

INSPECTION REPORT

**ENGLEFIELD CHURCH OF ENGLAND
PRIMARY SCHOOL**

Englefield, Reading

LEA area: West Berkshire

Unique reference number: 110011

Headteacher: Mrs Lesley Hankin

Reporting inspector: Adrian Simm
21138

Dates of inspection: 2nd - 3rd October 2001

Inspection number: 195208

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

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: The Street
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Reading
Berkshire

Postcode: RG7 5ER

Telephone number: 0118 930 2337

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Victoria Fishburn

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Englefield Church of England Primary School is a co-educational Voluntary Aided school for pupils aged between four and 11 years. The school is popular. The village is very small. In the main, pupils come from the neighbouring villages of Tidmarsh, Sulham, Pangbourne, Theale and the outskirts of Reading. This is by parental choice. The school educates around 94 pupils in four classes. Reception and younger Year 1 pupils are taught together, as are older Year 1 and Year 2 pupils, Years 3 and 4 and Years 5 and 6. There is little difference in the number of boys and girls in the school although numbers differ a little within year groups. Around three per cent of pupils are eligible for free school meals, which is below the national average. Ninety-eight per cent of pupils come from homes where the first language is English. A very few pupils are from Indian, black Caribbean and other white European backgrounds. About 17 per cent of pupils are on the school's register of special educational needs but none of these has a statement of Special Educational Need. This is below the national average. Most reception pupils have attended pre-school provision. Overall attainment of pupils on entry is a good average in comparison with other pupils in the Local Education Authority, although this can vary from year-to-year. The school is taking part in national initiatives to raise pupils' standards in Information and Communications Technology (ICT). Three teachers are new to the school from September 2001. This is a total change of staffing for pupils in Years 3 to 6. One teacher is extra to the school's previous complement. In an initiative to raise standards even further for pupils between Years 3 and 6, the school has recently introduced teaching-groups in literacy and numeracy that includes some ability-setting.

HOW GOOD THE SCHOOL IS

This is an effective school even though some of its developmental planning and monitoring are not yet fully formalised. Overall, pupils who are a good average in attainment on entry to the school, achieve very well from the moment they enter the reception class. They continue to make very good progress until they leave. Boys' and girls' standards in English, mathematics and science are much higher than that for children in most other schools. Pupils' attitudes, behaviour and personal development are very good. Pupils are being prepared well for living in a diverse society. Very high standards are the result of the good school leadership that encourages very high quality teaching overall. Teaching was excellent for pupils in reception and Years 1 and 2. Whilst the school achieves this with funding that is slightly above average, it still provides good value for money.

What the school does well

- Pupils achieve exceptionally high standards of work by the end of Year 2. Pupils' standards remain well above average by the end of Year 6.
- The school provides high quality teaching and learning overall. This is outstanding at reception and Years 1 and 2. Teaching encourages all pupils to achieve their best. Learning support assistants play their full part in this.
- Staff provide very good support for pupils' moral and social development. This ensures that pupils' behaviour, attitudes to work, relationships within school and personal development are very impressive. This is supported through very strong links with parents.

What could be improved

- The preciseness of school's development planning and greater use of the information it is increasingly collecting on pupils' achievement, to review and improve further its overall effectiveness.

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 1997 and shows good improvement. Overall, very high standards have been maintained, the quality of teaching is now far higher, curriculum planning has been improved and much has been done to improve the accommodation, grounds and resources for learning; including those for information and communications technology. Whilst the schools' approach to strategic planning and formal monitoring of standards and teaching has improved, it is still insufficiently developed.

