

INSPECTION REPORT

St Mary's C of E School Kilby

Kilby

LEA area: Leicestershire

Unique reference number: 120195

Headteacher: Mrs C Charters

Reporting inspector: Mrs H E Davies
21687

Dates of inspection: 19th - 21st March 2001

Inspection number: 197350

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	Four to eleven
Gender of pupils:	Mixed
School address:	St Mary's C of E Primary School Main Street Kilby Leicester
Postcode:	LE18 3TD
Telephone number:	0116 2402434
Fax number:	0116 2402434
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Bowers
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	10
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Church of England School is situated in the small farming village of Kilby, about five miles south of the city of Leicester. Pupils attending the school come from the parish of Kilby and the surrounding area. Most of the pupils travel to the school. Approximately 14 children of primary school age live in the village and most attend the school. It is a popular school and has grown by 24 pupils since the previous inspection. The school is smaller than other primary schools, with 91 pupils on roll, 37 boys and 54 girls. The majority of pupils are of white ethnic background. At present no pupils speak English as an additional language. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils with special educational needs is well below the national average. No pupils have statements of special educational needs. Children start school in the September or January of the school year that they become five. At the time of the inspection there were 14 children under 6 in the mixed reception and Year 1 class. Most pupils transfer to secondary school at the end of Year 6 although some do at the end of Year 5. Attainment on entry to the school varies from year to year, but is usually average. There are four mixed age classes in the school, with three full time, and four part time teachers. The headteacher has virtually a full time teaching commitment. Improvements to the building have been made. However space is at a premium and there is no school hall.

HOW GOOD THE SCHOOL IS

The school achieves high standards in most of its work. The majority of pupils behave very well and they are eager to learn. Attendance is very high. All of the teaching is good and some is very good. Learning is good for virtually all pupils. There are very good arrangements to support and care for all pupils. The school has a strong partnership with parents and carers. Leadership and management of the school are good. The headteacher leads and manages the school very well. She is supported effectively by governors who carry out their roles and responsibilities well. They know what the strengths of the school are and identify areas for development clearly. The school is inclusive in its policies, outlook and practices. The good standards noted in the previous inspection report have been maintained and some have been improved. St Mary's provides good value for money.

What the school does well

- Pupils' standards are well above average in reading, writing and mathematics at the age of seven and in mathematics and science at the age of eleven.
- The quality of teaching and learning is consistently good. Sometimes it is very good.
- Pupils' attitudes, values and personal development are very good.
- The headteacher leads and manages the school very well, with effective support from all staff and governors.
- The school cares for its pupils very well.
- There is a strong partnership between the school and parents.

What could be improved

- Provision for the physical development of children in the Foundation Stage is limited by the lack of a suitable outdoor play area and equipment.
- The lack of a hall limits the standards achieved in physical education, particularly in gymnastics for pupils in Key Stages 1 and 2.
- Restricted access to the full range of resources limits the standards achieved in information and communication technology for pupils in Key Stage 2.
- Accommodation is unsatisfactory for whole school activities such as assemblies and lunchtimes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in September 1997, it was found to have many good features. Since that time, the school has worked hard to improve even more and it has been successful. The schools' development planning process is much better at identifying priorities and taking action to implement them. Handwriting has improved throughout the school. Standards in English at Key Stage 2 are higher. The

key issues have been addressed well. Leadership and management of the school by the headteacher have improved and are now very good. The quality of teaching and learning has improved and is consistently good and some is very good. Pupils' attitudes, behaviour and personal development are now very good. Attendance is very high compared to national averages. The school cares very well for its pupils and there are strong links with parents. These are all improvements since the previous inspection when they were judged to be good. The school acknowledges that there is scope for further improvement in outdoor provision for children in the Foundation Stage, and in physical education at Key Stages 1 and 2 and information and communication technology at Key Stage 2. Physical arrangements for whole school activities are limiting. The staff and governors are committed to implementing these improvements. Accommodation is rightly the top priority in the school development plan.

