

INSPECTION REPORT

WEST ALVINGTON CE VC PRIMARY SCHOOL

West Alvington, Kingsbridge, Devon

LEA area: South Devon

Unique reference number: 113404

Headteacher: Miss Valerie Walker

Reporting inspector: Mrs Margaret Hulme
Registered Inspector's OFSTED number: 3609

Dates of inspection: 29 – 30 April 2002

Inspection number: 195876

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: infant and junior
School category: voluntary controlled
Age range of pupils: 4-11
Gender of pupils: mixed

School address: West Alvington
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South Devon
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Appropriate authority: governing body
Name of chair of governors: Mrs Maria Skirton

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

The school is situated in village of West Alvington near Kingsbridge in South Devon. It is a Church of England controlled school. Currently there are 75 pupils on roll of whom ten are in the Foundation Stage. Pupils are taught in three classes by five teachers of whom one is the headteacher and two are part-time. At the time of inspection one teacher was absent and a supply teacher taught the Foundation Stage and Year 1 children. All children are white and there are no children for whom English is an additional language. There are 22 children identified as having special educational needs (30 per cent) of whom three have specific statements of need, which is above average. Pupils come from a range of social backgrounds and travel from the immediate village, the town of Kingsbridge and surrounding area. There are 11 per cent of children known to be eligible for free school meals, which is broadly in line with the national average. Pupils have had a variety of pre-school experiences before entering school and attainment on entry is wide ranging but is broadly average overall. The school has had a period of turmoil since 1997 with four headteachers since the last inspection. The current headteacher has only been in post for six months.

HOW GOOD THE SCHOOL IS

This is a school doing a reasonable job with some good features and the new headteacher is trying to make the changes that will take it forward and make it more effective. Children attain high standards by the time they leave school, the teaching is good and staff are effective in making the school an attractive place for children to learn. Children are becoming mature and responsible and have good attitudes to their work and school life. The new headteacher is providing sound leadership and has correctly assessed the changes that are required to improve standards and take the school forward and in this she is well supported by the governing body. Inspectors agree with governors that good communication and a willingness by all staff to support the headteacher is the way forward. Improvements are beginning to take effect and currently the value for money provided by the school is satisfactory.

What the school does well

- Children achieve well and attain high standards in National Curriculum tests at both Year 2 and year 6.
- Overall, the teaching is good and having a positive impact on children's learning.
- Children have good attitudes to their work and behaviour is good.
- The governing body is supporting the headteacher effectively in providing good direction for the work of the school.
- The majority of parents have good views of the school and are satisfied with the quality of education it provides.

What could be improved

- Some aspects of the leadership and management of the school.
- The ethos of the school, particularly that relating to communication and relationships between staff and the headteacher.
- Standards in mathematics in National Curriculum tests for Year 6 pupils.
- The accommodation is poor and some aspects cause concern to the children.

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. Overall, the school has made satisfactory progress in improving the development indicated as necessary in the last report. The governors have made good progress in strengthening and developing the role of the governing body and all issues listed in the previous report have been remedied well. Some improvements have been made to accommodation but although the school is using what provision it has as well as possible there are still outstanding issues relating to physical education and pupils' welfare. Progress has not been so good in the issues relating to the work of the staff. Teachers have now accepted the National Literacy and Numeracy Strategies and have agreed to use some of the national recommendations for curricular subjects and that of the locally agreed syllabus for religious education. Some planning showed that better reference is now made to the Foundation Stage curriculum for children up to Year 1

but the school's long-term planning still lacks inclusion of this important area on the whole school plan. The weekly planning has improved and learning objectives for lessons are now identified. Two teachers, to improve their teaching and the children's learning, now use assessments very well. Classroom provision is monitored by the new headteacher but the roles of co-ordinators are not well 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
	1999	2000	2001	2001
English	B	B	A	A
mathematics	D	C	C	C
science	C	E	B	B

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

Children enter the school with a range of abilities which is broadly average overall and most of them are likely to attain most of the early learning goals by the end of the reception year. A few children find it hard to concentrate and make slower progress than the rest of this group. Others tackle the work planned for them and achieve well. They are unlikely to attain the early learning goals in the physical development area of learning because although they manipulate small objects such as paint brushes and writing tools they have no opportunities to use large apparatus and equipment. This is unsatisfactory and hampers the progress that children could make. By Year 2, children achieve well in writing and mathematics and their performance in National Curriculum tests last year was well above average for writing and above average for mathematics. Results in reading were below the national average although most reached the level expected of them and some did better. Pupils' performance in National Curriculum tests by Year 6 show that children did well last year in English and science but achievement was less good in mathematics although results were still in line with the national average. The Year 6 group is usually small compared with other primary schools and this means there is considerable year-to-year variation in the school's average National Curriculum results. The statutory targets for 2001 have been exceeded in English but the school failed to reach its targets for mathematics.

Other subjects were observed and the standards of work seen were generally typical of that expected for children of this age. Overall, pupils achieve well but occasionally teachers' expectation is not high enough, such as Year 1 given undemanding tasks for handwriting, and at such times pupils' achievement is unsatisfactory. Improvements were seen in music standards for more able pupils because a specialist teacher now provides sufficiently challenging activities that extend their knowledge and understanding.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall good. Most children make good efforts to do as well as they can.
Behaviour, in and out of classrooms	Good. Most children understand what is acceptable behaviour and in some lessons it was very good resulting in very good achievement.
Personal development and relationships	The good relationships that exist between teachers and pupils motivate most children to work hard and do their best. They want to please their teachers.
Attendance	Overall satisfactory. Absence due to authorised holidays is within acceptable limits and is not affecting standards. Pupils are usually punctual and come willingly to school

Some children do challenge the authority of the teacher and have behavioural problems that make it difficult for them to get on with their work but the staff handle this well and unacceptable behaviour is dealt with effectively.

