

INSPECTION REPORT

KIRTON IN LINDSEY PRIMARY SCHOOL

Kirton in Lindsey, Gainsborough

LEA area: North Lincolnshire

Unique reference number: 117739

Headteacher: Mr D McFarlane

Reporting inspector: Mrs A J Pangbourne
23818

Dates of inspection: 10th-11th June 2002

Inspection number: 195322

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: Cornwall Street
Kirton in Lindsey
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North Lincolnshire
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Appropriate authority: The governing body

Name of chair of governors: Mrs M Rands JP

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

Kirton in Lindsey Primary School is situated in the small town of Kirton in Lindsey near Gainsborough. It draws its pupils mainly from the local area, although some pupils come from the surrounding villages. The socio-economic circumstances of the pupils are broadly average with four per cent entitled to a free school meal. However, the school also accommodates pupils from the Welsh 22nd Gunners Regiment and service families are not eligible for free school meals. This means that the free school meals figures do not necessarily give an accurate representation of the socio-economic circumstances. A significant number of pupils join or leave the school at short notice. Children's attainments on entry are broadly average. At the time of the inspection, there were 220 pupils on roll, of whom 34 had special educational needs. This is a below average proportion. Their needs include dyslexia and behavioural difficulties. Three pupils had a Statement of Special Educational Needs, which is broadly average. There are very few pupils from ethnic heritages and no pupils speak English as an additional language. There are slightly more boys than girls. These characteristics have not changed since the previous inspection.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. Attainment on entry is broadly average for most children and pupils attain above average standards by the time they leave the school at the end of Year 6. There is significant mobility with about 20 per cent of each class joining or leaving the school each year. Pupils do well because the quality of teaching and the leadership and management of the headteacher and governors are good. The school provides good value for money.

What the school does well

- Standards in English and mathematics are above average by the end of Year 6 because the school organises lessons to ensure that tasks are well matched to the needs of all pupils.
- The quality of teaching is good and leads to good learning.
- The headteacher and governors provide good leadership that contributes positively to the success of the school.
- The school provides very good opportunities for personal, moral and social development, successfully encouraging pupils to show very good attitudes to their learning and to behave very well.
- The way in which pupils develop their literacy skills through other subjects contributes to the above average standards in English by the end of Year 6.

What could be improved

- There could be a closer dialogue with parents about the school's expectations with regard to homework and about the action taken over their concerns.
- The use of marking does not help pupils to improve their own work.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in 1997. Standards in English, mathematics and science have risen in line with the national trend and have been broadly above average in recent years. Last year, standards were very high because that group of pupils included a large number of higher attaining pupils. This year standards are lower because there are more lower attaining pupils in the year group. The quality of teaching and learning has improved with no unsatisfactory teaching and more teaching judged to be very good. The school has successfully addressed the issues pointed out in the previous inspection. Teachers now clearly identify in their planning what pupils are expected to learn, assessment is used effectively to ensure that work is well matched to their needs and the weaknesses in information and communication technology have been addressed. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of the pupils. The school is on course to meet its challenging targets and is well placed to make further improvement.

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

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

Note: A means that the school's performance is in the highest five per cent nationally.*

Inspection evidence shows that standards are above average in English and mathematics by the end of Year 6. Standards in science were not investigated on this inspection. The reason for the difference between standards this year and last year's National Curriculum test results is due to the smaller number of higher attaining pupils in the current Year 6. Approximately 20 per cent of the pupils have joined the school since Year 3. Pupils are achieving well. By the end of the reception year, most children are on course to attain the early learning goals in most of the areas of learning, with the exception of personal and social development where they are on course to exceed them. Their achievement is satisfactory. By the end of Year 2, standards are above average in reading, writing and mathematics and pupils are achieving well. Last year's test results were well above average in writing and mathematics and above average in reading. Standards are lower in writing and mathematics this year due to the higher proportion of pupils with special educational needs in the year group. Pupils with special educational needs make good progress and higher attaining pupils also do well, with an above average proportion exceeding the expected Level 4 in English. There is no significant difference in attainment between boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and try hard to succeed. They enjoy coming to school because they are offered interesting activities.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous. They behave very well both in and out of classrooms.
Personal development and relationships	Very good. Pupils are expected to show a very good level of independence and act responsibly. The 'redhat' and 'greenhat' system, where older pupils take responsibility for many tasks around the school, contributes very positively to its smooth running.
Attendance	Satisfactory. It is broadly in line with the national average.

