

INSPECTION REPORT

**COLD ASTON CHURCH OF ENGLAND
PRIMARY SCHOOL**

Cold Aston, Cheltenham

LEA area: Gloucestershire

Unique reference number: 115609

Headteacher: Mrs Marianne Campbell

Reporting inspector: Adrian Simm
21138

Dates of inspection: 17th - 18th September 2001

Inspection number: 196135

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Cold Aston
Cheltenham
Gloucestershire

Postcode: GL54 3BN

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Bridget Kent

Date of previous inspection: 7.7.97

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cold Aston Church of England Primary School is a co-educational Voluntary Controlled school for pupils aged between four and 11 years. The school is popular. The village is small and only about six village-pupils attend. In the main, other pupils come from the neighbouring villages of Bourton and Notgrove, and from Northleach. This is by parental choice. The school educates around 74 pupils in three classes. Reception and Year 1 pupils are taught together, as are pupils in Years 2 and 3 and pupils in Years 4, 5 and 6. There is little difference in the number of boys and girls in the school although numbers differ within year groups. There is a history of around 45 per cent of pupils leaving the school for private education from Year 3 onwards. This results in very small year-groups after Year 4. Around two per cent of pupils are eligible for free school meals, which is below the national average. All pupils are of white ethnic origin and come from homes where the first language is English. Four pupils attend whose families have lived in other countries; two who have grown up speaking another European language. About 16 per cent of pupils are on the school's register of special educational needs but none of these has a statement of Special Educational Need, which is below the national average. Most reception pupils have attended pre-school provision. Overall attainment of pupils on entry is higher than would normally be expected nationally although this can vary from year-to-year. The school is taking part in national initiatives to raise pupils' standards in Information and Communications Technology (ICT). It is just beginning links with schools in Sweden, Italy and India, to broaden pupils' understanding of cultures different to their own.

HOW GOOD THE SCHOOL IS

This school is effective and promotes equality of opportunity. Overall, the pupils who are above average in attainment on entry to the school, achieve well from the moment they enter the reception class. They continue to make good progress until they leave. Boys' and girls' standards are usually higher than those for children of the same age and frequently higher than pupils in similar schools. On rare occasions when these high standards are not attained, the school recognises this and ensures standards improve. Pupils' attitudes and behaviour are very good and their personal development is good. The school has made good use of the national initiative for improving staffs' skills and knowledge in ICT. High standards are the result of the very good school leadership that encourages high quality teaching overall; very high at reception and Year 1. Whilst the school achieves this with funding that is above average, it still provides good value for money.

What the school does well

- The school ensures very high standards of work in reading, particularly by pupils at the end of reception and Year 2. This is because teaching here is very effective.
- The governors and staff are very effective at taking steps to improve what they do based upon thorough analysis of their work. This is because the school is so very well led and managed and everyone undertakes training and development to enhance their roles.
- Ensures relationships between pupils, between pupils and staff and between school and parents are very good. This is part of the school's strength in promoting very good behaviour and attitudes.

What could be improved

Cold Aston Church of England Primary School is very effective in analysing its work and identifying areas for improvement. It is taking steps to improve the following areas, which the inspection confirms as appropriate priorities;

- Standards in pupils' writing by the end of Year 2; pupils' opportunities to achieve very high standards in mathematics by the end of Year 6 and the effectiveness of planning, teaching, assessment and monitoring in raising pupils standards in ICT.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

A new head teacher was appointed soon after the last inspection in June 1997. Staff and governors have worked very hard to maintain what was good about the school and to improve other areas. Much time was put into improving successfully, all of the areas for development from the last inspection. In addition, the school has introduced detailed ways of checking on pupils' progress, particularly in English and mathematics and comparing this with other schools. The way in which the school analyses individual pupil's needs, and provides additional

support for both lower and higher-ability pupils, is outstanding. Governors have increased most effectively, their involvement in the planning and monitoring of the overall provision. The accommodation has been improved by developing the loft space for small-group and individual work sessions. Development has been very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A	C	A	B
mathematics	C	C	B	C
science	A	B	A	B