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*	A	A	B
Mathematics	A*	A*	A	A
Science	A	A	A	A

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

In the reception year, pupils make rapid progress in their work. This continues so that by the end of Year 2, pupils' standards in reading, writing and mathematics are frequently in the top five per cent in the country. Both boys and girls, and those of different ability and backgrounds, achieve very well. The statutory targets set by the school for improvement this year in English and mathematics for pupils in Year 6 were appropriately based upon an analysis of their previous work. The targets were exceeded. All pupils gained at least level 4 in English, mathematics and science, which is the expected level for their age. The school's results in recent years show the maintenance of standards that are well above average for Year 6 pupils. Improvement is broadly in line with the national trend for 11 year-olds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' are enthusiastic and keen to learn. They understand the value of drafting their ideas, re-considering the quality of their work and improving the final 'copy'. Such as when contributing poems for National Poetry Day.
Behaviour, in and out of classrooms	Pupils behave very well including on the playground. Younger and older pupils enjoy each others company in a supportive way with the 'buddy system'. Throughout the school, pupils are very mature for their age. This allows learning to progress without disruption.
Personal development and relationships	Pupil's personal development is very good. Pupils readily accept responsibilities such as being the 'special helper' in the reception and Year 1 class. Older pupils use their own time to develop a quiet area for themselves on the playground and help to run the school library at lunchtimes.
Attendance	Pupils' attendance is good. They arrive in time for the start of the school day and respond quickly to the bell at the end of break-times so that they can re-start lessons on time.

Pupils, who at times have misunderstood something or are unsure of what to do, have no worries about asking for and accepting advice. The working atmosphere developed throughout the school allows adults to concentrate on teaching and pupils to concentrate on learning. When the teacher is busy working with one group such as in the class for pupils in Years 3 and 4, other pupils recognise when they can or cannot interrupt for personal advice. From an early age, pupils respect each other's views and older pupils are at ease 'brain-storming' ideas without fear of criticism.

TEACHING AND LEARNING

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

All teaching and learning during the inspection which included much in English and mathematics was good or better. It was outstanding with reception children and those in Years 1 and 2. Teaching was very good overall at Years 3 to 6 and ranged from good to excellent. Pupils' independent work and research skills are developed very well. Excellent teaching produces a class-atmosphere where there is a total 'feel of purpose'. All activities are used to promote learning and frequently, in a fun way. The overriding characteristic of teaching at reception and Years 1 and 2 was the calm and confident approach taken with the pupils. This was based on teachers knowing exactly what they wanted to achieve by the end of the lesson with the class as a whole and with individual children. This resulted in children who were 'one hundred per cent' with the teacher and made investigative and group-work, very fruitful. The adult-to-pupil ratio with the youngest pupils is very good and contributed significantly to pupils' learning. The very good and excellent teaching with pupils in Years 3 to 6 was marked by how well staff expected pupils to 'get on well' with each other and to respond to teaching in a very mature way. For example, in English, pupils were constantly expected to search for different, unusual or more interesting ways of expressing their feelings and ideas both orally and in writing about their personal response to an 'evacuee's letter' from the second world war. The National Literacy and Numeracy strategies have been well introduced and teaching of skills is very good throughout school. Those pupils requiring additional support to meet their individual education plan targets or who simply need a boost with their work, receive appropriate attention either in class or at times in individual or small groups. Higher attainers are recognised and encouraged to achieve very well. The quality of teaching and learning is a great strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is good and meets statutory requirements. It gives pupils a broad and worthwhile experience of all the subjects and a good understanding of different cultures.
Provision for pupils with special educational needs	This is appropriate and generally results in all pupils gaining the expected levels in national assessments by the end of Years 2 and 6.
Provision for pupils with English as an additional language	Pupils speak English well and any support necessary is provided by the school's everyday support for speaking and listening.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Within approaches that are effective overall, the school is very successful at developing pupils' attitudes of caring and sharing within a strong Christian ethos.
How well the school cares for its pupils	This is good. All elements of health and safety are addressed and the school is a secure and safe environment in which to work. The school has good systems to safeguard pupils' access to the internet.

