pupils also learn to care about others less fortunate than themselves through a Christian Aid assembly, for example and Operation Christmas Child collection for children in Kosova and Bosnia. Visits, for

example to the Tutankamun Exhibition, give a more extended insight into historical cultures.

11. The school knows all pupils very well, both academically and socially. Extensive records are kept of attainment and progress based on tests, observation and pupils' work. Pupils' Records of Achievement cover all aspects of school life. Each term they help to choose the pieces of work to demonstrate their achievement and these are bound to provide attractive and permanent records of that child's school life. The school keeps a Record of Achievement book each year and these show a very wide range of activities undertaken and give an exciting picture of the school.

**The very strong leadership and management by the headteacher and his vision for the school combined with the support and commitment of all concerned ensure its continuing development.**

12. The headteacher's leadership and management of the school are excellent. As a teaching head, he leads by example and ensures that all concerned are active participants in the school's success. When the school was assessed for the 'Investors in People Award' very favourable comments were made about the team spirit in the school, the commitment to training and mutual support and the planning and objective setting needed to support change. The inspection team fully endorses these comments and all of these attributes were very evident during the inspection. Subject planning is very carefully designed to ensure maximum use of time by integrating subjects together where possible and to ensure that pupils use and apply their skills in different ways. Planning for mixed ages and key stages in each class is very well carried out. There are policies for all other aspects of school life that are accessible by parents and well understood by all. Parents and governors commented upon the teamwork and commitment of all staff very favourably. The headteacher's very clear vision for the school, and this, combined with the secure systems for checking the quality of teaching and learning and the enthusiasm with which staff seize opportunities for further training and development, mean that the school is constantly evaluating and refining its practice to the benefit of its pupils.
13. Subject leaders keep development files for their own subjects and produce reviews and action plans based on observations, analysis of test results and discussion with staff. The school uses its extra money for special educational needs wisely and to the benefit of the pupils concerned and adds to this grant from its general funds. The school is well aware of the new national guidance for special educational needs.
14. The governing body, although it is awaiting some new appointments and many existing members are new, has a good view of the strengths and development needs of the school. It is very supportive, particularly in its work in helping the school to get the best value for the money it spends. The budget is clearly linked to the school improvement plan and based on a good knowledge of the school and its needs. There is a commitment to preserving staffing levels through a short period when year groups are smaller and to improving the accommodation, particularly in relation to the provision of a staff room and better toilet facilities for pupils.

### **The partnership with parents is very good.**

15. Just over half the pupils in the school come from outside the school's defined catchment area. Parents choose this school and many have long journeys to bring their children. They value the school and speak highly of it. They particularly like the family atmosphere, the approachability, and the information provided by the school of how well their children are succeeding. They feel very involved in the life of the school and many parents provide help and support in lessons and on school visits. In discussion, parents indicated that they are consulted about how money is spent in the school and are kept well informed about how the school is developing. There is a suggestion box for parents attached to the parents' notice board and the school uses comments placed in this box as one measure of its effectiveness. Parents also make comments on their child's Record of Achievement, which is added to termly. Parents spoke happily about arts and design and technology days, which effectively bring together parents, pupils and staff. They enjoy the concerts and other events. They feel very aware of what is happening in classrooms and this helps them to support their children at home. The regular newsletters are informative and parents enjoy purposeful and constructive relationships with school. They very much value the 'open door' relationship. Most parents are happy with the homework policy and feel that homework is provided consistently and supports pupils' learning and personal development. Parents are involved in reviews of individual education plans for pupils with special educational needs and find the school informative and helpful. Written comments to the inspection team included much praise for the school and the way in which it is led and managed and the support received from all the staff. Parents of pupils with special educational needs or high-attaining pupils are particularly pleased with the extra support given and the progress of their children as a result of this. Home visits take place prior to children starting school. The newly formed 'Friends of Ranby' provides help and support.