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

In the reception year, pupils make rapid progress in their work. This continues so that by the end of Year 2, pupils are frequently well above average in reading, writing and mathematics. They achieve well. On occasions, standards in pupils' reading place them in the top five per cent nationally. More recently, standards in writing have slipped slightly and the school is focussing on this for improvement. The statutory targets set by the school for improvement this year in English and mathematics for pupils in Year 6 were appropriately based upon an analysis of their previous work. The targets were exceeded. All pupils gained at least level 4 in English, mathematics and science, which is the expected level for their age. Overall, the school's results in recent years show a continued improvement in standards achieved by Year 6 pupils. Improvement is broadly in line with the national trend for 11-year-olds. Results are generally well above the national average for those pupils who achieve level 4, although sometimes not for higher attaining pupils who might achieve level 5 or above. This is particularly evident in mathematics. The school's analysis of the results points to pupils having some difficulty with problem solving and this is correctly, another current focus for development. Everyone works hard to develop very high standards throughout the school and this is shown by, amongst others, most Year 6 pupils attaining reading and spelling levels that are well ahead of their chronological age by the time they leave the school. On the rare occasion where this does not happen, it is with pupils receiving additional support who still achieve well given the extent of their learning difficulties.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to each other are very good and generally, enthusiasm for work is clear. Nearly 90 per cent of pupils stay after the end of the school day when clubs are offered.
Behaviour, in and out of classrooms	Pupils behave very well overall including on the playground. Younger and older pupils enjoy each others company. Pupils cope admirably with classrooms and corridors that are very tight for space; such as the classroom for Years 4, 5 and 6. New pupils to the school are welcomed.
Personal development and relationships	Pupil's personal development is good. Pupils readily accept responsibilities such as playing the piano in church whilst the rest of the school congregates for assembly. They are tolerant of other people's points of view.
Attendance	Pupils' attendance is good. Pupils generally arrive in time for the start of the school day and are prompt for the start of lessons.

Older pupils develop an understanding of what it feels like to be trusted in operating the 'buddy system' with the younger pupils. This is particularly the case when they all meet up at assembly time to walk the short distance to the church. Pupils, who at times have misunderstood something or are unsure of what to do, have no worries about asking for and accepting help. The working atmosphere developed throughout the school allows adults to concentrate on teaching and pupils to concentrate on learning.

TEACHING AND LEARNING

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

All teaching including in English and mathematics was satisfactory or better. It was very good at reception and Year 1 in literacy and numeracy; good in numeracy with Years 2 and 3 and in literacy with Years 4, 5 and 6. It was satisfactory elsewhere. Teaching encourages pupils to strive to do well and all groups of pupils generally show the initiative and desire to succeed, expected of them. Pupils' independent work and research skills are developed well but are restricted by the lack of space in some classrooms, particularly that for the older pupils. The difference between very good teaching and that which was simply satisfactory, lay in the preciseness of the planning and teaching to build carefully on each pupil's previous level of knowledge and understanding. Despite the reception pupils having only just started full-time, their work was pitched consistently at the right level for them to show what they knew so that the teacher and the learning support worker could extend children's thinking with carefully chosen questions. All teachers taught some very good lessons. However, on occasions, such as in ICT with Years 2 and 3, the teacher recognised during the lesson, that the pupils' understanding was insufficient for what was planned for them. This resulted in some uncertainty in many pupils and, therefore, extra time had to be spent on explanations. Also, in mathematics with Years 4, 5 and 6, if the starting number for pupils to half and then half again had been more carefully chosen, the activity would not have run into difficulties quickly in halving numbers which in themselves had already become fractions. However, teaching has prepared pupils to ask when they are unsure and this works well. The National Literacy and Numeracy Strategies have been well introduced and teaching of skills is generally good throughout school. Those pupils requiring additional support to meet their targets, whether they are lower ability or higher ability, receive very good additional support sessions either in class or in separate individual or small group support. This work is a strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is good and meets statutory requirements. It gives pupils a broad and worthwhile experience of all the subjects.
Provision for pupils with special educational needs	The governors prioritise funding towards ensuring that specially designed support is very effective and as a result, pupils achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Within approaches that are effective overall, the school is very successful at developing pupils' attitudes of caring and sharing within a strong Christian ethos. The school is taking steps to extend even more, opportunities for pupils' cultural and multicultural development, which are currently good.
How well the school cares for its pupils	This is good. All elements of health and safety are addressed and the school is a secure and safe environment in which to work. The school has good systems to safeguard pupils' access to the internet. There are effective measures to deal with any form of harassment or bullying, should these arise.