The curriculum topics are planned on a two-year cycle to stretch and maintain the interest of pupils because of their need to stay in the same class for longer than one year. The curriculum provides challenge for boys and girls of all attainment levels and particularly meets the needs of reception pupils where it is full of fun. The school offers a good range of activities outside of lessons including games activities, clubs, a choir, trips and residential visits for older pupils. Assessment and analysis of pupils' work in English, mathematics and science is extensive and ensures that staff have full information on which to plan for future lessons. The school recognises that assessment in other subjects is in need of review and development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is good. The head teacher ensures that the school sets out to improve continually and is effective in what it offers pupils and their families. The school has developed an atmosphere in which everyone is trying to do their best.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities. They know the school very well informally and many are parents or staff at the school. The governors have a good understanding of what is happening day-to-day from their visits and governing body committee work.
The school's evaluation of its performance	The school does not yet fully evaluate all of its work in an effective way. It is developing a range of techniques to monitor, analyse and use data to further improve pupils' achievement. The results of monitoring exercises are not yet built fully into school planning.
The strategic use of resources	Formal school improvement planning is not fully in place, planned developments are insufficiently prioritised, costed and linked to the budgeting process. This resulted in the school not making best use initially, of the national funding initiative for improving teachers' skills in ICT. This is scheduled for completion this year.

The school is extending its tracking of pupils' standards so that monitoring of attainment and achievement by year group, gender, ability differences or any other chosen focus is more effective. A carry forward of around eight per cent from last year's school budget was a slight increase on the previous year but was 'earmarked' for safeguarding staffing levels in the short term at a time of staffing uncertainty. The school has budgeted to spend much of this carry-forward this year and is conscious that close monitoring of the budget is needed to ensure that priorities can be met in the future. The school compares itself in its standards against other schools both nationally and in its local area. It takes into account what it knows of comparable costs. From time-to-time, the school samples how parents feel about different developments, such as the new subject sets introduced this September for Years 3 to 6. As such, it meets adequately 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"> The school expects children to work hard and achieve their best. The teaching is good. Children make good progress in school. The ease with which they can approach the school with questions or a problem 	<ul style="list-style-type: none"> How the school is led and managed. The range of activities outside lessons. The consistency in setting work for pupils to do at home.

Inspectors support parents' positive views about the school but found no evidence to support the very small minority of parents who considered improvement necessary in the school's leadership and management and range of activities outside of lessons. For a school of this size, the range of clubs and off-site activities are good, supported by voluntary help from a number of parents and welcomed by the large majority. The head teacher and governors have developed the school well since the last inspection, which is appreciated by a large majority of parents. The head teacher is conscious that homework had been inconsistent in the past for some children and has taken steps to improve this with the new staff who started at the school in September 2001.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves exceptionally high standards of work by pupils by the end of Year 2. Standards remain well above average by the end of Year 6.

