

## INSPECTION REPORT

### **CHAWTON C of E (C) PRIMARY SCHOOL**

Alton

LEA area: Hampshire

Unique reference number: 116281

Headteacher: Linda Osborn

Reporting inspector: Carrie Branigan  
18113

Dates of inspection: 14-15<sup>th</sup> January 2002

Inspection number: 197827

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

© Crown copyright 2002

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: Voluntary Controlled

School category: Infant and Junior

Age range of pupils: 4-11

Gender of pupils: mixed

School address: Chawton  
Alton  
Hampshire

Postcode: GU34 1SG

Telephone number: 01420 544381

Fax number: 01420 544381

Appropriate authority: Governing Body

Name of chair of governors: Rosie Blogg

Date of previous inspection: 6<sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18113	Carrie Branigan	Registered inspector
15849	Barry Wood	Lay inspector
28014	Peter Buckley	Team inspector

The inspection contractor was:

Serco QAA Ltd  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Chawton Church of England Voluntary Controlled Primary is a small school situated in the village of Chawton, near Alton. The area has suffered recently from severe flooding which caused a number of families to be made homeless. At the time of the inspection there were 118 pupils on roll, about 17 in each year group, with an approximately equal number of boys and girls. About half the pupils come to the school from outside the school's catchment area. The socio-economic background of pupils is generally favourable, although very varied. Nearly eight per cent of pupils are entitled to free school meals, which is below the national average although this amount has recently increased significantly. When pupils start school in the reception class their attainment is above the expected levels. An average proportion of pupils (24 per cent) have special educational needs which includes two pupils who have a statement of special educational need, which is also average. There are no pupils from ethnic backgrounds and no pupils speak English as an additional language, which is below average. At the time of the inspection the school was undergoing extensive building works that included the addition of a hall and other major extension works.

### **HOW GOOD THE SCHOOL IS**

Chawton Church of England Primary is a very effective and popular school with a strong Christian ethos. Leadership and management are very good and have ensured that the school has made very good improvements since the last inspection. The quality of teaching is good overall and, as a result, all pupils are achieving well and have very good attitudes to learning. The school provides good value for money.

#### **What the school does well**

- The headteacher, staff and governors work very well as a coherent team and ensure that what they do is focused clearly on effectively raising standards and providing pupils with a wide range of experiences.
- Pupils' standards in English, mathematics and science are well above average and teachers ensure that pupils' literacy, numeracy and information and communication technology (ICT) skills are developed well.
- Teaching is good overall with a high proportion that is very good, particularly in reading and in Years 1 and 2. As a result, pupils behave very well and have very good attitudes to learning.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.
- Relationships in the school are very good and the school has created a successful partnership with parents who, as a result, are very supportive and have very positive views about the school.

#### **What could be improved**

There are no major areas for improvement. The school has effectively identified areas for improvement in its strategic plan.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1997 when a number of recommendations for improvement were identified. Since that time, because of very good leadership and management by the headteacher, key staff and governors, the school has improved very well overall.

The procedures for supporting pupils with special educational needs (SEN) have improved significantly and the school is very clear about how well these pupils are achieving. The weaknesses in the curriculum for information and communication technology (ICT) and design and technology have been resolved and the school now has a very strong base for further improvements in both subjects. There

have been improvements in the way teachers assess pupils' standards including recognising how pupils need to improve, particularly in reading and writing. The school is currently undergoing extensive building works that includes the addition of a hall. Although this will improve the facilities for physical education (PE), drama and music the school has ensured that these subjects have not been neglected.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	B	A	A	well above average A above average B average C below average D well below average E
Mathematics	A	C	A	B	
Science	A*	C	A*	A*	

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

The school has less than 20 pupils taking the tests each year, which also includes a varying number of SEN pupils. Therefore too much emphasis should not be placed on the results in any one year. Despite this, the trend in the results since 1997 continues to be above, and improving slightly better than, the national trend. In addition, the school keeps detailed individual records to calculate each pupil's achievement over time that indicate that the targets for 2002 are likely to be exceeded. Results also show that pupils achieve very well overall in the tests for Year 6 pupils against similar schools.