The curriculum topics are planned on a two-year cycle to stretch and maintain the interest of pupils because they have to stay in the same class for longer than one year. Where pupils are in classes for three years, original topics are re-visited but at a higher level. The curriculum provides challenge for pupils of all attainment levels

and particularly meets the needs of reception pupils where it is very good and full of fun. The school offers a good range of activities outside of lessons including clubs, trips and residential visits for older pupils. Assessment and analysis of pupils' work in English and mathematics is extensive and ensures that staff have full information on which to plan for future lessons. Staff, correctly, take a short time to re-assess pupils' knowledge immediately after a long holiday from school. However, the whole process is not yet working consistently enough in building up pupils' knowledge and understanding in information and communications technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	This is very good. The head teacher ensures that the school improves continually and is effective in what it offers pupils and their families. An atmosphere has been developed in which everyone is trying to do their best. Its commitment to good relationships and equality of opportunity is reflected in all its work.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities. They are very effective in monitoring the school's standards, in setting targets for development and in ensuring that the school's budget is efficiently used to raise standards.
The school's evaluation of its performance	The school has a very good approach to self-evaluation. It uses a range of techniques to monitor and analyse data for the school as a whole and for individual pupils. The results of monitoring exercises are built into school planning. This is extensive and detailed.
The strategic use of resources	Resources are targeted very well at priorities for development. Also, the governors ensure that there is very good additional provision both in amount and quality, to support the individual needs of all pupils; including both higher and lower ability pupils. This contributes greatly to the pupils' success at meeting and exceeding their individual targets.

A carry forward of around 14 per cent from last year's school budget was a slight reduction on the previous year but was still large. However, a significant proportion of this money was raised privately. It is 'earmarked' for safeguarding staffing levels in the short term against the possibilities of a drop in the number of pupils on role and in forward planning, to improve teaching accommodation for Years 4, 5 and 6 and outdoor provision for the reception pupils. The school's recent financial audit supported the school's budgetary planning. The school compares itself rigorously in its standards against other schools both nationally and in its local area. It takes into account what it knows of comparable costs. From time-to-time, the school samples, such as by questionnaire, how parents feel about different aspects of its work. It is succeeding well in meeting the principles of 'best value'.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The ease in which they can approach the staff with questions or seek help with concerns. The good behaviour of the pupils. The effectiveness of the teaching. How much their children like school. 	<ul style="list-style-type: none"> The leadership and management of the school. The range of activities outside of lessons.

Inspectors agree with parents' positive views but found no evidence to support the very small minority of parents who consider improvement necessary in the school's leadership and management and range of activities outside of lessons. For a school of this size, the range of clubs and off-site activities are good, supported by voluntary help from a number of parents and welcomed by the large majority. The school has developed very well since the last inspection, which is appreciated by a large majority of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Ensures very high standards of work in reading, particularly by pupils at the end of reception and Year 2. This is because teaching here is very effective.

1. On entry to school, the majority of four-year-olds have attended pre-school provision and their attainment, whilst variable from child-to-child, is generally above national expectations as a year-group. In the reception and Year 1 class, staff and parents work very hard on the children's reading skills. Regular opportunities for children to read at home and for parents to chat to school staff or communicate via the reading diaries, provide a consistent and concerted approach. Individual and group 'guided-reading' in class is not only concerned with children's building up their skills but also in their understanding of their books. This is from reading the story for higher ability pupils or from discussing the pictures for those who are not as advanced. In Year 2, the home-reading diaries continue to be used and reading is still a major focus for development. The school timetables group guided-reading, which continues to focus on comprehension as well as skills.