1. The results of national tests between 1997 and 2000, show that by the end of Year 2, pupils' performance in reading was consistently very high and in the top five per cent both nationally and in comparison with similar schools. Standards in writing and mathematics were also regularly well above average and in 2000, results were also as outstanding as the reading. The school does extremely well to achieve these comparisons against other schools when pupils start at the school with attainment that is only a good average.
2. By the end of Year 6, pupils' results in English, mathematics and science are consistently well above average and well ahead of similar schools. The results for English showed a slight dip in 2000, but even here, only in comparison to similar schools. Whilst still well ahead of other schools nationally, the school recognised correctly that pupils' writing skills needed a boost to return its comparative results to the previous very high level. However, part of the reason for differences in comparable data is that where year-groups are small, each pupil's results can affect the school data by up to 7 per cent.
3. On entry to school, the majority of four-year-olds have attended pre-school provision and their attainment, whilst variable from child-to-child, is generally a good average. The only exception to this is in personal and social skills and in speaking and listening skills. These tend to fall short of what is found in other local schools. Prior to children starting school in the Foundation Stage, staff offer clear guidance to parents about how they can play their full part in helping their children to progress. As a result, with children in reception and Years 1 and 2, staff and parents work very hard on the children's reading, writing and number skills. Children grow up in a 'world' of literacy and numeracy that is fun. Regular opportunities for children to read at home and for parents to chat to school staff or communicate via pupils' reading diaries, provide a consistent and concerted approach. Only five weeks into the new school term, reception pupils were well on their way to achieving their 'early learning goals' by the end of the reception year. This is equally the case for boys and girls; and pupils of different ethnic backgrounds. Some higher ability pupils are already working at level 1 of the national curriculum. For example in numeracy, they estimate and weigh objects by direct comparison and record their observations on a chart. They explain clearly, what they are doing. Pupils continue to progress rapidly in their learning so that by the end of Year 2 in numeracy, all pupils have developed excellent mathematical language. Such as using take-away, minus, subtract and find the difference, interchangeably. When describing the number 24, they say it is a multiple of four.
4. Throughout Years 3 and 4, all pupils continue to achieve very well. In literacy, for example, pupils look at different styles of writing. During the inspection, they were studying the style used in newspapers and comparing it to books they had read. Through small-group 'brainstorming' sessions, they came to a range of conclusions that were recorded on a 'spider chart'. One group established differences between fact and fiction and recognised the information content of newspaper reports whilst another group looked more at the layout of headlines, dates and pictures. Boys and girls contributed equally to the discussions. More able Year 4 pupils, whilst still needing much advice on how to turn their thoughts into poetry, know a range of different styles of poem such as story poems or shape poems. They are beginning to use structures, rhythm and rhyme well. By the end of Year 6, pupils are totally at ease working in groups, raising ideas and drafting thoughts in writing. Whilst boys and girls tend to

choose to work separately in groups, they all achieve very well. For example, pupils searched very successfully for different, unusual or more interesting ways of expressing their feelings about their personal response to an 'evacuee's letter'. They use dictionaries or a thesaurus without giving it 'a second thought'.

Provides high quality teaching and learning overall and outstanding at reception and Years 1 and 2. Teaching encourages all pupils to achieve their best. Learning support assistants play their full part in this.

5. Teaching and learning was outstanding with reception children and those in Years 1 and 2. Teaching produced a class-atmosphere where there was a total 'feel of purpose'. All activities were used to promote learning and frequently, in a fun way. For example, with Reception and Year 1 children, the pupils sometimes chose to answer the register in Italian, or when tidying away their books, responded perfectly and in turn to the teacher's request of 'now it's the turn of those with blue eyes'. Such consistent encouragement for the pupils to build up self-knowledge and to make realistic choices at such a young age was a pleasure to see. The overriding characteristic of teaching at reception and Years 1 and 2 was the calm and confident approach taken with the pupils. This was based on teachers knowing exactly what they wanted to achieve by the end of the lesson with the class as a whole and with individual children. This resulted in children who were 'one hundred per cent' with the teacher and made investigative and group-work, very fruitful. Teachers checked constantly on pupils' understanding and this was built-back immediately into the teaching. Pupils' learning was very effectively supported by well-prepared and knowledgeable learning support assistants and at times, by parent helpers. The adult-to-pupil ratio with the youngest pupils is very good and contributed significantly to pupils' learning.
6. The very good and excellent teaching with pupils in Years 3 to 6 was marked by how well staff expected pupils to 'get on well' with each other and to respond to teaching in a very mature way. Pupils' independent work and research skills are developed very well. Pupils from an early age work together in pairs, groups or as a full class to 'brainstorm' ideas and extend their thinking. In Years 3 and 4, this works very well because the teacher is active in ensuring that group-work is effective. The teacher has built up quickly a knowledge and understanding of all pupils, whether they are vociferous 'leaders' of their group or more retiring pupils who do not push themselves forward. Each is encouraged to take part appropriately and in their own way. This really 'pays off' by the time pupils reach Years 5 and 6 and results in pupils with much independence of thought and prepared to offer ideas. Pupils work easily with a thesaurus in developing a richness to their vocabulary. In mathematics, a good plenary to a session helped pupils to clarify any slight uncertainties they had about mixed numbers and improper fractions.