- The attitudes and approach of pupils to their work was very good in most lessons seen. The way in which pupils spontaneously offer help to others is a strength.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 quality of teaching is good overall and leads to good learning. English and mathematics are taught well across the school. Literacy and numeracy are also taught well because teachers have a secure understanding of how to teach these skills. Pupils in Years 5 and 6 are taught English and mathematics in groups from across the classes according to their level of attainment. This arrangement is also in place for pupils in Years 3 and 4. This contributes to the above average standards in these subjects by the end of Year 6.

Over one in four lessons were judged to be very good. Features of these lessons included an enthusiasm that was transferred to the pupils, very brisk pace and the use of challenging questions to provoke thought and extend learning. Other strengths in the quality of teaching include high expectations, interesting strategies that motivate the pupils and encourage them to work hard and very clear explanation to ensure that all pupils understand. Teachers are skilled in identifying where pupils have not understood and give sensitive support. As a result, pupils make good gains in their learning. In most lessons, teachers share what pupils are going to learn with them and, consequently, pupils have a good understanding of their own learning. In the very small number of satisfactory lessons, pace slowed and opportunities to engage pupils in challenging discussion were missed. Consequently, some pupils consolidated what they already knew, rather than gaining new knowledge. The school meets the needs of all its pupils well. Tasks are planned to challenge higher attaining pupils and also to meet the individual needs of those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils develop their literacy skills effectively across other areas of the curriculum. A wide range of visits and visitors enriches it.
Provision for pupils with special educational needs	Good. Individual education plans identify clear targets. Good support from teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision for moral and social development. Good provision for spiritual development. Satisfactory provision for cultural development. The school very effectively promotes collaborative work that has a positive impact on personal development. The school prepares pupils appropriately for life in a multiculturally diverse society.
How well the school cares for its pupils	Very well. Teachers know their pupils very well and effectively monitor their personal development.

- The curriculum meets statutory requirements.
- A particular strength is the way in which the school organises the curriculum to enable pupils to be taught English and mathematics in groups according to their level of attainment.
- The opportunity for pupils to join the flourishing school band contributes very positively to their personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and caring leadership, successfully developing the roles of the senior management team and subject co-ordinators, who work well together towards continual improvement.
How well the governors fulfil their responsibilities	Good. The governors take an active and well-informed part in the management of the school, contributing strongly to high standards in many of its aspects.
The school's evaluation of its performance	The school evaluates its performance well and takes steps to ensure improvement. For example, it identified that standards in writing were not as high as they might be, particularly for boys. Standards are now rising because teachers have received training in different strategies to motivate the pupils and a structure for story writing has been established.
The strategic use of resources	Good. The high carry forward amount in the budget is appropriately identified to maintain the number of teaching staff because the mobility of the pupils causes fluctuations in the number on roll.

- The school applies the principles of best value well and evaluates spending carefully.
- The mobile classrooms are in a poor state of repair and do not provide a conducive atmosphere for learning. They are due to be replaced in 2004.

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 teaching is good and children are expected to work hard. • Parents feel comfortable in approaching the school with questions or concerns. • Their children enjoy coming to school. 	<ul style="list-style-type: none"> • More activities to be arranged outside lessons. • More information about how their children are getting on. • Clear information with regard to homework. • Some parents would like the school to work more closely with them.

The inspection team fully supports the positive views held by parents. With regard to their concerns, they found that there is a good range of extra-curricular activities, including visits to places of interest and visits by artists and theatre groups. The large school band plays in a wide variety of festivals and competitions. The information given about how pupils are getting on is similar to that found in most schools. The team found that clearer information could be provided about homework and that more information could be provided about action taken about parental concerns to improve the partnership with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are above average by the end of Year 6 because the school organises lessons to ensure that tasks are well matched to the needs of all pupils.