STANDARDS

When children enter the school in the year of their fifth birthday, attainment is usually average. They have a good start to their education and most are likely to achieve the early learning goals by the time they begin the National Curriculum in Year 1. By the age of seven, pupils achieve standards in reading, writing and mathematics that are well above average when compared to all schools. When compared to similar schools, standards are well above average in writing and mathematics and above average in reading. Observations during the inspection confirm these high standards, although the 2001 results are not likely to be as high as 2000. These very good standards are maintained throughout Key Stage 2. The National Curriculum tests of 2000 show that when compared to all schools, by the age of eleven, pupils achieve standards in English that are similar to average, in science standards are well above average and in mathematics they are in the top 5 per cent nationally. When compared to similar schools, standards are well above average in mathematics and science and below average in English. Care needs to be taken in interpreting these statistical results, as the year groups are small and, therefore, each pupil accounts for a higher percentage than in a larger year group. One pupil not achieving a particular level can have a significant impact on overall percentages. Observations confirm these high standards are likely to be maintained in 2001. Trends over the past years indicate uneven progress in English and mathematics but good progress in science. The school sets appropriate, yet challenging targets for individual pupils. Literacy and numeracy skills are very good and they are used well by pupils in curriculum areas. Although staff do all they can to maintain high standards in all areas of the curriculum, accommodation limits physical development of children in the Foundation Stage and the lack of a hall limits pupils gymnastic skills at both key stages. Pupils in Key Stage 2 have limited access to the more sophisticated equipment used for information and communication technology, such as, the internet and email because it is in the Key Stage 1 classroom. Staff work hard to ensure that generally pupils achieve high standards in all of their work.

*The data table is excluded because the group sizes are small.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school. They are very interested in their work and keen to improve.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and they have a clear sense of right and wrong. They understand the school rules and follow them very well.
Personal development and relationships	Very good. Pupils are very involved in the daily routines of the school. They notice what needs to be done and do it. Pupils help each other and, when asked, plan and organise their work. They become more confident as they get older.
Attendance	Very high when compared to the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 and learning is consistently good throughout the school. Teaching in the lessons observed during the inspection was always good or better. It was good in 82 per cent of lessons and very good in 18 per cent. The good teaching throughout the school is characterised by very good relationships and high expectations of behaviour and learning. Teaching and learning of basic skills are very good. Teaching of literacy and numeracy is very good. In a very effective literacy lesson on alliteration and sibilance, pupils in Years 5 and 6 were eager to make their own sentences in preparation for extended writing later in the week. All pupils worked hard and achieved very well according to their prior attainment. Pupils use their literacy and numeracy skills very effectively in other subjects, for example, when recording investigations in science. Teaching and learning of information and communication technology, a priority for the school, are developing satisfactorily, although pupils at Key Stage 2 have limited access to the internet and email because of constraints of the building. The school has no hall and this means that indoor physical education is taught in the chapel. This is unsatisfactory as the space and resources are inadequate to meet the needs of all pupils. Children in the Foundation Stage have limited indoor space and no secure outside area for physical development. Despite these constraints teachers work hard to meet the needs of all pupils, including those on the school's register of special educational needs and higher attaining pupils. Teachers assess pupils' attainment successfully and set realistic targets for future performance, particularly in English, mathematics and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad but limitations of accommodation mean that the breadth of study in some aspects of physical education and information and communication technology is limited. The Foundation Stage is being implemented appropriately with the exception of outdoor provision.
Provision for pupils with special educational needs	Good. The needs of those few pupils with special educational needs are met effectively and they are supported well by the care and attention given to them by all staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Social and moral guidance have a high profile and do much to promote the strong family and Christian ethos that permeates the school. Strong links are established with the church. Pupils know clearly right from wrong. Spiritual and cultural developments are planned effectively.
How well the school cares for its pupils	Very well. The school provides a caring and supportive environment, where pupils feel safe and secure. They are confident that their needs will be met. This has a very positive impact on their learning and the standards that they achieve.