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 has improved since the last inspection and overall, it is now good. There was no unsatisfactory teaching and in three lessons, some very good teaching was seen. The contribution of the specialist teacher of music is having a good impact on standards and the criticisms of the last report about the teaching in this subject have been remedied. The teaching in English and mathematics is good from Year 2 to Year 6 reflecting the teachers' good subject knowledge and ability to move pupils on quickly to the next stage of learning. The teaching of Year 1 in these subjects is mainly good but occasionally the planning and lesson objectives are not appropriate for each stage of learning. The usual class teacher for the Foundation Stage was absent during the inspection but the supply teacher taking the class taught them well and resulted in children making good progress in communication, language and literacy and in the mathematical area of learning in those lessons seen. In all classes the skills of literacy and numeracy were taught well because teachers follow the recommendations for the national strategies for literacy and numeracy. However, a weakness observed in one lesson on handwriting resulted from the expectation of what the Year 1 children could achieve which was too low and they found the work too easy.

In all lessons the good relationships that had developed between teachers and pupils were instrumental in motivating most children to work hard and do their best. The effective use of resources in some lessons, for example, science, stimulated pupils to make very good efforts and maintained their interest when tackling challenging work. Teachers made good use of time and support staff who were effective in keeping those with special educational needs involved in their tasks and in preventing those with behavioural problems become disruptive. Most teachers have high expectations of what children can do resulting in pupils striving harder and enjoying challenge, particularly the higher attainers. In all classes the management of children is good and teachers take care to make children aware that they value their efforts and the outcomes. The good quality of teaching, particularly that of the headteacher, is having a positive effect on children's learning because they constantly make gains in knowledge, skills and understanding, are prepared to concentrate well and when asked can explain what they have learned and how challenging they found it.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An improvement and overall it is good. The range of learning opportunities outside lessons is particularly good for a school of this size.
Provision for pupils with special educational needs	Satisfactory. The school is working on the new code of practice and expects to have a new policy soon. Good support from teaching assistants enables the children to be included fully in lessons and complete their work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This has improved and is now good overall. Worship now contributes well and all children are valued. Children know the difference between right and wrong and have a growing understanding of the need for social responsibility. Several subjects are now used well to make pupils aware of both their own and other cultures.
How well the school cares for its pupils	Satisfactory overall. The school does the best it can to provide well for the welfare of its children but there are some aspects that are still unresolved.

Overall, the school works well in partnership with parents and the majority are satisfied with the quality of education provided for their children. The school values the contributions of parents to their children's learning and is keen that they work well together but is concerned that some parents are worried about the relationships that exist between some staff and the headteacher related to the changes needed to take the school forward.

Curricular planning has improved and lessons reflect what children need to learn but that for the Foundation Stage is not yet included in the whole school curricular plans and some staff have been slow to follow the headteacher's direction about the need for such strategies as target setting to raise standards. There are still some problems about physical education meeting statutory requirements but the staff do the best they can and

the fault lies in the limited accommodation and range of equipment they can use. The policy for child protection needs updating because an important section is missing and some staff are untrained. Procedures for monitoring attendance are hampered because some parents do not seek authorisation of absence from the headteacher and staff do not always pass on information, which is unsatisfactory. The accommodation is poor and some aspects concern the children. The ethos is suffering and reflecting badly on this school with a church foundation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing satisfactory leadership in providing educational direction for the school but is finding it difficult to persuade some staff that the changes indicated are needed to improve standards
How well the governors fulfil their responsibilities	There has been considerable improvement and governors are clear about their roles and responsibilities and use many ways to keep themselves informed. They are now well organised and supporting the headteacher effectively.
The school's evaluation of its performance	Staff are now beginning to have a better understanding of the school's performance. The use of analysis of tests is helping to clarify what works well and why but more work is needed.
The strategic use of resources	The school generally makes good use of its resources and educational priorities are supported through good financial planning.

Some progress has been made towards developing the curriculum leadership roles of teachers but it has only just begun to encompass the monitoring of teaching and learning. The headteacher is trying to make the best use of the staff's strengths while at the same time wants them to feel secure enough to admit there are weaknesses and remedy them. Communication is not always as sensitive as it might be and staff had several leaders in a short space of time. The school lacks good written communication such as a staff handbook that provides clear guidance and ensures a consistent approach to both teaching and management. The headteacher is overburdened which is making her leadership and management role harder than it needs to be because staff responsibilities are not equitable. In achieving best value governors are now aware that the decisions they make need to be seen in the light of improving standards. This is working satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and behaviour is good • Children make good progress and are expected to work hard and do their best • Teaching is good and parents are kept well informed about pupil's progress • The school works closely with parents and they feel comfortable approaching the school with concerns • Children are helped to become mature and responsible • Pupils get the right amount of homework and have an interesting range of activities outside lessons 	<ul style="list-style-type: none"> • Leadership and management • Consistency in teachers' approaches to homework

Inspectors agree with parents' positive views. Inspectors concur with parents' views about homework. Although it is provided there still appears to be no consistent approach and a sharper focus is needed. The fragmenting relationship between some teachers and the headteacher has damaged the teamwork with staff and the restoration of good communication and a willingness on the part of all staff to follow the direction of the headteacher is essential if the school is to move forward and become an effective school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children achieve well and reach high standards in National Curriculum tests at both Year 2 and Year 6.