2. The results of national tests since 1997, show that by the end of Year 2, pupils' performance in reading has been consistently well above average. In 1999 and 2000, results were very high and in the top 5% nationally and very high in comparison with similar schools. The school does well to achieve these comparisons against other schools when year-groups are small and each pupil's results can affect the school data by up to 8 per cent. The results for 2001 are slightly down on the previous two years but the data still points to the school being above average overall, and well above for the higher ability pupils. In addition, the school uses a broad range of other individual measures for their own tracking of pupils' targets for improvement. These are shared with parents. Whilst, by the end of Year 2, some pupils' reading is still a little lower than would be expected, by far the majority are ahead. For example, in May 2001, the group overall, were nearly one year ahead of what would be expected of pupils of this age.

The governors and staff are very effective at taking steps to improve what they do based upon thorough analysis of their work. This is because the school is so very well led and managed and everyone undertakes training and development to enhance their roles.

3. The governing body, head teacher and staff continuously challenge themselves and each other, to ensure that pupils receive the most effective teaching and support that can be provided. Staff and governors regularly undertake training and development sessions to improve practice both as a result of national initiatives or school chosen priorities. The school provides itself with a wealth of information on pupils' standards as they start in the school and monitor these closely as the children develop. This data is both numerical for comparison purposes within the school and between schools, and also in what individual children know and understand. Individual pupil's targets are very detailed, known by parents and reviewed regularly. The school is using a computerised information system to support data collection and analysis of trends and recognises the need for this to become more sophisticated. The school secretary operates this system extremely effectively and is taking the lead on its further development. The head teacher, through her own involvement in teaching, regularly examines children's work and progress. She observes teachers during lessons, monitors pupils' work and talks to them about it. This enables the head teacher to evaluate the school's strengths and areas for development and to 'feed-back' ideas to staff and governors for improvement. All of this is based on 'first-hand' information and it has become a routine approach for the governors to ask for 'the evidence' when judging how well the school is doing.

4. Monitoring of work has been strengthened greatly since the last inspection in 1997. Subject leaders now have the opportunity to observe one another and to build up both their own and others' knowledge and skills. Constant discussion between staff extends everyone's

understanding of what is working and what could be improved. This is appreciated by staff new to the school and is usually effective. Trends are defined and investigated, and action taken to improve results. For instance, the school increased support for pupils writing when it became clear that the way the school had implemented the National Literacy Strategy had reduced the consistency of time devoted to writing. Analysis of mathematics results between Years 3 and 6 pointed to pupils having good skills but some uncertainty in how to use those skills in solving 'problems'. These are currently school improvement targets.

5. Governors' involvement in school life has also developed significantly since the last inspection. In addition to their regular meetings as a full governing body, governors have

- matched very carefully, governors' skills and experience to the chairmanship of various committees
- undertaken and benefited from training given by the Local Education Authority so that they are clear on their responsibilities
- arranged a schedule of visits to the school to monitor teaching, pupils' work and assessment results and thus gain first-hand knowledge of the school's work and level of success
- arranged to 'shadow' subject areas and meet with staff to discuss developments and other needs
- established a very good range of formal and informal ways of consulting with staff, parents and pupils and feeding the results into school improvement planning
- set and monitored budget spending very carefully to meet their priorities such as ensuring sufficient staffing to support pupils' individual needs whether they are of lower or higher ability
- ensured that governors are answerable directly to parents by the chairs of committees producing their own sections of the governors' annual report to parents.

6. Governors play their full part in the analysis of data and target setting for improvement. They try hard to ensure that pupils and their families get best value from their school. They have been both led and supported in this work by a head teacher who has a very clear vision for the future.

Ensures relationships between pupils, between pupils and staff and between school and parents are very good. This is part of the school's strength in promoting very good behaviour and attitudes.