The school has a very strong partnership with parents. This has a very positive impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is very clear about what is best for the pupils and how to achieve this. She is supported well by teaching and non-teaching staff, who show a high level of commitment to the school.
How well the governors fulfil their responsibilities	Effectively. The governors are supportive, knowledgeable and involved appropriately in the work of the school. They understand their responsibilities and work together well to maintain and improve provision

	for pupils.
The school's evaluation of its performance	Good. Through effective monitoring and evaluation, the school is clear about what it does well and what could be improved.
The strategic use of resources	Good use is made of available resources. However, accommodation is unsatisfactory. The school understands and applies the principles of best value for money well.

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 standards achieved by the children. • The attitudes and values that the school promotes. • The behaviour of their children. • The teaching is good. • The information about their childrens' progress. • The school expects their children to work hard and do their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • A small number are not satisfied about the quality and amount of homework. • A few parents would like more information. • Some feel that the school doesn't provide an interesting range of out of school activities. • A small number feel that the school does not work closely with them.

The inspection team agrees with the parents' positive views. However, the team considers that the school sets sensible amounts of homework appropriate to pupils' ages and that information for parents and extra curricular activities are satisfactory. The inspection team feels that partnership with parents is one of the many strengths of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' standards are well above average in reading, writing and mathematics at the age of seven and in mathematics and science at the age of eleven.

1. Most pupils are working at or near their capacity and achieving well in terms of their prior attainment. When children enter the school in the year of their fifth birthday, attainment is usually average. By the age of seven most read a range of books fluently and with accuracy. They use their alphabetic knowledge to locate books and to find information. Their writing is neat, well organised, imaginative and clear. Pupils sequence their sentences effectively and they use full stops, capital letters and question marks appropriately. In mathematics they enjoy solving problems by using different approaches. Pupils are developing their mental strategies well. They explain why an answer is right or wrong. Pupils enjoy their work and are keen to learn and this has a very positive impact on the standards achieved.
2. These very good standards are maintained throughout Key Stage 2. In mathematics the oldest pupils check their own results considering whether these are sensible or not. They show understanding of situations, by describing them mathematically, using symbols, words and diagrams. Pupils understand place value and divide and multiply whole numbers and decimals to 10,100 and 1000. Pupils are able to use all four operations to at least two places of decimals. They understand pattern and properties of 2-D and 3-D. Pupils understand fractions and are able to construct and interpret graphs and charts. In a very good science lesson pupils identified accurately parts of a flower and they understood their role in the life cycle of a flowering plant. Their very good behaviour and very positive attitudes have a significant impact on their learning and the standards they achieve. The school has just received an excellence award from the DfEE in the School Achievement Awards, for achieving better results in 2000 than most schools in similar circumstances.
3. The use of assessment and target setting provides staff and pupils with a clear understanding of what they are able to do, and what they need to achieve next in their learning. All pupils, whatever their prior attainment, are given interesting and appropriate challenges and they work hard to achieve the highest standards possible. Work in lessons is demanding and there is much value added. Pupils' efforts are recognised and celebrated, so that they feel good about themselves. They are developing into confident and motivated learners who enjoy school life, and this makes a very positive impact on the standards that they achieve.

The quality of teaching and learning is consistently good. Sometimes it is very good.

4. The quality of teaching and learning is consistently good throughout the school. Teachers know their pupils well and are knowledgeable about the subjects that they teach. Despite the limitations of the building they manage and organise their pupils very well and have established very good routines to overcome the physical challenges of the building. For example in class 1 and 2 teachers co-ordinate timetables effectively so that pupils are engaged in similar tasks at similar times. In a good art and design lesson, in Year 2 in "the old school room" the teacher explained very clearly to pupils what their tasks were. Pupils understood what was expected of them and they worked enthusiastically together to achieve a good result. Pupils gained satisfaction from their efforts and their very good behaviour had a positive impact on their learning. The very good organisation enabled pupils to use their resources efficiently and prevented unnecessary movement in a limited space. Teachers make lessons stimulating and lively. They focus on pupils' interests, for example, the youngest children wrote letters to Humpty Dumpty, hoping that he was recovering from his recent fall. Teachers use their specialist knowledge, for example, in music, art and information and communication technology to teach these subjects to other age groups, this enables all pupils to benefit from teachers' subject expertise.