When they start school, pupils have above average standards in their communication, literacy and mathematics skills. All pupils achieve well, because of good teaching, to attain well above average standards overall at the end of the reception class, particularly in their personal, social and reading skills. Pupils' standards in reading throughout the school are particularly high because of the school's clear focus on reading and the effective partnership with parents. Pupils' standards in writing in the school and in the end of Year 2 tests for 2001 are above average and are above the expected levels at the end of Year 6. There has been a steady improvement in pupils' writing in Years 1 and 2 and the school is seeking to improve pupils' standards throughout Years 3 to 6, particularly at the higher level (level 5) in Years 5 and 6. Pupils' standards in mathematics are well above average in the end of Year 2 and Year 6 tests in 2001, and over the last four years standards have improved significantly for pupils at the end of Year 2. Although there is some variability between the year groups, pupils' standards in school are well above average overall. The school recognises the need to continue to improve pupils' standards so that more pupils reach the higher level (level 5) in Years 5 and 6.

Pupils' standards in science are well above average at the end of Years 2 and 6 because pupils cover work meant for older pupils. Pupils' standards in art and design and history are above average and the subjects provide a good basis for pupils to practise their ICT and literacy skills.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are eager to learn because

	of the interesting range of activities they are able to take part in.
Behaviour, in and out of classrooms	Very good. Pupils are very polite and courteous. Although the building works have temporarily restricted pupils' playing area their behaviour is good at playtimes and is consistently very good in lessons.
Personal development and relationships	Very good. Pupils use their initiative and act responsibly. They get on very well together and with all the adults in the school.
Attendance	Good. The amount of unauthorised absence has been reduced recently.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. All teaching observed was at least satisfactory; all but one of the lessons seen was good or better and nearly half the teaching observed was very good. Teaching in Years 1 and 2 was very good and in the rest of the school good overall with examples of very good teaching. Teaching has improved significantly since the last inspection as a result of very good leadership and management.

The teaching of reading is consistently very good which supports the very high standards throughout the school. The teaching of mathematics, in particular numeracy, and writing is good overall and teachers ensure that pupils' skills of literacy and numeracy are well developed in other subjects such as history, science and geography. Teachers use information and communication technology effectively in classrooms.

Pupils' learning in lessons is good overall and, as a result of the consistently good levels of teaching, pupils are clear about what they are doing, work diligently and take pride in what they produce. The school effectively meets the needs of all pupils and by the time they leave school all pupils have achieved well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has worked hard to maintain a wide range of good quality learning opportunities for pupils, such as in art and design and music. The curriculum has improved since the last inspection and now fully meets statutory requirements.
Provision for pupils with special educational needs	Very Good. Learning support assistants are very effective and pupils' Individual Education Plans are used well in lessons to guide teachers' planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school ensures that all pupils work well together and know the difference between right and wrong within a strong Christian ethos. There is good provision for pupils to understand that they live in a diverse society.
How well the school cares	Good. All adults know pupils well and pupils' achievements are well



for its pupils	monitored, recorded and used to focus teachers' work.
----------------	---

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff work very well together and have created a welcoming environment that is clearly focused on improving standards as well as ensuring that pupils receive a wide range of experiences.
How well the governors fulfil their responsibilities	Very good. The work of the governors has improved significantly since the last inspection. Governors are well informed through reports and their own monitoring and clearly know the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good. Teaching is monitored regularly and the staff involved ensure that planned improvements are made. The school analyses pupils' standards effectively and is able to show how each pupil has achieved in detail.
The strategic use of resources	Very good. The school's budget and other funds are used very well to ensure, for example, small class sizes and equipping the new hall and accommodation.

The school applies the principles of best value effectively and evaluates spending very carefully to ensure that all pupils are achieving well. The very effective teamwork by all adults is a strength of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their child likes school and is making good progress.</li> <li>• The teaching is good and their child is expected to work hard and do their best.</li> <li>• They can approach the staff with any problems and the school is well managed.</li> <li>• Behaviour is good and the school helps their child to become more mature and responsible.</li> <li>• Their child gets the right amount of homework.</li> </ul>	Some parents felt that there may not be enough interesting activities outside of lessons.

The inspection findings agree with the very positive views of parents. A few concerns were raised at the parents' evening about physical education (PE) lessons and the restrictions caused by building works, for example space for playing. The inspection findings show that the school's provision for PE meets statutory requirements and will improve considerably once the hall has been built. The school provides a good range of activities, such as football, netball, recorders and the French club, outside of lessons. In addition, although playtimes are crowded for pupils there is enough adult supervision to ensure pupils are safe.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**The headteacher, staff and governors work very well as a coherent team and ensure that what they do is focused clearly on effectively raising standards and providing pupils with a wide range of experiences**