1. The previous inspection report drew attention to the work that had focused on English in all classes resulting in the subsequent improvements to reading standards. Attainment in mathematics was also above average and was judged to be a strength of the school. At that time inspectors considered that there was a significant upward trend in the attainment and progress of pupils in English, mathematics and science both at Year 2 and by the end of Year 6. Of the other subjects standards in art were good and this subject too was seen as a strength. Standards in history were better than expected for age but all other subjects were typical of that seen in other schools. Standards of work of the reception children were satisfactory with the exception of the physical development area of learning where progress was unsatisfactory.
2. The findings of this inspection were not the same as the last one although children continue to achieve well for their stage of learning. In small schools the number of children taking the tests is likely to be small and this provides great variation in results from year to year. In 2001 there were just 12 children taking the tests at Year 2 and 11 taking the tests at Year 6.
3. On the basis of tests, tasks and teacher assessments pupils' performance at Year 2 for writing, mathematics and science were very high in comparison with the national average because every child reached the expected level or did better. This puts the school in the top five per cent of schools in the country. When these tests were analysed to see how well the faster learners had attained, the results showed that only in reading were children's results above the national average. In writing they were close to average but in mathematics and science too few children had reached this higher level and they had not done as well as other schools nationally. However, the attainment for Year 2 children shows that results have improved in reading and writing since last year and results in mathematics have been maintained.
4. On the basis of the National Curriculum tests last year the percentage of Year 6 pupils reaching the expected level or better in English was well above the national average. All except one reached the expected level for their age and the percentage exceeding it was 17 per cent higher than the national average. The school exceeded its statutory targets for English. In science, the results were similar to those for English with all except one pupil reaching the expected level and 45 per cent reaching the higher level. The picture for mathematics was not the same as that for English and science and the school did not reach its statutory targets for mathematics in 2001. The two teachers who work with the oldest pupils are now putting intensive efforts into trying to help children do better this year.
5. The National Curriculum test results for Year 2 children show that there has been a considerable improvement in writing since the previous year and at Year 6 the improvement to English is good and in science it is very good on the previous year.
6. The new headteacher recognises the high standards being achieved in two of the test subjects and is now determined to improve those of mathematics. She has taken responsibility for leading the subject of numeracy and will be monitoring children's work at all stages to set individual targets remedy weaknesses and ensure a consistent approach.

7. Recently the school has won a school achievement award because it has substantially improved its results in National Curriculum tests between 1998 and 2001. The hard work of the teaching and support staff that goes into achieving this is recognised and a letter from the Minister of State for School Standards makes it clear that this award is intended to celebrate and reward such efforts.

Overall, the teaching is good and having a positive impact on children's learning

8. At the last inspection teaching was judged to be satisfactory or better overall but there were few lessons of very good teaching and 14 per cent of lessons were unsatisfactory. Since that inspection the teaching has improved and now it is good overall with some lessons that were very good. The teaching of the music specialist, who works just one morning each week, and that of the supply teacher who was teaching Year 1 and the reception children contributed to that very good teaching. There was no unsatisfactory teaching during the inspection and although there are several strengths there are still some weaknesses.
9. During inspection the Foundation Stage and Year 1 were taught by a supply teacher as the usual teacher was absent. The supply teacher used the class teacher's planning, modifying it as she worked. She quickly established a rapport with the children and used her good knowledge well to teach, direct, intervene and support their learning. The teacher organised the lessons well and made good use of the support assistant, particularly in literacy lessons. However, sometimes a student helper was used and although she was helpful and had been well briefed by the teacher she lacked the knowledge of the usual trained support assistant and was not always able to provide the guidance that children needed. The management of the class was good and this was essential because some of the younger pupils were immature for their age, had short concentration spans and found it difficult to maintain their interest. For example, in a literacy lesson, two pupils attempted to distract others and had a tendency to chat as activities changed. Group tasks were explained clearly and all understood what they had to do. The support assistant working with the reception pupils did her best to keep up their concentration and the teacher checked their progress during the lesson. The plenary session, which comes at the end of lessons, was used effectively to recap on what had been learned and offered opportunities for children to talk about their work.
10. The planning for the Foundation Stage and that for Year 1 often needs to be different because the older children must work to the requirements of the National Curriculum and the reception children need work that enables them to reach the early learning goals ready for the National Curriculum. However, a weakness was seen in the lesson on handwriting when the teacher's planning showed low expectation of what children can achieve. The reception pupils traced patterns in the sand to help their letter formation skills and most could do this well but were bored waiting to take turns in the same sand tray. However, the teacher realised what was happening and intervened to move them on to the next activity. The Year 1 pupils were making patterns to reinforce letter formation in handwriting but this was clearly too easy and they said so. Although the teacher extended the work it was clear that children, whose writing on display showed that they were achieving at a much higher level, were not challenged by the pattern work planned by the class teacher. As the more able Year 1 pupils had already established good writing skills they were introduced to the use of handwriting pens and this proved to be more stimulating but their attainment was unsatisfactory for this lesson.
11. Relationships between pupils and teachers were good in all classes and this motivated most children to try hard and do their best. They wanted to please their teacher. In most lessons planning was good with clear learning objectives that were shared with pupils who then had a

good understanding of what the teacher wanted to achieve. Teachers question pupils skilfully to probe their understanding and this extends their knowledge and skills. For example, in a class of Year 2 and Year 3 pupils, the children were learning to locate information in non-fiction books. In the whole class group, some children had already explained the difference between *glossary*, *index* and *contents page* and demonstrated that they knew how to use them using alphabetical order. They used clues from the layout such as inset words and italics to find different aspects of a topic and their responses showed that they were familiar with such terms as *bullet points*, *flow charts* and sub headings. However, the challenge came when they were given a selection of books and then asked, “Where can I find a book about space?” They immediately seized on a book entitled *Planets* but when they checked through all the systems they had discussed they found that their first reaction was erroneous and eventually found the correct book for the information they required. This made children really think hard and they achieved well during this lesson.