5. Teachers use challenging questions to extend pupils learning and gain an understanding of what pupils know and can do. In a good numeracy lesson, pupils in Year 3 responded quickly to mental mathematics questioning, recalling and sequencing numbers, using the four rules. Pupils work happily for extended periods of time, concentrating hard on the work before them, for example, pupils in Year 6 worked enthusiastically on producing complex sentences using alliteration and sibilance to create an effective piece of writing. Teachers give pupils time targets in which to complete sections of work and they respond very well to this challenge. Relationships between teachers, support staff and pupils are a significant strength of the teaching. All adults provide a supportive and positive atmosphere in which achievement flourishes.

Pupils' attitudes, values and personal development are very good.

6. Pupils' attitudes to school are very good. From the youngest to the oldest, they are very eager to come to school. They feel valued and show interest and enthusiasm for the whole range of activities provided for them. They respond to the good teaching by showing a keenness and curiosity for learning, about themselves and the world in which they live. They are trustworthy and show great respect for school property. By talking to pupils and observing their recorded work it is evident that they take pride in the presentation of their work. They are pleased to talk about individual, class and whole school activities. There is a strong community spirit that permeates throughout the school. The very good and sensitive relationships that staff and other adults working in classrooms create, give pupils an air of confidence and security. Mutual courtesy and respect for the views of others is evident throughout the school day. Classmates and friends help those few with special educational needs, so that they take a full part in all school activity.
7. Relationships between pupils, and pupils with adults are very good. Pupils are very friendly towards each other and to all adults working in the school. They make visitors feel very welcome and take great pride in being part of the family ethos. The adults around them are polite and sincere when talking to the pupils, gaining mutual respect, and building strong relationships that last throughout the pupils' time in the school. Almost all pupils' behaviour is very good. There have been no exclusions and there is no evidence of harassment. Pupils' personal development is very good. They willingly offer their services to all staff when there are tasks to be carried out, such as setting up the room for assemblies, lunches or delivering messages around the school. The values that are taught and implied are based on the Christian values of respect for the views of others, tolerance and perseverance. The pupils respond to this provision by reflecting such values in their approach to learning. For example, during lessons, they are conscious of the need to share materials fairly and without fuss.

The headteacher leads and manages the school very well with effective support from all staff and governors.

8. The headteacher is committed to ensuring that high standards are achieved and maintained in all areas of school life. She practically has a full time teaching commitment, yet leads the school community in a very effective and sensible manner. She is realistic about what she can achieve and delegates well to other members of staff. There is a very strong team spirit within the school, where all adults work hard to achieve individual high standards, but are mindful of supporting and sharing with each other to achieve whole school aims. The headteacher uses the expertise of her teaching and support staff well to ensure a balanced coverage of all subjects and aspects of school life. For example, music is taught regularly to older pupils by the music specialist, and art sometimes, by the art specialist. Information and communication technology is taught to younger pupils by a member of the support staff, who has the appropriate skills.
9. The governors are supportive, well informed and committed to St Mary's. They fulfil their statutory duties effectively. They have confidence in their headteacher and staff. They

undertake their responsibilities efficiently and give a clear steer to the strategic planning of the school. They are clear about the strengths and weaknesses of the school and know what action is required. Governors monitor and evaluate the schools performance and set realistic targets for improvement. Accommodation is the top priority for the school and a new extension is likely to begin in the present calendar year.

