

REPORT

WILLOUGHBY PRIMARY SCHOOL

Willoughby-on-the-Wolds

Loughborough

LEA area: Nottinghamshire

Unique reference number: 122681

Headteacher: Andy Soper

Reporting inspector: Martin Lester
20596

Dates of inspection: 5th - 6th February 2001

Inspection number: 196618

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Church Lane Willoughby-on-the-Wolds Leicestershire
Postcode:	LE12 6SS
Telephone number:	01509 880620
Fax number:	01509 881834
Appropriate authority:	The governing body
Name of chair of governors:	Dr. N.B. Haynes
Date of previous inspection:	29 th April, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20596	Martin Lester	Registered inspector
9986	Bill Twiss	Lay inspector

The inspection contractor was:

St. Mary's University College
Waldegrave Road
Strawberry Hill
Twickenham
TW1 4SX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

PART A: SUMMARY OF THE REPORT

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL	1 - 17
WHAT COULD BE IMPROVED	18 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22

PART C: SCHOOL DATA AND INDICATORS

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small primary school currently contains 43 pupils, approximately half of whom are drawn from outside the designated catchment area. All the pupils are of white ethnic origin. None of them speaks English as an additional language nor is eligible for free school meals. These figures are well below the national average. The percentage of pupils on the register for special educational needs (17%) is below the national average and no pupils have statements of special educational need. There is no nursery class, but the majority of pupils have some form of pre-school experience before joining the Key Stage 1 (infant) class during the term in which they will become five years old. The pupils' attainment on entry covers a wide range, but is generally above average.

HOW GOOD THE SCHOOL IS

This very successful school has many significant strengths and is rightly held in very high regard by the parents. It has an obvious sense of purpose and a very positive climate for learning in which all pupils and adults are valued. The headteacher, staff and governors work most effectively as a team to ensure that the school's aims and values are clearly reflected in its work. A particular strength of the school is the quality of the relationships between the children, the adults and each other. The pupils are very well supported in their personal development and benefit from very good quality teaching. Throughout the school, the pupils show very positive attitudes to learning and by the age of eleven they attain standards that are well above average in English, mathematics and science. Although the costs per pupil are high, the effectiveness of the school means that it offers good value for money.

What the school does well

- Standards in literacy and numeracy are very high because very good quality teaching results in effective learning.
- The very good provision for their personal development enables the pupils to form very positive relationships and to develop into responsible individuals.
- Very positive relationships with parents and the community result in the school receiving strong support for and confidence in what it does.
- The headteacher, staff and governors work together most effectively to promote the school's aims and values and to ensure that challenging improvement targets are achieved.

What could be improved

- The confidence, knowledge and understanding of the teachers in the use of recently enhanced information and communication technology (ICT) resources needs to be developed so that pupils' standards are raised.

(The school has identified this area for improvement within its existing development plan.)

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in May 1997, the school was judged to be good. Since then a new headteacher has been appointed. The conscientious response of the headteacher, staff and governors to the last report has further strengthened the quality of education, care and support provided and has further enhanced the overall provision for the pupils. This has in turn effectively encouraged the pupils

to develop very positive personal qualities and attain high standards. The provision for information and communication technology is in need of further development. However, supported by the community, the school recently won a substantial monetary prize from a local newspaper for the purchase of ICT hardware, software and training. The school is now well placed to significantly speed up progress in this area. Overall, the school has made very good progress in recent years and is well placed to sustain further improvement.

STANDARDS

The table is generally used to indicate the standards achieved by 11 year olds based on average point scores in National Curriculum tests. **However, in accordance with the requirements, it is left blank here because fewer than eleven pupils are involved each year.**

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English				
Mathematics				
Science				

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

Comparisons are relatively unreliable when dealing with such small cohorts and can be affected dramatically by the results of one child. Nevertheless, it is clear that since 1997 standards have been high in the national curriculum assessments at the end of both Key Stages 1 and 2. For example, last year all pupils aged 7 and 11 reached the expected levels in the tests, and approximately half of them attained higher levels. Moreover, the pupils aged eleven achieved very well in comparison with their prior attainment at age seven. Over time, the results at Year 6 show a rise in achievement that is above the national trend.