12. Most teachers have high expectations of what pupils can do and they strive harder and enjoy challenge, particularly the more able. In a class of older pupils the learning objectives of a mathematics lesson involved them in exploring ways to develop written methods for subtraction. The planning was very detailed and it was clear how the lesson was to progress for children at all stages of learning. The mental session required rapid recall of known facts and despite the large class the use of white board responses made it easy to check the understanding of individuals quickly. Pupils explained their working out well and gave help to those who had difficulty. As each activity came to an end pupils read the objectives to see where they were going next. The pace was good and pupils were well able to explain how they worked out the answers. For example, when subtracting 124 from 281 they used rounding up and addition strategies but could equally explain the standard method. The direct teaching of skills is good and holds the attention of most pupils. Individuals demonstrate to the class using practical equipment and there is instant ‘*see at a glance*’ calculation. The faster learners expressed pleasure at the speed of the lesson and that they are constantly challenged. Their presentation was good and they were observed reading the marking comments and improving work.
13. There is a difficulty for this particular class that cannot be overcome without alterations to the accommodation because the class shares a space with the library area and is a main thoroughfare for children moving between classes. At times the constantly banging doors of children going to the lavatory or even the quiet talking in the library when small groups work with an adult is disruptive and makes it much harder for the teachers of this class to work well.
14. Some teachers are inspirational and their subject knowledge is used very effectively to challenge and inspire children. The effective use of resources maintains interest and inspires pupils to work harder. This was particularly good in the science lessons observed. In the class of older pupils, they were studying the structure and function of the heart and the path of blood through the circulatory system. In this lesson the newly qualified teacher worked with 33 pupils and without a support assistant. The lesson planning was very good and details included how well she would cope with this situation. The production of six litres of red water by the teacher as they discussed how much blood was in the body and the use of a pump and balloons to show how the heart functioned produced a *WOW!* factor and resulted in considerable wonder about the way our body functions. The planned activities enabled pupils to work in ability groups and some Year 5 pupils completed the tasks at Year 6 level. Diagrams were clear and showed that most pupils had understood the work. Although the class was tired the teacher pushed them hard using such techniques as ‘brain gym’ to keep them alert and able to complete work.

15. The use of specialist teaching in music is having a positive effect on standards and children's learning. The teacher is very knowledgeable and a skilled musician and uses her talents effectively to extend pupils' knowledge, understanding and skills. She has established very good relationships with pupils who listen attentively and respond well to questions. The pace is good so they move on quickly and cover many aspects of the subject. She emphasises that there is no need to waste time repeating what they know and is unwilling to allow them to sit throughout the lessons so devises tasks that prevent it. They show appreciation of music such as the *Ballet of the Chickens* as they try to relate sound to visual images. In teaching a song the pace speeds up from learning the words to actually singing and when praise is given for improved diction their efforts are greater. The specialist skills are used very effectively to challenge and inspire children who make very good efforts and co-operate well in groups. For example, in their composition work they discuss, offer ideas, record and select instruments and try out ideas, agreeing on modification or extension. They understand the task and find it exciting and because the teacher has high expectations of what they can do they rise to the occasion and achieve well.
16. Homework is given and there are details of the school system in the new prospectus. However, the homework diaries seen do indicate a narrow range of work and paid more attention to school events than work to do at home. Some of the older pupils said that they did not always do their homework and did not think it important but most knew and understood it was necessary. During a science lesson teacher comments remarked on pupils not handing in books or completing simple tasks such as dating work. Parents commented on the erratic spelling homework in Year 2. There is some inconsistency in the approach to homework and those parents who expressed concerns are right to expect there should be a sharper focus.

Children have good attitudes to their work and behaviour is good.

17. Overall, children's attitudes to school and their work are good. In the junior classes there were lessons where this was very good but the situation was occasionally unsatisfactory at the Foundation Stage. At the previous inspection children had good attitudes to learning and this has been maintained. Children are enthusiastic for school and in the responses to parental questionnaires there were 95 per cent who thought their children liked school. Pupils generally show good co-operation and willingly take responsibility for tasks allocated by teachers. They are keen to share their achievements with others and respond positively to praise for effort in assemblies and lessons. Just a few still have unsatisfactory attitudes to homework but this is now being dealt with satisfactorily by teachers.
18. Pupils and teachers have established good relationships and this is motivating them to work hard and do their best. Children relate well to one another and co-operate in class. The very good relationships have resulted in the good attitudes that infant and junior pupils have to school and this forms the foundation for good learning
19. Behaviour was judged as very good at the last inspection and generally it is good now. The younger children are learning to mix amicably with others, to share and follow instructions but some find it difficult to show good self-discipline. Most pupils understand the impact of their behaviour on others because teachers draw this to their attention in all classes. No instances of oppressive behaviour were observed during the inspection. There have been no exclusions in the last year. In most lessons behaviour was good because children interested in what they were doing. The good behaviour is a key factor in the sustained work and good efforts. Although

some pupils challenge the authority of the teachers it is usually handled well and others are able to get on with their work and make progress.