1. The leadership and management of the school have improved significantly since the last inspection, particularly the work of the governing body. All adults in the school work very well together and the school is very welcoming with a strong ethos for all pupils to achieve their best. The coherent teamwork is a strength of the school.
2. Staff and governors are very clear about the school's priorities for improvement and work hard to ensure that they are carried out. For example, the strong emphasis on teaching reading throughout the school has been very successful and the improvements since 1996 have been significant; pupils are now achieving very well, particularly in Years 1 and 2. The school is rightly using the successful approach to reading to improve standards in writing and mathematics by involving parents, adding detail to the curriculum and celebrating pupils' achievements.
3. The school's strategic plan is clear in its priorities for improving pupils' experiences and is based on a detailed analysis of data and the findings from classroom observations. Governors are fully involved in understanding the strengths and weaknesses of the school through, for example, their Data Analysis Group and through their involvement in staff meetings and other training sessions. Governors also monitor pupils' classroom experiences regularly and inform parents about their findings effectively in their annual report, such as the recent report about mathematics. Governors are fully informed about the school through the information provided by the headteacher, other staff and through their regular visits.
4. All staff with subject responsibilities are fully committed to improving their subject through regular training and monitoring of pupils' standards and achievement over time. Any recommendations for improvement are shared formally as well as informally and staff discuss ways openly to improve pupils' experiences. For example, the subject leader for English, although new to the post, clearly recognises the strengths and areas for development in reading and writing through monitoring pupils' work and analysing data. She has also begun to ensure that parents are fully informed about the work of the school through leaflets detailing the curriculum coverage and how parents can help their child. Her work is focused and effectively detailed on improving pupils' standards.
5. Although the school clearly prioritises its attention to improving standards in reading, writing, mathematics and science, the headteacher, staff and governors ensure that each pupil's experience includes good provision for other areas of the curriculum, such as art and design and music. For example, the art and design lesson observed in Years 4 and 5 illustrated a very effective link between pupils' work in art and design and their geography study of the Caribbean. In addition, there is good quality artwork on display in classrooms, such as the Victorian display in Years 5 and 6.
6. The headteacher, staff and governors have ensured that there is a good curriculum that links subject areas where possible and uses pupils' skills in literacy, numeracy and information and communication technology (ICT) well. In addition, pupils have good opportunities to learn foreign languages such as French, in Year 3 and during an after school club, and Italian through links with pupils in Italy.
7. The difficulties of not having a hall have not prevented pupils from being involved in physical activities and music. Teachers make good use of classroom space and use the surrounding fields appropriately. The school also provides many sporting activities after school, such as football, netball and rounders, and is regularly involved in tournaments, such as swimming. However, with the addition of a hall the school plans to improve pupils' experiences significantly and the school has prudently reserved a significant amount of money in its budget, which will be used to fully equip the new accommodation.

**Pupils' standards in English, mathematics and science are well above average and teachers ensure that pupils' literacy, numeracy and information and communication technology (ICT) skills are developed well.**

8. The average number of pupils per year group is 17 and therefore the varying number of pupils with special educational needs (SEN) can significantly affect results year on year. Although there has

been some variation in results, particularly for mathematics and science in the Year 6 tests 2000, the school's results have been consistently better than the national results overall. In addition, the trend in the school's results is slightly better than the national trend. The school keeps detailed records about each child and can show how individuals have achieved well over time. For example, the current Year 6 have achieved well since their results at the end of Year 2 tests and should exceed the targets set for them in the Year 2002 because of good teaching.