The inspection findings confirm that the standards in English and mathematics at the end of the Foundation Stage and the two key stages are high. The children in the Foundation Stage make a very good start to school and by the time they transfer to Year 1 they are securely working within the early part of the National Curriculum. As the pupils move through the school, they maintain very good progress overall and by the ages of seven and eleven they usually all attain the expected level with approximately half of them reaching higher standards. Across the school, there is no significant difference between the performance of boys and girls.

However, the standard of the pupils' work in ICT needs improving. Until very recently, the learning resources have been limited, and there have been insufficient opportunities for the pupils to acquire, practise and apply these important skills in a systematic way to all aspects of their learning. In areas that have been taught more thoroughly, such as communicating and handling information, standards are generally satisfactory and on occasions good.

The staff employ effective strategies to assess, monitor and evaluate the pupils' academic performance. For example the school is involved in the local education authority's project to monitor

pupil progress in order to identify challenging, but appropriate targets for improvement. These targets are shared with both pupils and parents, resulting in their clear understanding of the next steps in learning. This approach is consistently and effectively applied for all pupils, including those identified as having special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children enjoy their time in school and work very hard.
Behaviour, in and out of classrooms	The children behave very well and act in a mature and responsible manner at all times, resulting in the school operating as an orderly, polite community.
Personal development and relationships	Very good. The children relate very well to their teachers, each other and visitors to the school. They respect the feelings, values and beliefs of others.
Attendance	Good. There is very little unauthorised absence.

The pupils' attitudes and values are significant strengths. The school is a happy, welcoming and most productive community. The pupils are keen to learn and pleased with their achievements.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The quality of the teaching is very good overall. This is an improvement since the last inspection when it was judged never less than satisfactory, often good and sometimes very good. Of the lessons seen during this inspection, 34% were good and 66% were very good.

The staff shows an impressive consistency in the management of their pupils. As a result, relationships are very good. In addition, there are very good procedures for assessing the pupils' academic performance and personal development. Consequently, the teachers have a very good knowledge of their pupils and set them appropriate but challenging targets for improvement.

Among the greatest strengths of the school are the flexibility, wide knowledge and skill of the teachers and classroom assistant and the cheerful, productive way in which they cooperate with each other. They have a very good knowledge of the teaching of English and mathematics that is underpinned by effective application of the national strategies for literacy and numeracy. In addition they make good use of the national guidance for other subjects to offer a broad and interesting range of learning experiences. However, the staff's confidence, knowledge and skills are not yet sufficient to meet the demands of the ICT curriculum and the needs of the pupils. The staff eagerly anticipates participation in New Opportunities Fund training to support their development in this subject.

The quality of the teaching is also well supported by prudent spending and the good “value for money” decisions taken by the leadership. This has provided enhanced staffing to facilitate group work in English and mathematics throughout the school. On two mornings each week, the two key stage classes are split into four groups. This arrangement has allowed the teachers to work with a smaller number of pupils within a narrower range of age and attainment. Consequently, it has enabled them to provide very clearly focused teaching that is well matched to the needs of individual children. In addition, the teachers make good use of homework to provide interesting and relevant opportunities for extension work that motivates the pupils and encourages parental involvement in the children's learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad and balanced curriculum in which the provision for the teaching of literacy and numeracy is very good.
Provision for pupils with special educational needs	These pupils are very well supported. As a result, they make very good progress towards the targets within their individual educational plans.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	The school's strong provision for personal and social education is reflected in the pupils’ very positive attitudes, behaviour, values and relationships.
How well the school cares for its pupils	The pupils receive very good personal support and guidance. The procedures for child protection and ensuring the pupils’ welfare are strong.