The governing body is supporting the headteacher effectively in providing good direction for the work of the school

20. The last inspection was critical of the governing body but since that time they have made tremendous steps forward and now are more effective. Statutory duties are met and most governors have more than a passive role. Committees are well established and all business takes place through them reporting back to main governing body forum. Practice is now much more rigorous. Governors attend training regularly. The chair of governors is on each committee so has an overview of all business.
21. When the headteacher took up her post six months ago she assessed the development that had happened since the last inspection and planned the changes that are needed to take it forward. The governing body understood and approved the changes that she was planning to make. Staff realised that the new headteacher would want to make some changes and hoped that these could be discussed and worked out in a reasonable way. Teachers commented that they wished only to do what was best for the children. The governors are very supportive to the headteacher and consider that she is trying to make the changes this school needs and which they support.
22. The headteacher has a major teaching commitment and works without the help of a deputy. Although her teaching has a very positive impact upon the standards achieved it reduces the time she has for administration and monitoring. The administrator is efficient but in a small school has less time than she would wish to carry out all the duties and give the headteacher as much support as possible.
23. A programme of further development was started. There is now some analysis of test results but they are not yet used to set targets for both individual and groups of pupils. These are shared with staff and governors in order that everyone has a clear view of the school's performance and an understanding of what works well and why. Governors are taking an interest in how the school performs against other schools and are kept up to date about test results and the action needed to improve them. The headteacher knows that more work on analysis of performance is needed, for example, of how well pupils tackled each question in the National Curriculum tests.
24. The previous inspection report highlighted the lack of monitoring of teaching as a weakness. This has improved, particularly in literacy and numeracy, but not all subject co-ordinators are yet involved in monitoring the work of other teachers as they work. The previous report was also critical of the monitoring of the curriculum coverage. This is better but the Foundation Stage has still not been added to the longer term planning. The headteacher has an overview of the curriculum as a whole and governors play a part in this by making regular visits to the school and sharing what they learn with other governors at their meetings. Governors consider that everyone needs to know what is happening and success can be celebrated and concerns discussed.
25. Improvements have been made to the school development plan, which is now well focussed and identifies the priorities for the school. Governors are aware of different objectives in the development plan and make regular checks on the progress towards them. Funding for priorities is allocated appropriately. The governors take their responsibilities seriously and when an audit was carried out responded to the recommendations quickly and made such changes as were required.

26. Monitoring and evaluation has been initiated but it is still early days and the governing body knows that more needs to be done. Co-ordinators and governors are beginning to monitor the teaching and learning in the subjects for which they have responsibility but lack of funds means that the headteacher must give up management time to take their class while they do it. A number of initiatives are now in place. The subject co-ordinators for English and science have undertaken their first lesson observations. Since the headteacher is the co-ordinator for mathematics the observations for this subject are already in place. The headteacher and governors are following national guidance for performance management with termly reviews. The newly qualified teacher's induction includes mentoring and support. Literacy and numeracy governors monitor progress throughout the school feeding information back to the governing body and the headteacher makes regular reports to them.
27. A new prospectus, the Governors' Annual Report to Parents and school newsletters help parents to be well informed about school life. Procedures for keeping parents informed about their children's progress meet legal requirements and are good. The governor for special educational needs is keen to see that parents are consulted about the reviews of children's progress and that the school offers the right level of support to those that need it. Governors are fully aware of the concerns of some parents and the professional attention they have given to them and to teachers are recorded in the governing body minutes. However, they are concerned that some staff chose to refer their complaints to their professional associations rather than their employer, the governing body.
28. The staff handbook is unsatisfactory for the amount of communication needed given the changes impacting on the school from the Local Education Authority, the Department for Education and Skills and OFSTED. The chair of governors is very aware that the school clearly needs a new staff handbook that provides guidance to all staff on all aspects of the life of the school. This is essential if there is to be a consistent approach by everyone. However, such a document will need consultation with both staff and governors.
29. The governors know about the principles of best value related to comparison, challenge, consultation and competition but accept that some elements are at an early stage of development. Governors understand that decision-making about the spending of funds is ultimately intended to improve standards.
30. Although there is satisfactory leadership and management of the school overall, the contribution of governors is good. However, governors are concerned that the climate for learning is not as good as it ought to be and this is dealt with in another part of this report.

The majority of parents have good views of the school and are satisfied with the quality of education it provides

31. At the previous inspection it was judged that there were generally good links with parents but inspectors were aware that a few found the school distant and felt unable to discuss concerns or contribute to their children's education as well as they would like. Inspectors supported this view but they recognised that the school had worked hard to improve links and was developing relationships through practical involvement and support. The new headteacher at that time had identified the partnership as a concern and was seeking to improve it.
32. The parents' meeting produced many positive statements about the school. There were 28 parents present and overall they had good views of the school and were satisfied with the

quality of education it was providing. There was general agreement that children are achieving well and one parent reported that her child had come on well since joining this school and that there was now pride in achievements and presentation. Parents were satisfied with the ways that the school helps pupils, whatever their ability, to learn and make progress. Marking comments were helpful and good humoured. Visiting artists had brought a new dimension to art and there were supportive groups such as additional literacy support for those who needed it. They thought behaviour was good and at times it was better than that. Children's attitudes were considered good and they approved of the values promoted by the school. One parent stated that pupils did not seem to care about their work before the new headteacher arrived but now it was different. They were pleased about the good relationships forged between teachers and pupils and referred to the good camaraderie on a recent school trip. They are happy about the annual reports they receive and recognise their children in the comments and judgements made about them.

33. Parents were willing to help their children at home but one had misgivings about it since she was unfamiliar with new teaching methods and had obtained extra support for her child privately. In Year 2 spelling homework was criticised. Parents commented that reading diaries were not kept systematically and it took a long time for responses to come back to them when they had bothered to write a comment after listening to their child's reading. Some parents were concerned that when homework was new it was done because it was seen as a novelty but now some children feel it does not matter. Although homework is provided, some parents considered that there still appears to be no consistent approach and inspectors agree with this view.
34. Responses to parental questionnaires indicate that what pleases parents most is that children like school and behaviour is good. The school is helping their children become mature and responsible. Their children make good progress and get the right amount of homework. Teaching is good and they are kept well informed about pupils' progress. Children are expected to work hard and do their best. There is an interesting range of activities outside lessons. Most consider that the school works closely with parents and they feel comfortable approaching the school with concerns
35. In response as to how the school responds to parents' suggestions and concerns there were examples of changes the school had made when concerns were expressed. For example, supervision before school had been welcomed. However, parents who bring their children to school too early sometimes abuse this supervision and the school has had to remind them of the dangers.
36. The final item on the agenda of the parents' meeting about any other issues did raise the issue of low staff morale due to differences of opinion. There were conflicting views amongst parents and although some considered that recent changes were bound to be unsettling and would take time to resolve others had much stronger views.
37. Apart from the parents' meeting and responses to parental questionnaires there were 18 letters received from parents and seven of these had very positive views about the leadership of the headteacher and particularly the quality of education being provided for them. Two letters praised the school for dealing with children's personal problems in a sympathetic and professional manner. Other parents praised the new headteacher and her changes and gave examples of how this situation had improved their children's education and happiness at the school.