1. One of the reasons why standards are above average in English and mathematics by the end of Year 6 is because the school takes particular care to ensure that tasks are well matched to the needs of all pupils. It does this by teaching pupils in Years 3 and 4 and Years 5 and 6 in sets according to their level of attainment from across the two year groups. As a result, tasks can be closely matched to the needs of individuals. This system is well established for the older pupils and has been introduced this year to address the needs of pupils in Years 3 and 4. These younger pupils are accommodated in three smaller classes and consequently are taught in smaller sets. The school has arranged this to address the needs of a small number of pupils in Year 4 who experienced behavioural difficulties last year. This arrangement is successful and contributes to the very good attitudes and behaviour seen during the inspection and the standards attained, particularly for those pupils in Years 3 and 5, many of whom are working at a higher level than expected for their ages.
2. Good examples of the way in which the needs of all pupils are met were seen during the inspection. For example, in a very good literacy lesson, higher attaining pupils in Years 5 and 6 learned how similes can be used to engage the reader, identifying and highlighting them in the text of 'How green you are'. This challenging lesson met the needs of the pupils and the teacher's enthusiasm for the subject and comments about the text motivated them to succeed. For example, pupils joined with the teacher in marvelling at the simile 'like water stumbling over stones' before moving on to search for a sentence with no verb. At the same time as this activity was taking place, another group of lower attaining pupils in Years 5 and 6 were finding examples of complex and short sentences in the same text. They moved on to compile their own complex sentences such as 'Although there was a strange sound, I could not eat my breakfast', using cards to help them.
3. In another literacy lesson for higher attaining pupils in Years 3 and 4, pupils learned how arguments are presented, using a good range of letters as a stimulus. The teacher referred to a 'controlled environment' to justify the treatment of wild birds in an aviary. In discussion about the stance taken by the aviary manager to sustain the argument, a pupil commented 'Well, he would say that wouldn't he?' As a result, the pupils learned the need to have evidence to support their views. At the same time as this lesson, a set of average attaining pupils compared and contrasted examples of arguments using emotive vocabulary, before working on words ending in '-sion' and '-tion'. A lower attaining set learned from the teacher's example how to argue for or against an idea before practising extending and compounding words by adding '-ful' and '-ly'. The way in which the theme of presenting an argument was introduced, to meet the needs of pupils of widely differing levels of attainment, contributed positively to the standards attained.
4. Similar organisation is also successful for mathematics. Higher attaining pupils in Years 5 and 6 learned to use timetables to solve problems about journey routes and times, successfully identifying where trains ran at two hourly intervals and how long there was to wait when changing trains. Pupils worked well in pairs, helping each other with complex calculations. The needs of all pupils are well met within the setting arrangements. For example, lower attaining pupils within this same set worked with simpler timetables to ensure that they could be successful. This practice is also successful for the younger pupils in Years 3 and 4. Different tasks are provided for groups of pupils within each set to meet their needs. Pupils with special educational needs, for example, were well supported by a classroom assistant, who gave individual attention when necessary to help them overcome any difficulties.

The quality of teaching is good and leads to good learning.