The quality and range of the curriculum are generally good, but the curriculum for ICT is not yet firmly established. The very good care, support and guidance offered to the pupils have a very positive impact on their personal development and overall achievements. There is an extremely positive partnership with parents that also contributes significantly to the ethos of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, enthusiastically supported by the staff, provides a very clear educational direction and ensures that the school’s aims and values are evident in its everyday work.
How well the governors fulfil their responsibilities	The governing body effectively fulfils its responsibilities and plays an active and key role in shaping the future direction of the school.
The school’s evaluation of its performance	The headteacher, staff and governors have a good understanding of the strengths and weaknesses of the school.
The strategic use of resources	Very good. Expenditure is made in accordance with the development priorities of the school and takes account of “value for money” principles.

Strong, compassionate and clear-sighted leadership has resulted in the school becoming very successful overall. The leadership is not complacent and successfully strives to involve the whole school and village community in the maintenance of high standards and the pursuit of excellence.

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 children come willingly to school and enjoy working hard in their lessons and at home. • The children achieve high standards and make good progress as a result of good teaching. • The children are very well behaved. • The school values individuals and supports them effectively. • The school is well led and managed and promotes appropriate values. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The inspection team agrees with the overwhelmingly positive views expressed by the parents at the pre-inspection meeting, in the questionnaires and during informal discussions over the inspection period. Despite the best efforts of the school to develop out of lesson time opportunities, such as before and after school care, the provision is limited.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in literacy and numeracy are very high because very good quality teaching results in effective learning.

1. Comparisons made with the performance of other schools are relatively unreliable when dealing with small cohorts (usually six pupils) and can be affected dramatically by the results of one child. Nevertheless, it is clear that since 1997 standards have been high in the national curriculum assessments at the end of both key stages. For example, last year all pupils aged 7 and 11 reached the expected levels in the English and mathematics tests, and approximately half of them attained higher levels. Furthermore, the pupils aged eleven achieved very well in comparison with their prior attainment at age seven. Over time, the results in Year 6 show a rise in achievement that is above the national trend.
2. The staff employ effective strategies to assess, monitor and evaluate the pupils' academic performance. For example, the school is involved in the local education authority's project to accurately identify and track pupil progress. It also carries out regular testing of the pupils throughout Key Stage 2 using, for example, the voluntary national tests. In addition, the teachers regularly include assessment activities within their lessons in order to accurately identify the pupils' progress. The careful evaluation of this information allows the setting of appropriately challenging improvement targets for all pupils. These targets are shared with both pupils and parents, resulting in their clear understanding of the next steps in learning. This approach is consistently and effectively applied for all pupils, including those identified as having special educational needs. The targets for the current Year 2 and Year 6 pupils are intended to produce test results that are once again well above average.
3. The inspection findings confirm that the standards in English and mathematics at the end of the Foundation Stage and the two key stages are high. The results of teacher's early assessments reveal that each intake contains a wide range of abilities, but that overall the children's attainment is above average. The children make very good progress during the Foundation Stage, and by the time they transfer to Year 1 most are securely working within the early part of the National Curriculum. Very good attention is paid to the early development of the skills of literacy and numeracy. For example, many pupils write using simple words and phrases with the letters clearly shaped and positioned. When sharing with an adult a book such as "Not now Bernard", they listen carefully and draw upon their understanding of the text to provide clear and sensible answers to questions about the story. Subsequently, when reading this text themselves, they recognise familiar words such as "not", "now" and "said" and apply their knowledge of letter sounds when encountering less familiar words. They can also count, sequence, write and add numbers up to ten.
4. Even at this relatively early stage of the school year, all pupils aged seven and eleven are either already or very nearly operating within the level expected by the end of the year. Moreover, approximately half of them are performing at the level above. For example, most pupils aged seven have a secure understanding of writing in sentences using full stops with hand writing that is accurate in form and consistent in size. When discussing one of Aesop's Fables with a partner, they talk and listen with assurance and offer very pertinent points for consideration. When reading Aesop's "The Greedy Dog" as a group, they do so accurately and fluently. Similarly, Year 6 pupils generally talk and listen confidently and show a sound knowledge of the main features of a range of texts such as newspapers, books, and stories.