38. There were eleven letters that praised the teaching, seemed satisfied with standards and welcomed the new headteacher but they were also expressing concerns about some aspects relating to the leadership and management of the school, particularly relationships between the headteacher and some staff and parents. This is dealt with elsewhere in the report.
39. A meeting with a group of parents during the inspection confirmed that most feel able to approach staff or the headteacher with problems. They were very pleased with the last parents' meeting and felt teachers were well-informed and able to report well on progress of children. Although these parents were now aware there was some friction they considered that the staff and headteacher should be left to resolve it without intervention from parents.

WHAT COULD BE IMPROVED

Some aspects of leadership and management

40. There are both strengths and weaknesses in the leadership and management of the school but overall it is satisfactory. The new headteacher has a clear vision of what the school is about and both she and the governing body seek to prepare children to be able to make contributions to their own community or beyond in the future. She has a positive view of the governors who are active, questioning and supportive.
41. The person with responsibility for child protection was not present during the inspection and was unable to respond to inspectors so evidence comes from governors and other staff. There is a policy but this has not been reviewed since 1995 and although the local authority has provided good guidance, important information about what staff can and cannot do is missing. The headteacher has not yet received training about child protection and this is now an urgent requirement. The chair of governors who is also the designated governor for special educational needs is knowledgeable about the requirements and sees a need for everyone to become familiar with this aspect as soon as possible.
42. Procedures for monitoring attendance are satisfactory in that the school checks about any absence on the first day and the level of un-authorised absence has reduced. The school has introduced a new system of recording which children are going in and out of school other than the acceptable signing in and out book for visitors. This is essential for children so that the school knows for whom it is responsible in the event of a fire or other disaster. However, inspectors observed that children are sometimes removed from school during the day without reference to the headteacher and the practice of staff notifying the headteacher is inconsistently applied. This is unsatisfactory. Although the reasons for taking children out of school during the day may be appropriate it must always be authorised by the headteacher and clear written guidance is needed so that everyone treats such instances in the same way.
43. The responsibilities of staff are not equitable and some members are overburdened. In a small school each teacher usually has a wider range of management responsibilities than would happen in an average or large sized school. At the time of inspection, the teaching staff comprised the headteacher, two full time teachers and two part time teachers. One of the part-time teachers is currently newly qualified and the headteacher has correctly kept her responsibilities to a minimum in this first year. The other part-time teacher works in the school for just one morning a week to teach music and her responsibility for this subject alone is appropriate. One full-time teacher has responsibility for literacy and the Foundation Stage curriculum while the other takes responsibility for science, history and information and

communication technology. This leaves the headteacher with the co-ordination of five subjects: mathematics, geography, art, physical education and religious education. In the event of teacher absence she must oversee the other subjects too. Many schools organise their curriculum in ways that do not necessitate the teaching of all subjects during a term but work in blocks of time and this alleviates the management roles but this school is not at that point yet. The monitoring of standards, teaching and learning in subjects has been the task of the headteacher but other teachers are beginning to be involved and have made their first observations of lessons.

44. Apart from the management of five subjects the headteacher is responsible for teaching a class for over 50 per cent of the week although recently governors have tried to release some resources to reduce this load. The class for which she is responsible has 33 children within it, is much bigger than the other two classes and has three age groups, one of which is a statutory assessment year group. Her role as a class teacher puts her in a good position to monitor the work of individual children and note progress. National trends are noted and compared. Her own teaching provides a very good example to others and the newly qualified teacher who works with her told inspectors of the progress she has made and the very good teamwork that exists between them. This is essential when two teachers have to share a class. Much time is given to discussions that will ensure a consistent approach and that all in the class have access to all learning opportunities.
45. This becomes a very extensive task when the workload has had to include dealing with key issues from the previous inspection and trying to help staff understand that her analysis of where the school was when she took up post indicated some complacency. For example, teachers were unaware that the performance of Year 2 children in the National Curriculum reading tests had been judged as below average for the previous three years.
46. The financial situation for this school has been difficult and very soon after appointment the headteacher and her newly appointed administrator faced a situation where the local authority reduced the budget by £9,000 because a drop in numbers, long term absence by staff and the cost of acting headteachers had drained resources. Stringent budgeting has been enforced since then and the time allocated for management responsibilities has often been lost to more pressing needs. The headteacher is clearly overburdened at present and a review of staff responsibilities and some aspects of school organisation is needed at the earliest opportunity.

The ethos of the school, particularly that relating to communication and relationships between staff and the headteacher.