5. The good quality of the teaching is another reason why the school is successful. A particular strength is the way in which teachers use interesting strategies to motivate the pupils and extend learning. For example, in the reception class, children learned to count in twos by whispering alternate numbers when counting along the number line. As a result, the children were very keen to have a turn and made good gains in their learning. In a class for pupils in Years 1 and 2, they learned to identify synonyms by using extracts from the text 'Rumble in the Jungle', using a thesaurus to find synonyms for well chosen words such as 'ferocious' and 'wallop'. In Year 2, pupils were asked to say any 'tongue twisters' that they knew. This engendered enthusiasm from the pupils and ensured that they were ready to relate what they knew to the lesson about alliteration. The use of interesting strategies to extend learning is not confined to lessons. For example, during the inspection, pupils learned the importance of working together during an assembly. Here, they learned that it is easier to fold a sheet if you have a helper and that it is difficult to tie shoelaces with one hand. The amusing sight of pupils trying to succeed with these tasks unaided, together with the relative ease with which the tasks were accomplished with help, enabled them to learn in a way that amused them. In another assembly, vibrant cartoons to support the expert story-telling from the vicar ensured that pupils learned about special rewards for those who make sacrifices.
6. Teachers provide clear explanations and have an enthusiasm that is transferred to the pupils. This motivates them and encourages them to want to learn. For example, in the reception class, children learned to add sets of animals because the teacher clearly explained, placing animal cut-outs to illustrate the sets, saying 'Look, they are circus pigs standing on their backs' as she placed a set of pigs one above the other. As a result, the children were amused and were keen to take part. In a mathematics lesson for pupils in Years 3 and 4, clear explanation prompted the comment of 'Oh, I see. - you add them up!' from a pupil who had been confused. In a literacy lesson for pupils in Years 5 and 6, the teacher's obvious delight in the vocabulary used in the text was transferred to the pupils, who readily agreed with her comment 'Isn't that wonderful!' when discussing similes.
7. A particular strength is the way in which teachers notice when pupils have not understood and give immediate and sensitive support. This boosts the self esteem of all pupils, but particularly those with special educational needs or those that are new to the school. Several examples were seen during the inspection. For example, a pupil in Year 2 was helped to understand the difference between rhyming words and alliterative words, with the teacher valuing her answer to the question 'What do you notice about these words?' before sensitively explaining the correct answer. A pupil in Year 6 had misunderstood the definition of a simile and the teacher quietly and unobtrusively checked her understanding as the class were beginning their tasks to ensure that she was not confused. The way in which the teacher did this ensured that the pupil's self esteem was maintained.
8. Other features of good teaching include the sharing of what pupils are expected to learn at the beginning of lessons to ensure that they have a good understanding of their own learning, brisk pace, high expectations and the use of challenging questions to provoke thought and extend learning. As a result, pupils work hard to succeed. Teachers manage their pupils well and are very well prepared.

The headteacher and governors provide good leadership that contributes positively to the success of the school.

9. The headteacher has a good vision for the continual development of the school focused on high standards and the inclusion of all pupils, regardless of background. He shares this view successfully with governors and staff, resulting in a committed team that works well together towards continual improvement. He has successfully established and developed the roles of the senior management team and subject co-ordinators since his appointment four years ago. The co-ordinators for English and mathematics have a clear view for the development of their subjects and have had opportunities to monitor standards and teaching. There are several

reasons why the school is successful. The headteacher, staff and governors analyse its performance thoroughly and take steps to address any areas of weakness. For example, they identified that standards in writing were not as high as they might be, particularly for boys. To address this, staff have received training in ways to motivate pupils to write. For instance in drama, where pupils use 'hot seating' techniques to explore feelings before writing. A structured system for planning stories and commercial schemes to support writing have been introduced. Best practice in the teaching of writing has been shared and setting has been introduced for pupils in Years 3 and 4. Initiatives such as these have had a positive impact on the standards attained.

10. The way in which the headteacher and governors manage the significant mobility of the children from army families is also fundamental to the school's success. About 20 per cent of each class arrive and leave each year. The headteacher gives a significant amount of time to show new families around the school personally, ensuring that they are made welcome. The school has close links with the Army because the vice chair of the governors is the army padre and also the family liaison officer. This allows staff to support pupils if their fathers are called away unexpectedly. Good systems enable new pupils to settle in happily. For example, new pupils come to school early on their first day and a 'buddying' system ensures that they soon make friends. Records of attainment are kept up to date in readiness for transfer when pupils leave, and new pupils are quickly assessed to ensure that they build on what they already know.
11. The role of the governors is well developed and they play an active part in the management of the school. They keep themselves informed of the work of the school through visits and several parent governors help in school on a regular basis. They have set up working parties when necessary; for example, to look at strategies to improve behaviour last year. Initiatives from this, such as the shortened lunch time and training for lunch time supervisors, have been successful, resulting in the high standards of behaviour seen during the inspection. The governors evaluate spending carefully, ensuring that spending decisions focus on raising standards. They have made every effort to improve the unsatisfactory accommodation in the mobile classrooms and these have been identified for replacement in 2004.

The school provides very good opportunities for personal, moral and social development, successfully encouraging pupils to show very good attitudes to their learning and to behave very well.