9. The school has been particularly successful with reading and pupils throughout the school have standards that are well above average and their achievement is very good, particularly in Years 1 and 2. The school has been successful in improving pupils' standards in reading because the school, for example, encourages pupils from different year groups to read together, such as during the afternoons when the Year 1 class is split. Pupils in Year 1 and the reception class read very well together and with confidence and obvious enjoyment about a variety of books.
10. Pupils' standards in writing are currently a consistent focus for all teachers in the school. Classroom observations and examples of pupils' writing in a school portfolio indicate that standards are generally above average. All pupils have individual targets for improving their writing, which are based on the teachers' knowledge of pupils' standards. The targets are effectively used regularly in lessons to improve pupils' skills by ensuring that pupils check the meaning and structure of their writing or their punctuation. As a result, pupils' achievement in writing is good overall and their confidence is increasing. In addition, pupils use their writing skills well in other subject areas, such as in history when they have been asked to write biographical details about ancient Egyptians (Year 3) and Queen Victoria (Years 5 and 6).
11. Pupils' standards in mathematics are well above average overall, particularly in their number work. Pupils in Year 4 are a particularly high attaining group with consistently well above average standards and are well supported by the teacher's knowledge and high expectations for all to achieve. Pupils throughout the school enjoy using number and making calculations and show good levels of confidence in the strategies they use.
12. The school keeps detailed records from when pupils start in the reception class and is therefore aware that pupils' standards in mathematics vary between each year group because of the small number of pupils and proportion of pupils with special educational needs. However, pupils' standards have improved significantly in Years 1 and 2 because of very good teaching and the subject leader, a teacher in Year 2, has time planned to ensure improvements are evaluated and monitored consistently in Years 3 to 6. The school's strategic plan includes a focus on improving standards in pupils' mental skills which will support the improvement of standards overall. In addition, pupils use their mathematics skills well in other areas of the curriculum, such as in science and geography where pupils are given opportunities to collect and analyse data.
13. Although no overall judgement about pupils' standards in ICT can be made, the school's provision for ICT has improved significantly since the last inspection. The subject leader has very good expertise and experience and further improvements are planned such as the use of spreadsheets. Computers are regularly used in all classrooms and pupils' skills are developing well across subjects such as English, mathematics and history to write, edit and check their work. In addition, pupils work well together to collaborate over their tasks and are confident in using computers independently.
14. Pupils' standards in science have improved significantly at the end of Year 2 because of teachers' increasing confidence in assessing pupils' standards and achievement. Pupils' standards in tests by the end of Year 6 have regularly been in the top five percent nationally. Although no lessons were observed, pupils' work shows that what they are asked to do is well above average, particularly in areas of knowledge such as electricity and plants, because teachers are planning lessons from higher levels than expected for the pupils' age. For example, some work in Year 6 draws from work normally found in the secondary school. However, the school has correctly identified the need to ensure that the practical areas in science are given the same emphasis as areas of knowledge.

**Teaching is good overall with a high proportion that is very good, particularly in reading and in Years 1 and 2. As a result, pupils behave very well and have very good attitudes to learning.**

15. The quality of teaching has improved significantly since the last inspection. The headteacher has monitored the quality of teaching regularly and has created an atmosphere where teachers openly discuss how they can improve the experiences for pupils. Teachers know pupils' abilities well and plan lessons to ensure that all pupils are included. For example, each pupils' Individual education plan (IEP) is used effectively within lessons and the learning support assistants (LSAs) work as a very good team with class teachers to formally assess pupils' successes and difficulties relevant to a particular pupil's need. As a result, pupils with special educational needs (SEN) are achieving well and the procedures for SEN within the school have improved significantly since the last inspection.
16. A significant feature of very good teaching is the way in which teachers use a variety of methods to attract pupils' attention and explain the ideas within the lesson. For example, in the reception class, with Year 1 pupils for the afternoon, the teacher used role-play very effectively for pupils to talk with confidence about the idea of a 'family tree' using the story of the 'Three Bears'. In addition, the idea was further used in pupils' own role-play sessions. In Year 2, a class competition in mathematics was used very well to teach pupils how to recognise place value related to hundreds, tens and units. Pupils thoroughly enjoyed the game and were able to confidently and diligently complete their individual and group tasks. As a result of such strategies, pupils are clear about what they are doing and show very good levels of interest and motivation in their work.
17. Teachers also use pupils good communication skills well to discuss what they are doing or have learned. Examples included a good plenary session at the end of a Year 3 mathematics lesson where pupils were able to talk clearly about how they calculated their answers to support other pupils in the class, and, in Years 5 and 6, where pupils were able to evaluate each other's piece of writing to ensure that the editing they had done during the lesson continued to make sense. In such examples, pupils show very good relationships with each other and respect for each other's work.
18. Teachers use a variety of resources very well e.g.: whiteboards, video and artefacts to ensure pupils understand the purpose of the lesson well. For example, the real food brought into a Year 3 history lesson by the teacher gave pupils a very clear starting point to their writing about what different ancient Egyptians would have eaten. The resulting writing was generally above average with ideas that were clearly developed and spelling and punctuation generally used effectively. In addition, pupils were able to begin to talk about reasons, with confidence, for the differences related to what they knew about how the ancient Egyptians lived.
19. Teachers manage pupils' behaviour very well and work with the LSAs to ensure that all pupils understand what is expected of them in terms of their behaviour. For example, pupils are praised for the work they do and the effort that they put into their work and all adults recognise when pupils have been successful. As a result, pupils have consistently very good attitudes to their work and show very good levels of responsibility. In addition, the ethos in each class is calm and friendly and pupils respond very well to any checks on their behaviour with very little fuss. Any instances of unacceptable behaviour are managed very well by adults.
20. The school has been very successful in improving pupils' standards in reading and has established a very strong focus for reading in the school with effective support from parents. The teaching of reading is very good overall because of the range of opportunities teachers plan and the very good strategies they use to improve pupils' standards. As a result, pupils read confidently to themselves and each other and enjoy a variety of texts such as story, poetry and information books.
21. Teachers are very good at helping pupils analyse what they are reading as well as how to read unfamiliar words. An example where these strategies worked very well was in a poetry reading session in Year 2, which included some Year 1 pupils. Pupils were confident in reading their chosen poem individually or in pairs and were able to recognise the humour and rhyme within the