Provides very good support for pupils' moral and social development. This ensures that pupils' behaviour, attitudes to work, relationships within school and personal development are very impressive. This is supported through strong links with parents.

7. All parents responding to the questionnaire for the inspection felt comfortable in approaching the school with questions or problems and many felt that the school works closely with them. This results in most parents feeling part of a school community. Parents consider pupils' behaviour to be very good which was confirmed by the inspection. A number of parents help very effectively in classes during the school day and contribute towards some of the good range of activities offered by staff that take

place outside of school hours including football and netball training and matches, pottery club, junior choir, judo, needlework and the 'cyber club'.

8. From the moment pupils start at the school, they are welcomed into the family atmosphere. Reception and Year 1 pupils whilst having work geared very well to their separate needs, are encouraged to mix and work together in the classroom, and to share resources which all adds to the family atmosphere. They have an excellent introduction to school life in which parents are encouraged to play their full part through supporting carefully prepared homework. At break times, pupils mix easily on the playground. Older pupils are keen to practice their netball and football skills and this is done sensibly and with consideration for younger pupils who are close by. The school has a range of good quality fixed playground equipment that is appropriate to all ages and abilities. Safety flooring enables pupils to explore this equipment appropriately and to continually challenge themselves. Quiet areas are also available for those who choose this and older pupils are very alert as 'buddies' for younger pupils wanting some support at times.
9. The school's curriculum for supporting pupils' personal, social and health education is appropriate. Both formal and less formal support sets out to cover issues such as honesty, sharing, respect, self-discipline, manners and punctuality. Within the school's normal day-to-day life, younger pupils are expected to share equipment in group-activities and to listen carefully and take turns in class activities. This is extended with older pupils in taking turns working on the computers or in offering suggestions to their class as to how to work out a particularly difficult mathematical answer. Throughout the school, pupils are encouraged to work together in classes or small groups; to contribute individual or group-ideas to lessons and to accept other people's ideas. Regular school assemblies and services in the church, give the pupils a feeling of belonging to an even larger family.
10. The school is conscious of its small size and advantageous situation in the countryside. It is aware of the need to ensure that pupils not only have good attitudes towards and an understanding of each other but also of a 'wider world' both locally and further 'afield'. This includes communities different to the pupils' own. Pupils show great concern and consistent support for a local group known as 'Parents and Children Together'.

WHAT COULD BE IMPROVED

The preciseness of school's development planning and greater use of the information it is collecting increasingly on pupils' achievement, to review and improve further its overall effectiveness.

11. In recent years, the school has improved its approach to formal planning so that it can ensure, more and more, that the school's history of very high standards in English, mathematics and science are maintained, and improved wherever possible. The school recognises also that it has a duty to make the best use of its income in providing the best value it can in what it offers pupils and their families across all areas of school life. For example, in
 - Improving pupils' and staff use of information and communications technology,
 - Tracking all pupils' progress throughout their school life, not just at particular stages such as at the end of Year 2 and Year 6,