### **WHAT COULD BE IMPROVED**

#### **The resources for the Foundation Stage (Reception).**

16. The school has worked very hard on the improvements for the Foundation Stage since the last inspection. However, despite very good teaching and planning, the curriculum is limited in some aspects by the lack of all the equipment that is normally available for children in this age group. Deficiencies in large construction equipment limit children's experiences in physical and creative development, for example. The lack of small construction material, opportunities to work with clay or wood and the very limited range of 'small world' material means that children do not gain as much as they could in knowledge and understanding of the world. The school has established a secure outdoor area but still lacks a sufficiency of equipment for outdoor activity, although the equipment that it has been able to provide is used very well. Much of the equipment for inside and outside use is old and dated and some has been donated. The school is very much aware of what is required and the school improvement plan continues to target this as a key area for development. The funds available in a small school are used very wisely each year to make as many improvements as possible and the teachers concerned have a very good understanding of what is required and how to use such resources. They make very good use of the resources available.

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

17. Improve the resources for the Foundation Stage (Reception pupils).  
(paragraph 16)

The school is well aware of this issue in its school improvement planning.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 10 |
| Number of discussions with staff, governors, other adults and pupils | 7  |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 5         | 4         | 1    | 0            | 0              | 0    | 0         |
| Percentage | 50        | 40        | 10   | 0            | 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 ten 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     | 83      |
| Number of full-time pupils known to be eligible for free school meals | n/a     | 5       |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | n/a     | 1       |
| Number of pupils on the school's special educational needs register | n/a     | 10      |

| 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 | 4            |
| Pupils who left the school other than at the usual time of leaving           | 6            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 3.4 |
| National comparative data | 5.6 |

#### 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 2)**

*The table relating to attainment at the end of Key Stage 1 (Year 2) has been omitted in accordance with the guidelines as the number of pupils was less than ten.*

### **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 | 4    | 8     | 12    |

| <b>National Curriculum Test/Task Results</b> |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|--|----------|----------------|--------------------|----------------|
| Percentage of pupils at NC level 4 or above  | School   | 92 (80)        | 92 (90)            | 92 (90)        |
|  | National | 75 (75)        | 71 (72)            | 87 (85)        |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|----------|----------------|--------------------|----------------|
| Percentage of pupils at NC level 4 or above | School   | 83 (90)        | 92 (90)            | 92 (100)       |
|   | National | 72 (70)        | 74 (72)            | 82 (79)        |

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

*Separate data for boys and girls is omitted owing to the small number of boys and girls in this school taking the national tests at the end of Key Stage 2.*

### **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                           | 69           |
| Any other minority ethnic group | 1            |

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

### **Teachers and classes**

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 3.8  |
| Number of pupils per qualified teacher   | 21.8 |
| Average class size                       | 27.3 |

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

|   |    |
|---|----|
| Total number of education support staff | 4  |
| Total aggregate hours worked per week   | 37 |

#### **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.*

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 0 |
| Number of teachers appointed to the school during the last two years   | 0 |
| 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 |

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

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

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

### **Financial information**

|  |           |
|--|-----------|
| Financial year                             | 2000/2001 |
|  | £         |
| Total income                               | 220,868   |
| Total expenditure                          | 208,182   |
| Expenditure per pupil                      | 2,571     |
| Balance brought forward from previous year | 25,404    |
| Balance carried forward to next year       | 38,090    |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 46.4%

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 84 |
| Number of questionnaires returned | 39 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 64             | 33            | 0                | 3                 | 0          |
| My child is making good progress in school.  | 64             | 31            | 3                | 3                 | 0          |
| Behaviour in the school is good.   | 56             | 38            | 0                | 0                 | 5          |
| My child gets the right amount of work to do at home.                              | 33             | 49            | 13               | 3                 | 3          |
| The teaching is good.  | 64             | 31            | 5                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 67             | 26            | 3                | 5                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 87             | 8             | 3                | 3                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 67             | 31            | 3                | 0                 | 0          |
| The school works closely with parents.   | 64             | 31            | 3                | 3                 | 0          |
| The school is well led and managed.  | 59             | 38            | 3                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 64             | 33            | 0                | 3                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 54             | 44            | 0                | 0                 | 3          |