10. Performance management is in place, and the targets set by governors for the headteacher are linked clearly to the school development plan. The headteacher in turn agrees targets with staff that support individual and school priorities. This coherent approach by the governors effectively maintains and improves standards in the school. Teaching and learning is monitored effectively by the headteacher and co-ordinators, the outcomes of monitoring effectively inform professional development, for example, one of the reception teacher is attending an ongoing Foundation Stage course and visiting other schools to observe it's implementation. Governors, especially the registrar, understand and apply best value for money principles effectively.

The school cares for its pupils very well.

11. All the teachers and support staff know the pupils very well, and they have, together, developed a safe, supportive and caring environment for them. All staff have similarly high expectations of the way pupils should behave and use consistent standards throughout the school to reward pupils and, where necessary, occasionally, to impose sanctions. These aspects are particularly important when taking into consideration the very cramped conditions in which all staff and pupils work, especially where classes share one large room.
12. The procedures for ensuring all aspects of pupil's health and safety, and promoting their general welfare, including child protection, are very good. Procedures for monitoring the assessment of pupils' work, and the procedures for supporting the development of individual pupils, both academically and personally are good and contribute positively to the standards attained. For example, teachers list individual targets in the front of pupils workbooks, so that pupils are clear about what they need to achieve and when they have achieved it. The procedures for monitoring attendance and punctuality are very good, so that pupils' attendance, overall, is very high, being well above average for primary schools, both nationally and within the Leicestershire local education authority.

There is a strong partnership between the school and parents.

13. The great majority of parents are enthusiastically supportive of the school and many bring their children to the school from neighbouring villages. However, a small number responded to the parents' questionnaire by commenting that they feel that the school does not work closely with them. The majority feel well informed about school activities and, in particular, about the progress that their own children are making. They find the annual reports, supported by consultation evenings, very helpful in understanding how well their children are doing and what more they need to do. They also appreciate the readiness of the staff to talk to parents informally after school should the need arise. All families have signed home - school contracts with the school.
14. A number of parents help in classrooms with various activities, such as reading, cooking and craftwork, as far as the space constraints will allow. Larger numbers help with out of school activities, particularly the weekly visit to swimming. Through the Friends of St Mary's School, the parents, and indeed the whole village community, actively support the May Fair and Christmas Fair, which are the main fundraising functions. The funds raised by the Friends are used to provide many of the extras in school, for example, computer software and additional reading books. The Friends also arrange a number of social events throughout the year for both pupils and parents. This very positive support has a significant impact on pupils' learning.

WHAT COULD BE IMPROVED

Provision for the physical development of children in the Foundation Stage is limited by the lack of suitable outdoor play area and equipment.

15. At present, the Key Stage 1 class and the Foundation Stage class share the one “old school room”. It is displayed attractively and resources are stored carefully. The two classes have clearly defined areas. The teachers work together well. They ensure that quiet sessions are planned to occur at the same time, and that activity sessions begin and end together. Teaching in both classes is good. However, for children in the Foundation Stage, there is no safe, secure outside area in which they can further develop physical control, mobility and awareness of space in an outdoor environment. These children do not have access to a range of small and large equipment for balancing, climbing, or for moving confidently and imaginatively, with increasing control and co-ordination.

The lack of a hall limits the further raising of standards in physical education, particularly in gymnastics for pupils in Key Stages 1 and 2.

16. Teachers work hard to provide pupils in Key Stage 1 and 2 with as many interesting and appropriate opportunities in physical education as they can. The whole school go swimming one afternoon each week and, usually, all pupils in Year 6 can swim 25 metres by the time they leave the school. Many proceed to more advanced lifesaving skills. Parents appreciate this weekly activity. The school takes advantage of many other opportunities provided in the Family of Schools and in the community generally. However, without a hall or playing field, the school is reliant on walking to local facilities. Pupils play games on the playground and use the local recreation ground when appropriate. When the weather is suitable, pupils walk to the Chapel for dance and gymnastics. The chapel provides space for movement, but there is no large fixed apparatus, no small apparatus, no mats, and a floor that is not designed for work in bare feet. All of these factors limit pupils’ breadth of study in physical education at both key stages.