7. All parents responding to the questionnaire for the inspection felt comfortable approaching the school with questions or problems and most felt that the school works closely with them. Concerns are dealt with promptly and generally, information is readily available. This results in parents feeling part of a school community. Parents consider pupils' behaviour to be very good which was confirmed by the inspection. Some parents and friends of the school help to run a good range of activities that take place outside of school hours such as the craft, sports, computers, music and gardening clubs.

8. Before children start at the school in the reception year, the head teacher and the reception teacher separately, meet the children in their pre-school playgroup or other nursery settings. From the moment pupils start at Cold Aston, they are welcomed into the family atmosphere and become a 'buddy' with an older pupil. Parents report their pleasure with the way this settles pupils in. During the reception year, parents are encouraged, if they wish, to bring their child into the classroom each morning and settle him or her in before the Year 1 pupils arrive from the playground. This gives parents a good opportunity to talk with the

learning support worker and even to look at work if it is set out ready for the day. Reception and Year 1 pupils whilst having work geared very well to their separate needs are encouraged to mix and work together in the classroom, and to share resources which all adds to the family atmosphere. They have a very good introduction to school life.

9. The school's curriculum for personal, social and health education is appropriate and sets out to cover issues such as honesty, sharing, respect, self-discipline, manners and punctuality. Less formal support is used very well within the school's normal day-to-day life such as younger pupils being expected to share colouring pencils in group-activities and to listen carefully and take turns sensibly in class games. This is extended with older pupils in taking turns working on the computers or in offering suggestions to their class as to how to work out a particularly difficult mathematical answer. Throughout the school, pupils are encouraged to work together in classes or small groups; to contribute ideas to lessons and to accept other people's ideas. Assembly, which regularly takes place in St Andrew's Church, gives the pupils a feeling of belonging to an even larger family. Here, a pupil played the piano competently and set the mood for the assembly. Other pupils were keen to join in and helped to get across the message 'that if something is worth doing, it's worth doing well'; an attitude that permeates throughout the school.

10. The school is conscious of its small size and advantageous situation in the countryside. It is aware of the need to ensure that pupils not only have good attitudes towards and an understanding of each other but also of a wider world. The school has used 'European' funding to become part of the 'Comenius Project'. Initially this is with a school in each of Sweden and Italy, which is designed to broaden pupils' horizons particularly in their attitudes and understanding of other cultures. Pupils have already exchanged letters and photographs with pupils in Sweden and will start to exchange e-mails shortly. This is a very good initiative that pupils are looking forward to. The school is in contact by letter with a school in India and is considering the benefits of this link.

WHAT COULD BE IMPROVED

11. Cold Aston Church of England Primary School is very effective in analysing its work and identifying areas for improvement. It is already taking steps to improve the following areas, which the inspection confirms as priorities;

Standards in pupils' writing by the end of Year 2; pupils' opportunities to achieve very high standards in mathematics by the end of Year 6 and the effectiveness of planning, teaching, assessment and monitoring in raising pupils' standards in information and communications technology.

12. In 1999, pupils at the end of Year 2 did very well in their national assessments that put them in the top five per cent in the country in reading, writing and mathematics. This fell slightly in writing in 2000 to a point where, whilst standards were above average nationally, they were only what would be expected of similar schools. The school is working hard to turn this around and have targeted the improvement of writing skills across the school, particularly in the quality of story content, presentation of work and punctuation. The inspection would confirm these priorities. Pupils currently in Years 2 and 3 whilst able to explain where capital letters and full stops should be used, find difficulty using them in practice and even greater difficulty editing text where punctuation has been used incorrectly. They still need much adult guidance to succeed.