When studying fables, they show a very good understanding of the personification of animals and of the moral elements that underlie the tales. In their own writing of fables, they use interesting vocabulary and imaginative ideas to good effect. In mathematics, nearly all Year 2 pupils work securely with numbers to 100 and a significant minority confidently handles numbers to 1000. In their mental calculations up to 20, they have a secure grasp of the addition and subtraction facts. All the Year 6 pupils understand the concept of decimals to two places and can round sums of money such as £4.64 to the nearest pound. They carry out these calculations not only in written form, but also mentally and with considerable agility.

5. The main reason why the standards are high is the very good quality of the teaching. The teachers and classroom assistant have a very good knowledge of the teaching of English and mathematics that is underpinned by effective application of the national strategies for literacy and numeracy. This knowledge is applied successfully to the presentation of interesting and challenging lessons that enable the pupils to make very good progress in these two areas. In lessons for the Key Stage 2 pupils, for example, the pupils enthusiastically tackled some challenging mental arithmetic calculations involving approximating and estimating. The work arose from purposeful practical activities supported by simple, but very carefully chosen, resources. Similarly, the incentive of writing fables to share with the younger children inspired the older pupils to take great care in constructing their stories and analysing how they might discuss the concepts involved. For instance, the suggestion from one pupil that "You are all best at your own things" captured the group's understanding of the idea of a moral. In Key Stage 1, the careful selection of appropriate texts and the skilful use of unobtrusive, but well considered, questioning when sharing a book encourages active participation and the rapid development of literacy skills. The following quote from a Year 2 pupil during a mathematics session seems to capture the essence of the school's climate for learning: "This is fun".
6. The teaching is further supported through prudent spending and the "value for money" decisions taken by the headteacher and governors. This has provided enhanced staffing to facilitate group rather than class teaching in English and mathematics on two mornings each week across the school. It allows the teachers to work with fewer pupils from a narrower range of age and attainment and enables them to provide very clearly focused work that is well matched to the needs of each child. In addition, the teachers make good use of homework to provide interesting and relevant opportunities for extension work that motivates the pupils and encourages parental involvement in their children's learning. This is particularly so in Key Stage 2 where there is enthusiasm from both children and parents for the research style homework that is set and discussed on a regular basis.

The very good provision for personal development enables the pupils to form very positive relationships and to develop into responsible individuals.

7. All pupils are encouraged to accept responsibility for their work and actions and to develop positive relationships with each other and the adults in school. All adults act as positive role models and constantly strive to raise the pupils' self-esteem and self-confidence so that they willingly attempt increasingly challenging tasks. They know all the pupils well and involve them in the life of the school in various ways that help them to make their own contributions. From an early age, the children are expected to assume responsibility for simple tasks within the classroom and around the school. The younger children are expected, for instance, to care for their surroundings and each other, and to join in with tasks such as tidying the room. Many of the older children assist younger pupils and the staff in the dining area and around the school every lunchtime. Pupils of all ages answer questions thoughtfully and talk openly of their positive experiences at school.