Restricted access to the full range of resources limits the further raising of standards in information and communication technology for pupils in Key Stage 2.

17. The school has invested recently a considerable amount of money into information and communication technology resources. This includes cabling and connection to the inter net and email. Standards are as expected for pupils at both key stages. Staff work hard to provide as many relevant opportunities as possible for all pupils. However, because of the constraints of the building, older pupils do not, at present, have full access to the more sophisticated equipment that is in the Key Stage 1 and Foundation Stage classroom. This limits the breadth of study in information and communication technology, particularly for pupils in Key Stage 2.

Accommodation is unsatisfactory for whole school activities such as assemblies and lunchtimes.

18. The school has no specific space for any whole school activity. At present, assemblies take place in the Year 5 and 6 classroom. This means that the chairs and tables have to be moved in order to create sufficient room for all pupils to sit down comfortably. Assemblies are important times in this church aided school, where a Christian ethos permeates the work of the school and makes a significant contribution to pupils’ spiritual, moral, social and cultural development. The chairs and tables then have to be reorganised in readiness for lessons to begin. At lunchtime, hot meals are served in this class and, again, tables and chairs have to be moved and a serving trolley and crockery, cutlery and utensils set out. Teachers and pupils work hard to ensure swift, careful and unobtrusive preparation and as little disruption as possible, but this is an unsatisfactory situation. Although the accommodation is unsatisfactory overall, it is cared for very well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

St Mary's Church of England School Kilby is an effective school, where pupils achieve high standards. Teaching and learning are consistently good throughout the school. Parents are very supportive of the school and appreciative of the positive caring Christian ethos which permeates its every day work, and is reflected in pupils' enthusiasm and enjoyment in learning.

In order to sustain and improve upon the present high standards and significant strengths of the school, the headteacher, staff and governors should ;

- (1) Provide a suitable outdoor play area and equipment for children in the Foundation Stage, so that their physical development may be enhanced further. (Paragraph 15)
- (2) Raise standards in physical education, particularly in gymnastics, even further by providing, when funds allow, a school hall. (Paragraph 16)
- (3) Raise standards in information and communication technology even further by making access easier to resources particularly for the pupils in Key Stage 2. (Paragraph 17)
- (4) Provide appropriate accommodation, when funds allow, for whole school activities such as assemblies and lunches. (Paragraph 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	82	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	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		91
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		11

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	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	2.8
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.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

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

- 2000 data is excluded because the year group is nine.
- 1999 boys and girls data excluded because their numbers are below ten, however the totals are included as the year group number is above ten.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	86	64	79
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	71	64	86
	National	68	69	75

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

- 2000 data is excluded because the year group is nine.
- 1999 boys and girls data excluded because their numbers are below ten, however the totals are included as the year group number is above ten.

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	89
Any other minority ethnic group	2

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)	4.3
Number of pupils per qualified teacher	21
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	28

FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	167519
Total expenditure	167532
Expenditure per pupil	2105
Balance brought forward from previous year	1175
Balance carried forward to next year	1162

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	91
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	16	4	1	0
My child is making good progress in school.	66	26	6	0	1
Behaviour in the school is good.	62	31	3	1	1
My child gets the right amount of work to do at home.	45	41	10	0	0
The teaching is good.	79	20	0	0	0
I am kept well informed about how my child is getting on.	68	19	12	0	1
I would feel comfortable about approaching the school with questions or a problem.	75	18	3	0	3
The school expects my child to work hard and achieve his or her best.	76	22	0	0	1
The school works closely with parents.	65	22	9	0	1
The school is well led and managed.	76	20	0	0	0
The school is helping my child become mature and responsible.	69	26	1	0	6
The school provides an interesting range of activities outside lessons.	44	29	10	6	4