13. Historically, pupils' standards by Year 6 in mathematics have been weaker than in English and science. Pupils' standards in 1998 and 1999 were in line with national expectations but lower than that of similar schools. The work put in by the school, raised standards in 2000 to above average nationally. In 2001, despite a very small year-group, this improvement is likely to have been maintained. However, pupils who are potentially higher-attainers and able to gain a level 5 or above, are less representative in the school than in other similar schools. This is partly due to the numbers of pupils leaving the school for private education beyond the end of Year 2, but the school does not use this as an excuse. The school has set out to give pupils opportunities to develop their own ways of understanding what skills and strategies are required in solving a range of mathematical problems. In a lesson with Years 4, 5 and 6, pupils considered how addition and multiplication were linked, how subtraction and division were similar, the 'factors' of different numbers such as 30 and how this knowledge could be put to use in 'problem' situations. Inspection evidence agrees with the school's analysis that pupils' number skills are in advance of their practical use of those skills. The school has set itself to give pupils opportunities to investigate different ways of approaching a problem. This is appropriate and is being monitored by the head teacher.

14. The school has made good use of the national initiative for improving staffs' skills and knowledge in Information and Communications Technology (ICT) through the 'New Opportunities Fund' training and involvement with other local schools in a small schools initiative supported by the Local Education Authority. The school introduced a scheme of work for ICT around 18 months ago and brought in assessment in the subject about six months later. The units of work and expectations are set out in a two-year cycle in the same way as other subjects. This is to retain freshness and interest in work where pupils stay in one class for either two or three years. However, in introducing the scheme, which requires some build-up of skills as well as pupils' understanding the broader uses of ICT, only reception and Year 1 pupils started at the beginning. Year 2 and 3 pupils are being taught on the Year 4 units and Years 4, 5 and 6 pupils on the Year 6 units. This has not hindered some older and more able pupils who can use 'publisher' software and can write and edit text within literacy lessons without 'giving it a second thought'. However, how the scheme was introduced has resulted in younger and less knowledgeable pupils having gaps in their knowledge. This was apparent on several occasions during the inspection. Such as when Year 3 pupils were unclear how to delete and page up and down whilst trying to edit text in literacy. Planning of lessons appropriate to some pupils' current levels, assessment being operated in a way which picks up deficiencies in pupils' knowledge and close monitoring of pupils' work are not yet happening sufficiently. On this occasion, the school's formal monitoring procedures had not yet fully picked up on the extent of the difficulties being experienced by some pupils although informal monitoring had led the school to plan to review ICT this term.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. In order to improve further the effective education provided for the pupils, the governing body and head teacher should;

Monitor progress in addressing the areas which both the school and the inspection identified for improvement. (*Paragraphs 12, 13 and 14*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	3	4	0	0	0
Percentage	0	36	28	36	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 eight 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)	74
Number of full-time pupils known to be eligible for free school meals	1
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12
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	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	13	11	13
Percentage of pupils at NC level 2 or above	School	100(100)	85(100)	100(100)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	13	12	13
Percentage of pupils at NC level 2 or above	School	100(100)	92(100)	100(100)
	National	84(82)	88(86)	88(87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	5	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	91(75)	91(67)	100(100)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	9
Percentage of pupils at NC level 4 or above	School	91(75)	91(75)	82(83)
	National	70(68)	72(69)	79(75)

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

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	54
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.9
Number of pupils per qualified teacher	18.9
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	22

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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	173781
Total expenditure	175382
Expenditure per pupil	2580
Balance brought forward from previous year	26259
Balance carried forward to next year	24658

Recruitment of teachers

Number of teachers who left the school during the last two years	0.8
Number of teachers appointed to the school during the last two years	1.1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3		
My child is making good progress in school.	50	44	3		3
Behaviour in the school is good.	53	47			
My child gets the right amount of work to do at home.	41	53	3	3	
The teaching is good.	62	29	6		3
I am kept well informed about how my child is getting on.	47	47	3	3	
I would feel comfortable about approaching the school with questions or a problem.	76	24			
The school expects my child to work hard and achieve his or her best.	62	35	3		
The school works closely with parents.	59	38	3		
The school is well led and managed.	62	29	6	3	
The school is helping my child become mature and responsible.	56	38	3	3	
The school provides an interesting range of activities outside lessons.	59	32	3	6	