47. At the last inspection the school was emerging from a period of instability during which time financial planning and educational development had been limited. There was a new headteacher, just as there is now. Although this is a school with a church foundation links with the church were not well developed and it was having a negative impact on the school's aim of having a Christian ethos. The governing body were judged as largely ineffective and considered a serious weakness. When this headteacher left the school an acting headteacher was appointed and his decision to leave after just one term resulted in another acting head for two terms. This was clearly a difficult time for the school but eventually governors felt able to appoint a permanent headteacher who is the present head.
48. The situation she has inherited is very different from that of the previous permanent head. Like most new headteachers she made an assessment of where the school was in its development and strengths and weaknesses were discussed with governors who are a very much stronger

group now than at the previous inspection. They recognise that high standards are important and that the school needs to look at its performance alongside other local schools and the national perspective. The headteacher has recognised the high standards of achievement in English and science by Year 6 and shows concern for some underperformance in mathematics. She knows there is a need to review the curriculum and ensure that the school meets the national requirements for the programmes of study outlined in 'Curriculum 2000', the locally agreed syllabus for religious education and the recommendations for the Foundation Stage curriculum that applies to the reception children. In many schools these reviews take time to ensure that all is as it should be, need several meetings and commitment from all staff. Curriculum responsibilities were allocated but only recently have teachers begun to take responsibilities for monitoring them and they lack knowledge of standards across the school.

49. To keep an overview of the school the headteacher visits classes, talks with pupils, examines books and shares in work they are doing. This is very helpful in helping her assess what further development is needed. Target setting for individual pupils, which is common practice in many schools, has been met with opposition from established staff and now is to be tackled through staff training. There is concern that the indications that some staff do not implement curriculum change as agreed will affect standards. For example, a target plan for action for handwriting is not consistently applied and a target plan for reading has only been drawn up because there is support from the Local Education Authority. The Local Education Authority, literacy governor and headteacher are now involved in evaluating both outcomes.
50. There is clear evidence that the headteacher found there was still much development needed and set about planning it in a purposeful way but over the last two months has become bewildered by the reactions of some staff and some parents to the action she is proposing that will move the school forward and improve standards.
51. Letters received from parents prior to inspection emphasise the good teaching and how pleased they are about what is done for their children but some letters refer to low morale and poor relationships between the headteacher and some staff. A minority of parents at the meeting prior to inspection raised this aspect of difficulties with relationships and some thought communication about decision-making contributed to misunderstandings. Although several comments were made there were few who could offer specific evidence to support their views.
52. Teachers were offered an opportunity to make their views known but only one chose to do so. Some staff had taken advice from their professional associations and chose to remain silent, offering no comments for the situation that was now clearly evident during discussions with both the headteacher and governors. Apart from parents, letters were received from governors and the two previous acting headteachers, which indicated some reluctance on the part of some staff to co-operate with the headteacher over her suggested changes or to bring their concerns to the headteacher in the first instance. Those from previous headteachers indicated that some of the experiences now happening were not new and they too had felt troubled by some events in the past. Evidence from meetings with support staff confirmed their concerns about the relationship situation that has developed but communication was highlighted again as they gave their perceptions about the need for greater sensitivity to the response of others. There was clearly some feeling that the headteacher is unaware of the way that others perceive the way she communicates and directs staff about what needs to be done. A further group of parents who are supportive of the headteacher and see her as a good teacher they are reluctant to lose, are aware of some friction but considered it was a professional matter to be settled by the staff themselves.

53. The chair of governors has noted a significant difference in the current leadership in that the headteacher has nurtured links with the church and considers it important that a school with a church foundation should have a Christian ethos. The school had a denominational inspection just before the OFSTED inspection and that inspector expressed concerns for the unsatisfactory relationships that now exist
54. The range of evidence indicates that the recently fragmenting relationship between the headteacher and some staff has put a great strain on the leadership and management of the school and this is a serious concern. Without the restoration of good communication the supportive partnership between head, staff and governors will founder, to the detriment of pupils' learning.

Standards in mathematics in National Curriculum tests for Year 6 pupils

55. At the last inspection standards in mathematics was above average and judged to be a school strength. However, these findings were not in line with the National Curriculum test results and showed that standards had risen since the previous year. Last year the National Curriculum test results for Year 6 pupils were average for mathematics and these results were the same when compared with similar schools. This contrasted with the results for English, which were well above average and those for science, which were above average. Information about pupils' progress for mathematics since they did the tests in Year 2 indicates that it is unsatisfactory.
56. Given that this same group of children attained the results they did in English and science the headteacher has looked carefully at their results to try and ascertain why performance was so much lower. This example is one reason why the headteacher is keen to analyse results question by question to see where children had difficulties. Last year in the Year 6 group of pupils there were significantly less boys than girls. The acting headteacher had been keen on English and worked well with them and booster classes had been provided in science for those children who had experienced problems. Consequently when pupils' performance is analysed for English and science there was only one child unable to reach the level expected for age and almost half the group reached the higher level in both subjects. This was not the same for mathematics where there were four pupils who failed to reach the expected level and fewer who reached the higher level.
57. The headteacher and newly qualified teacher were not in the school at the time of the National Curriculum tests last year and since one teacher was absent there was little evidence provided of what might account for this discrepancy. Records for pupils with special educational needs gave no indication of difficulties and indeed other staff referred to the year group as being bright and hard working. However, the teacher's assessments show that they overestimated how well pupils would do in mathematics and the 73 per cent expected to reach the expected level was only 64 per cent when they took the tests. Teacher assessments indicate that there may be weaknesses here because they underestimated how well pupils would do in both English and science and the headteacher will be looking at this carefully this year.
58. The school failed to reach its statutory targets in 2001 for mathematics and the headteacher, who has now taken responsibility for co-ordinating numeracy, has tried to put in place such strategies as target setting to give each child specific targets to aim for and when achieved to give new ones. In this way children understand how well they are doing and make greater efforts to do even better. Discussion at staff meetings has taken place but there is opposition from established staff and the Local Education Authority is to assist the headteacher with training for staff to bring this about.