- Ensuring standards in all subjects are as high as they are in English, mathematics and science,
 - Improving the accommodation and grounds to make learning even more interesting and successful.
12. The school has achieved success in some of this but much has happened informally. More formal planning, monitoring and evaluation is yet to be fully introduced into areas such as
- The school's forward-planning through its school development plan(SDP). This is set out in areas for development in each school-term between 2001 and 2004. However, more detailed plans for agreeing what is to be achieved and how this is going to be done are not included for many of the areas for development. Whilst governors are clear on any flexibility they have in their income to spend on developments, costs are not yet linked sufficiently to developmental planning so that the very best use of money can always be assured. For example, the school did not consider fully, how it was going to make best-use of the additional funding from the national initiative for improving staff skills in ICT and whether additional school finances were required for the training to be more effective. As a result, this has still to be completed.
 - The school's tracking of how well pupils are achieving year on year. The school is about to introduce, with the use of a computerised 'information management system; more detailed analysis of all pupils' strengths and weaknesses in areas of national assessment results in mathematics. This will give very detailed information for the school to analyse for individual pupils, by year groups, by gender, or by any other focus the school chooses to use. For example, it will support an analysis of why overall standards at the end of Year 6, whilst very high, are not regularly in the top five per cent in the country as they are at Year 2. The school has begun to build up considerable information that has allowed them to compare pupils' progress based upon their results in national assessments at Years 2 and 6. This was analysed effectively for the inspection in producing information, for example, to show that overall, both boys and girls achieve equally effectively. This school recognises that this type of information is not yet produced or used sufficiently on a year-by year basis as pupils move through the school. The school has this as a priority although the details for development are not yet included fully in school development planning.
 - Individual target setting. Pupils in the reception and Year 1 class have excellent individual targets that are known to the pupils and their parents. For the pupils, these are in the form of targets currently written on 'leaves' on a 'tree' on the classroom wall. As the targets are achieved, the leaves are replaced with new targets and the success recorded. This is set within overall school planning that ensures consistent steps for improvement. It sets expectations to be achieved and pupils' progress is clear for everyone to see. A different but equally effective approach has just been introduced with pupils in Years 5 and 6, which involves the older pupils in being fully involved in recognising their own strengths and areas for development. The school knows that the system does not yet run through the school and have plans to introduce this soon. As a result, individual targets cannot yet be set against which to assess progress. Also, because individual tracking is not yet in place using the Qualifications and Curriculum Authority's yearly national optional assessments, individual numerical targets cannot be set yet for pupils in Years 3, 4 and 5. However, the school is developing its information management system to be able to operate this soon. Individual target setting is in place for pupils with special educational needs but currently, the targets are too vague and unhelpful in themselves, for monitoring or evaluating pupils' progress.

The school is aware of these shortcomings and that its procedures for self-evaluation are not yet fully in place.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

13. To build on its strengths in teaching and learning and the very high standards achieved in English, mathematics and science, the school should
 - (1) Ensure that self-evaluation is more fully introduced in a formal way. To do this, the head teacher and governors need to
 - Develop its strategic planning through a school improvement plan that has success criteria and budget implications as a minimum for all of the school's priorities.
 - Extend its tracking of pupils' standards so that monitoring of attainment and achievement by year group, gender, ability differences or any other chosen focus is more effective.
 - Make sure that individual target setting is extended to all pupils and focuses precisely on the next steps in what the pupils should know or understand and in the next realistic level to be achieved in national assessments.
 - Schedule the monitoring of teaching across all subjects.
 - Ensure that through formal self-evaluation, governors gain more 'first hand' knowledge of the school's standards and provision.

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	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	4	2				
Percentage	40	40	20				

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	94
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
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	3

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	10	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	6	9	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	100(100)	93(100)	100(100)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	13	14	15
Percentage of pupils at NC level 4 or above	School	87(100)	93(100)	100(100)
	National	70(68)	72(69)	79(75)

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

Information for both Year 2 and Year 6 has been restricted to totals because of the small number of boys and girls involved in the assessments. This retains confidentiality for individual pupils.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	1
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	84
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	5.6
Number of pupils per qualified teacher	16.4
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	60

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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	243771
Total expenditure	239924
Expenditure per pupil	2580
Balance brought forward from previous year	15493
Balance carried forward to next year	19340

Recruitment of teachers

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	3.8

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)	0.6

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	17	5	4	
My child is making good progress in school.	60	36		2	2
Behaviour in the school is good.	58	34	6		2
My child gets the right amount of work to do at home.	43	45	12		
The teaching is good.	65	33			2
I am kept well informed about how my child is getting on.	45	38	11	2	4
I would feel comfortable about approaching the school with questions or a problem.	72	25		3	
The school expects my child to work hard and achieve his or her best.	77	23			
The school works closely with parents.	53	36	6	5	
The school is well led and managed.	59	26	9	4	2
The school is helping my child become mature and responsible.	66	26		4	4
The school provides an interesting range of activities outside lessons.	50	35	9	4	2