12. Pupils of all ages behave very well and have very good attitudes to their learning. They enjoy coming to school because they are offered interesting activities. There is a strong emphasis on personal development and this permeates the ethos of the school. Pupils are expected to show a very good level of independence from an early age. For example, children in the reception class are expected to organise their own resources for painting, washing their brushes and palettes and wiping the table ready for the next person. They accomplish this sensibly and independently. Pupils readily accept more responsibility as they move through the school. They move to their different 'sets' promptly, ensuring that no time is wasted, and organise their own resources so that they are ready to start their lessons.
13. Older pupils play an important role in the smooth running of the school. They take responsibility for looking after younger pupils in the playground through the 'redhat' system. The pupils enjoy wearing their hats and younger pupils can easily identify whom they can ask for help. Good examples were seen during the inspection, where the 'redhats' made sure that nobody was alone at playtime, encouraging all to play together. Two pupils used their initiative to good effect by sweeping away a large puddle after rain to ensure that the youngest children did not get wet! While the 'redhats' generally help in the playground, the 'greenhats' ensure that other areas of the school run smoothly at playtime and lunchtime. These pupils supervise the toilets and corridors, tidy the cloakrooms and answer the telephone in the office. The way in which these pupils respond to the trust placed in them is very good.
14. Many examples were seen where pupils were encouraged to work in pairs and groups, sharing resources and helping each other. For example, pupils in Years 5 and 6 worked in pairs to solve

problems about train times, checking each other's calculations and pointing out any errors. Pupils in Years 3 and 4 worked in pairs of mixed attainment level in the computer suite, with the more confident helping their partner. Pupils in Years 1 and 2 helped each other to find synonyms for words such as 'massive' in a thesaurus. Pupils also give help to each other spontaneously. For example, a younger pupil rushed to help an older one when the contents of her lunch box were spilt in the cloakroom at the end of the day. The emphasis that the school places on caring for each other is well illustrated in the 'buddying' system. New pupils are partnered with a 'buddy' who looks after them and helps them to settle happily into school. This was observed during the inspection where a new pupil was well supported by her 'buddy' on her first day at the school.

15. Attitudes and behaviour in lessons were mostly very good. Pupils know that they are expected to behave very well and they try very hard to meet these expectations. They are highly motivated and show a determination to succeed. This is because tasks are interesting and they know that they can ask for help if they need it. They show very good behaviour as they move around the school, particularly when, due to the design of the building, they are required to walk through other classrooms where lessons are taking place. Opportunities to reinforce moral issues are taken in lessons and assemblies and all adults provide pupils with very good role models. The Golden Rules that promote care and respect for all are displayed and referred to around the school. During an assembly these rules were displayed and pupils learned the benefits of teamwork through an amusing presentation involving folding sheets and tying shoelaces. The way in which this was presented in the style of 'Who wants to be a Millionaire,' where pupils could ask the audience or a friend for help, successfully reinforced the Golden Rules.
16. The school band makes a very strong contribution to pupils' personal, moral and social development. The band is a well-established feature of the school and it has won an impressive array of cups and trophies over the years, including playing at the Festival Hall in London for the National Music Festival of Youth. Pupils in Years 3-6 may join the band and learn to play a very wide range of brass, string, wind and percussion instruments. During the inspection the band of over 30 pupils expertly demonstrated how they work together, delivering a very high quality performance in the absence of their regular conductor and pianist. The way in which the pupils set up their instruments, many playing several different ones during the performance, was impressive and contributed very strongly to their personal development.

The way in which pupils develop their literacy skills through other subjects contributes to the above average standards in English by the end of Year 6.

17. The school identified a need to raise standards in writing and provides many opportunities to develop these skills through other subjects. Evidence seen during the inspection shows that this is successful. In history, for example, pupils write accounts of their visits to a Roman enactment day and to a Victorian museum workshop, showing correct spelling and an interesting use of vocabulary. They use their information and communication technology skills to write about the symbols that they chose for their own personal coat of arms as part of their celebrations of the Queen's Golden Jubilee. They produce clear job specifications for a housekeeper and an estate manager as part of their studies about life in Victorian Britain. In geography, accounts about imaginary villages show the development of both writing and information and communication technology skills. In science, explanatory text shows how to look after a rabbit or a baby, including well-annotated diagrams and drawings. Evaluations of slippers made in design and technology show that pupils know how to engage the interest of the reader, with comments such as 'my slippers would be comfortable after a hard day at school.'
18. Personal, social and health education lessons are used effectively to develop writing skills. During the inspection, pupils in Years 5 and 6 wrote notes about their feelings about the demands made on them during a school day, showing a fluent joined style of handwriting and correct spelling. In information and communication technology lessons for pupils in Years 3 and 4, pupils produced an information sheet about the Vikings, using a spellchecker effectively to support their spelling skills. The emphasis placed on developing writing skills in other subjects makes a positive contribution to the standards attained.