8. The staff places great importance on the development of a sense of belonging to and contributing to a community in which each individual is valued equally. Accordingly, good efforts are made to ensure that all pupils are offered equal access to and opportunities within the school curriculum. For example, all pupils were involved in the creation of a millennium garden. This and other activities encourage the children to value and respect the environment, in which they live. The leadership is anxious to promote the personal aspirations and ambitions of the pupils as well as the vision and aims of the school. All adults consistently promote sound moral principles and support the pupils in coping with any difficulties that arise. The size of the school and the way in which it is organised means that children of all ages frequently interact with each other. For example, each class contains pupils from at least three year groups and all children are encouraged to use any suitable area at playtime. This provides many occasions for the pupils to reflect on their own and others' attitudes, feelings and values and to find acceptable resolutions to problems. In addition, many opportunities are provided within lessons for the pupils to discuss a wide range of issues. The very positive way in which the children respond to these opportunities means that the school functions as a happy, orderly, polite and productive community.
9. There are very effective systems for recording and monitoring the pupils' academic performance and personal development. For example, the very good procedures for ensuring their welfare, health and safety enable the children to confidently go about their daily routines within a most secure environment. The arrangements for regularly assessing the pupils' progress and revising appropriate but challenging targets for improvement are securely established. All of these measures make important contributions to the very good care, support and guidance that the school offers to the pupils.
10. The outcome of this remarkably strong provision is the very responsible attitude of the children towards everybody involved in the life of the school. In lessons, it is evident in the ways in which the children are pleased to share the responsibility for their learning. They are usually very well behaved and work most willingly and diligently. The children and adults appear to very much enjoy each others company and share a common aim of supporting each other to do their best. It is not surprising that so many parents and governors value this aspect of school life.

Very positive relationships with parents and the community result in the school receiving strong support for and confidence in what it does.

11. The school is successful in building and maintaining very positive relationships with the parents. Consequently, it has their strong support for and confidence in what it does. The high number of parents (67%) who responded to the pre-inspection questionnaire indicated that they are well satisfied with the school. For example, in all but one of the twelve questions asked at least 97% of responses were positive with just over half of the sections receiving a 100% satisfaction rating. There was only one area in which parents were concerned: the range of activities outside lessons. The headteacher rightly believes that the school's relationship with parents is a major strength and that it is rewarding to work with parents who take such a keen and active interest in their children's learning.
12. A particularly strength of the school is the way in which the staff know each family, their children and their needs. This is achieved in a very informal but effective manner that centres upon the availability and willingness of the staff to give time to parents and children, resulting

in very positive relationships between all parties. The parents appreciate the hard work and time that the staff devote to developing and caring for their children. They are keen to support both the everyday and special activities in which the children are involved. A formal association succeeds in raising additional funds for the school. Their latest efforts have produced £1000 that was used to fund the millennium garden project.

13. The school most successfully involves the wider community in its everyday life and vice versa. For example, the learning environment is extended through visits into the community and the welcoming of visitors into the school. This has in turn developed into community involvement in projects such as creating the millennium garden and collecting tokens that enabled the school to win the local competition for ICT resources. On a more individual level, the neighbouring farmer generously allows the school use of an adjoining field as an environmental, play and sports area.

The headteacher, staff and governors work together most effectively to promote the school's aims and values and to ensure that challenging improvement targets are achieved.

14. The headteacher provides a very clear educational direction and ensures that the school's aims and values are reflected in its everyday work. He leads the school with skill and compassion, and shows a very caring attitude to staff and pupils alike. However, he also makes no secret of his high expectations of everybody in the school community.
15. The headteacher, staff and governors have a good understanding of the strengths and weaknesses of the school. For instance, the headteacher maintains a good overview of the pupils' academic performance and personal development. As well as directly teaching half of the pupils on a regular basis, he interacts with all pupils and staff on a daily basis. Consequently, he has a good knowledge and understanding of the aptitudes and needs of both the pupils and the staff. The governors take an active part in the day to day life of the school, and have an astute understanding of the context of the school and the needs of the pupils. They are provided with much helpful information through the headteacher's reports and regular contact with the staff. The information is carefully considered before strategic plans are made and decisions taken. This enables the governing body to allocate the budget according to the clearly identified development priorities, taking account of "value for money" principles. The overall effect is that the governing body plays a key role in supporting the school's aims and in shaping its future direction. Two recent examples of this were the decision to enhance the staffing levels and the recruitment of the whole community in fund raising for additional ICT resources. In both cases, the effect was to enhance the provision and improve progress and standards.
16. Although the pupils' achievements are high, the leadership is not complacent and continually strives to further raise standards. They are well aware of the importance of comparing Willoughby both with schools nationally and with those in similar circumstances. This has resulted in the clear identification of some challenging improvement targets. A good example is the aim to raise standards in ICT in order to bring them more securely into line with the pupils' very good literacy and numeracy skills. This issue is being tackled on several fronts including the enhancement of resources, curriculum development and staff training.
17. One of the greatest strengths of the staff is the cheerful, productive way in which they work as a team. They openly and honestly assess their own performance and identify strengths and areas in need of development. A notable feature of this approach is the shared commitment to improvement and the desire to succeed. The leadership has accurately identified aspects of