59. The headteacher has started to monitor pupils' work and this will continue. Data, such as the non-statutory assessments, will be examined and analysed. Further development is seen as essential and the headteacher has correctly identified the need to analyse the National Curriculum test results question by question for each child to inform future teaching. There is an intention to collate the data from the non-statutory tests into year groups so that the school has a better picture of pupils' progress year by year and has a good understanding of what to expect when pupils undertake the National Curriculum tests. The attainment of pupils at the end of Year 1, their first year of statutory education, will be implemented and termly monitoring of the work of those pupils with special educational needs. The headteacher wishes to set up an academic register so that all staff have an overview of every child's performance and plan their teaching to provide effectively for those needs.
60. The school understands that more work is needed to bring this subject to the same high standard as English and science.

The accommodation is poor and some aspects concern the children.

61. Despite the school's best efforts some aspects of accommodation hinder the best quality that school can offer but all staff are working hard to do the very best they can and in this they are supported by governors who are constantly bringing the matters affecting children's welfare to the attention of appropriate bodies.
62. In the previous report attention is drawn to the limited and cramped conditions and the lack of facilities that would enable the teaching of all requirements in the National Curriculum subjects of physical education and music, together with the activities required for the physical development area of learning for the reception children. Storage space was limited and there was no space big enough for worship or secular assemblies. Although the village hall was used for some physical education lessons teachers were restricted in their teaching because the school was forbidden to use small apparatus or climbing equipment, as they would have done in a normal school hall. Outdoor work is confined to the village playing field and to the hard play space across a busy road from the main building. There is no designated outdoor area for the Foundation Stage to give children opportunities to move with control and co-ordination and travel around, under, over and through balancing and climbing equipment. Some work has been undertaken to ease the situation in the main school building and there is now a space for worship and a library but if this space is used for teaching or by small groups during lessons it is distracting to the large class of Year 4, 5 and 6 pupils who use the same space with limited screening between this and their classroom. However, some five years after the last inspection most of the problems still exist.
63. Children talked about how they felt about having to cross a busy road each day at lunchtime during the winter months and older ones considered it was unsafe although Year 2 children clearly saw it as part of being more grown up. At such times children are in the care of midday supervisors who take care to see that children are safe and have the use of mobile telephones to get help from the school in the event of accidents. Children referred to problems about the use of toilets at such times, as there are none close to this playing space. This situation has arisen because the only playing space within the school grounds is far too small for the number of children using it. Governors and staff can find no way of resolving this problem at present.

64. In the main building there are just two toilets for all the girls to use and two for the boys. This is inadequate, particularly since the children below statutory age also use them. No specialist facilities for older girls are provided and the disabled toilet is the only one that can be used by staff. There are still outdoor toilets in use but since these comprise a urinal in full view of the two separate cubicles, the girls are reluctant to use them. The girls were particularly critical of a situation that puts pressures on everyone, including adults and to some extent limits the privacy they expect to attend to personal needs.

65. The poor accommodation is clearly presenting problems for both staff and children and although the school is using its resources well there is little flexibility in its budget to undertake the improvements to the building that are required. The headteacher and staff expressed concerns for the welfare of the children, which are of paramount importance to them. They feel frustrated that they are powerless to remedy these weaknesses at present.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to improve pupils' quality of education further, the governors, headteacher and staff need to:

Improve the leadership and management of the school by:

- re-organising the responsibilities of all staff to make them more equitable so that all can work to the best of their ability
- improving communication by improving the written guidance for staff so that all are aware of one another's responsibilities and there is a consistent approach by every teacher to the educational direction
- updating the child protection policy and ensuring all staff are familiar with recommended practice
- extending the procedures for monitoring attendance in order that the headteacher can know the whereabouts of every child at all times of the day

Improve the ethos of the school, particularly that relating to communication and relationships between staff and the headteacher

Improve the standards in mathematics in National Curriculum tests for Year 6 pupils to bring them to the same high standard as those of English and science.

Remedy those aspects of care that have a detrimental effect on the welfare of the children by improving some aspects of the poor accommodation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	8	1	0	0	0
Percentage	0	25	67	8	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. [When the total number is substantially less than 100. Care should be taken when interpreting these percentages as each lesson represents more than seven 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	75
Number of full-time pupils known to be eligible for free school meals	N/A	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	22

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	4

Attendance

Authorised absence

	%
School data	7.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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		

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	12	12
Percentage of pupils at NC level 2 or above	School	83 (73)	100 (82)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (82)	100 (91)	100 (100)
	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		

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	7	10
Percentage of pupils at NC level 4 or above	School	91 (78)	64 (78)	91 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	8	8
Percentage of pupils at NC level 4 or above	School	73 (67)	73 (89)	73 (89)
	National	72 (70)	74 (72)	82 (79)

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

Individual numbers have not been entered for boys and girls, as there were fewer than 10.

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	65
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)	3.5
Number of pupils per qualified teacher	25
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	67.25

FTE means full-time equivalent.

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	3.4
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)	1

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	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	2001/02
	£
Total income	199794
Total expenditure	196286
Expenditure per pupil	2736
Balance brought forward from previous year	3118
Balance carried forward to next year	2732

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	5	0	0
My child is making good progress in school.	50	45	2	2	0
Behaviour in the school is good.	52	45	0	0	2
My child gets the right amount of work to do at home.	26	60	12	2	0
The teaching is good.	68	30	2	0	0
I am kept well informed about how my child is getting on.	57	39	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	25	7	5	2
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	57	23	14	5	2
The school is well led and managed.	42	23	12	23	0
The school is helping my child become mature and responsible.	61	32	2	5	0
The school provides an interesting range of activities outside lessons.	55	34	7	2	2

Other issues raised by parents

There were 18 letters received from parents, of which 11 commented on the good teaching and standards but there were also concerns about the relationships between some staff and the headteacher. Although not affecting the children's education at present, parental concerns related to this possibility if it is not remedied. Other letters were full of praise for the school and the quality of education provided. Some parents were very pleased with the contribution being made by the headteacher and valued her skills in helping their children overcome problems from previous schools.