WHAT COULD BE IMPROVED

There could be a closer dialogue with parents about the school's expectations with regard to homework and about the action taken over their concerns.

19. Most parents who responded to the questionnaire were positive about many aspects of the school. For example, they feel that the teaching is good and that their children enjoy coming to school and are expected to work hard. They also feel comfortable about approaching the school with questions or concerns. However, a significant proportion of the parents who responded expressed concerns about the activities provided outside lessons, the information that they receive about how their children are getting on and information about homework. Parents would also like the school to work more closely with them.
20. The school sends its own questionnaires to parents to seek their views on the school and the senior management team discusses the results. Parents also raise concerns with individual teachers. However, there is currently no system for communicating or recording the action taken over their concerns to parents. Consequently, parents do not know whether their concerns have been addressed and this impacts negatively on the school's partnership with its parents.
21. Parents expressed a concern about the homework that their children are expected to do, being unsure when to expect their children to have homework. The current policy, which is currently being reviewed, provides general guidelines but insufficient detail about what and when homework should be set. Although homework diaries are used to record homework for the older pupils, parents are not given sufficient information about when to expect it. The school should ensure that parents are made fully aware of its expectation with regard to homework.

The use of marking does not help pupils to improve their own work.

22. The quality of marking does not help pupils to improve their own work. This has already been identified as an area for development and the school is shortly to develop its policy as part of an initiative with the local education authority. An effective marking code has been established, but comments are brief. As a result, pupils have little understanding of their own work and take less responsibility for their own learning than might be expected.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the good work of the school and raise standards further, the headteacher and governing body should now address the following in their action plan:

- (1) Improve the way in which the school works with parents by:
 - improving the homework policy to include clear expectations and guidance to parents;
 - developing and implementing a system to analyse and record parents' concerns so that the school and parents know what action has been taken.

(Paragraphs 19-21)
- (2) Develop and implement a marking policy to encourage pupils to understand how to improve their own work. * (Paragraph 22)

* The school has already identified this as an area in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	11	2	0	0	0
Percentage	0	28	61	11	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 more than five 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)	220
Number of full-time pupils known to be eligible for free school meals	9

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	34

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	37
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.5
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	16	16	17
	Total	32	33	34
Percentage of pupils at NC level 2 or above	School	91 (94)	94 (94)	97 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	17	17	16
	Total	34	34	33
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (97)	94 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	21	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	20
	Girls	18	19	20
	Total	36	37	40
Percentage of pupils at NC level 4 or above	School	86 (84)	88 (82)	95 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	21
	Girls	20	20	21
	Total	37	38	42
Percentage of pupils at NC level 4 or above	School	88 (79)	90 (84)	100 (92)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	219
Any other minority ethnic group	0

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)	9.0
Number of pupils per qualified teacher	22.9
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	118

FTE means full-time equivalent.

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	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	5	1
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	462,290
Total expenditure	448,145
Expenditure per pupil	1,992
Balance brought forward from previous year	31,341
Balance carried forward to next year	45,486

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	46	5	4	0
My child is making good progress in school.	40	47	6	3	3
Behaviour in the school is good.	26	61	6	4	2
My child gets the right amount of work to do at home.	22	49	18	6	4
The teaching is good.	41	52	3	2	2
I am kept well informed about how my child is getting on.	24	53	15	6	1
I would feel comfortable about approaching the school with questions or a problem.	39	49	7	4	0
The school expects my child to work hard and achieve his or her best.	41	51	4	1	3
The school works closely with parents.	27	49	15	6	2
The school is well led and managed.	39	40	6	7	6
The school is helping my child become mature and responsible.	34	48	6	4	7
The school provides an interesting range of activities outside lessons.	16	39	26	8	12

Other issues raised by parents

Parents at the meeting praised the sensible changes made by the headteacher and how the school had improved in recent years.