existing practice that will be included within a performance management policy.

WHAT COULD BE IMPROVED

The confidence, knowledge and understanding of the teachers in the use of recently enhanced information and communication technology (ICT) resources needs to be developed so that pupils' standards are raised.

18. The recent upgrading of the ICT equipment outlined above has given a fresh impetus to the work in this subject. Consequently, many pupils in Key Stage 2 are becoming increasingly adept at word-processing and are able to insert clip art images into their writing. The older pupils are also able to use a digital camera most successfully to capture and print images, for instance, of the village on a frosty morning. In addition, individual pupils know how to access the Internet and to find and download relevant material for their work in other subjects, such as history and geography. A few pupils are also able to write, send, receive and save e-mail. Lower down the school, the children in the Foundation Stage use a mouse in simple simulation games to dress and undress characters from stories. In Year 2, the pupils gather data about houses and homes and present their information in a variety of graphical forms. Throughout the school, the pupils are hard working, conscientious and keen to further develop their ICT skills.
19. With the support of the community, the school recently succeeded in winning from a local newspaper a substantial monetary prize for the purchase of ICT hardware and software. This has facilitated the creation of a relatively large computer suite with one computer for every four children. The provision is now well above average. The school can now readily access the World Wide Web and offer the oldest pupils opportunities to write and receive e-mail. However, the available resources are not yet utilised in a way that enables the pupils systematically to develop greater understanding and increasing competencies as they move through the school.
20. The current arrangements for the teaching of ICT lack coherence. For instance, although the teachers are aware of the demands of the curriculum they have yet to agree how they are to best present it. There is some direct teaching of skills, but at present the ICT curriculum is not firmly established or effectively supporting learning in other subjects. Currently, there is limited evidence of pupils either composing their writing direct to screen or saving work for future editing. Similarly, the power of computers is seldom incorporated in more complex data handling work. Opportunities for using the computer to control equipment by a series of instructions, although in evidence, are also infrequent. In contrast, homework tasks involving the use of ICT, particularly involving searching for information on the Internet and CD-ROM's, are well used wherever possible.
21. The staff team is well aware of the need to extend further their work in this subject and the imminent provision of additional training through the New Opportunities Funding is eagerly anticipated. It is intended that this training will enable the teachers to offer a well structured, broad and balanced curriculum that enables the pupils to develop their competency in ICT and to make informed decisions about how, when and where to use ICT to best effect.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to raise standards at the school still further the headteacher, staff and governing body should:

- Enhance the quality of education provided in information and communication technology to match the demands of the curriculum and the needs of the pupils

The school has identified this area for improvement within its existing development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	4

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	3	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		43
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	R – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		7

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	1

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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	43
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	16.5
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	138,430
Total expenditure	128,767
Expenditure per pupil	3,302
Balance brought forward from previous year	2,569
Balance carried forward to next year	12,232

Number of pupils per FTE adult	N/A
--------------------------------	-----

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	43
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	3	0	0
My child is making good progress in school.	76	21	3	0	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	34	62	3	0	0
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	79	17	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	97	3	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	69	31	0	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	7	31	45	3	14