poems. Other pupils listened very well and showed very good analytical skills about what the poem meant and how the author had used particular words for effect.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is very good**

22. The school very clearly promotes pupils' personal development in variety of ways such as the work of the school council and the awards for personal achievement. For example, the school uses 'STEP' stickers to award pupils for showing responsibility and courtesy which pupils are very proud to wear and talk about.
23. The school's strong Christian ethos ensures that pupils' spiritual development is very good. For example, each classroom has a quiet corner that is used as a place for displaying artefacts and pupils' writing, such as prayers. Pupils are given good opportunities to reflect on what they are doing, such as in the Year 2 writing session where time was given for pupils to think and discuss their ideas together in constructing a list of suitable adjectives to describe 'Mr Twit'. The teacher ensured that pupils' responses to the discussion were treated seriously and that pupils were sensitive and accepting of other pupils' views even when they needed correcting by the teacher.
24. The school places a lot of emphasis on how pupils conduct themselves in classrooms and around the school and ensures that pupils understand the difference between right and wrong in what they do. As a consequence, pupils very readily accept responsibility, such as reading with younger pupils and looking after others at playtimes. In addition, pupils understand clearly about the difficulties due to a lack of playground space because of the current building works and respond very well to any checks made by the adult supervisors.
25. Pupils' social development is very good because of the variety of opportunities available to them during and outside school. For example, teachers plan lessons in a variety of ways so that pupils have good opportunities to work in a variety of groups such as pupils in different year groups reading together (paired reading). Pupils have very good opportunities to work together outside school such as in the recent well-attended drama production in the village hall and through a variety of sporting activities.
26. Pupils very clearly recognise, respect and value other people's way of life and readily talk about what they know about other cultures. This awareness is promoted through various curriculum areas, for example in art and design, history and geography. In addition, pupils have good opportunities to link with other pupils in Italy and recognise the diversity of cultures in Britain through developing links with schools in London and Sheffield.

**Relationships in the school are very good and the school has created a successful partnership with parents who, as a result, are very supportive and have very positive views about the school.**

27. The headteacher, staff and governors have created a very positive and productive ethos for learning and pupils are confident and enjoy coming to school. All adults set a very good example in the way they interact with pupils in and around the school and use humour and praise to ensure pupils are very interested and motivated in what they do. As a result, pupils have very good relationships with each other and with adults. They show very good co-operation when using resources or collaborating over their tasks such as working on a computer together. Pupils respect each other and will openly praise the effort made by others as seen in the Year 4 and 5 art and design lesson.
28. The school works hard to ensure that parents are informed about what the school does, for example, in newsletters and through meetings, including evening curriculum meetings. In addition, parents are consulted well about aspects of the school's work and the school takes appropriate action, for example, implementing parents' suggestions about improving the homework diary.
29. Parents themselves are very supportive of the school and have helped raise funds for the new building as well as showing their very strong support in the recent publicity about the effects of the

new building on the village. Parents recognise strongly the need for a hall to ensure that pupils' experiences in music, art and design and physical education (PE) are at their best.

30. Parents have very positive views about the school, which was evident within the parents' meeting, the questionnaire responses and discussions during the inspection. Parents appreciate that the staff are very committed and approachable and how very well the school supported the families who were recently made homeless because of the severe flooding in the area.

## **WHAT COULD BE IMPROVED**

There are no significant areas for improvement.

The school is well placed to continue to improve, and the strategic plan will provide a good basis for this future improvement.

## 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

11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	5	1	0	0	0
Percentage	0	45.5	45.5	9	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 nine percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	118
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	28

#### 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	5
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.9%
National comparative data	5.6%

#### Unauthorised absence

	%
School data	0.7%
National comparative data	0.5%

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	11	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	11	11	11
	Total	22	21	22
Percentage of pupils at NC level 2 or above	School	100 (94)	95 (94)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	11	11	10
	Total	22	22	21
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (88)	95 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	7	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	12	14
Percentage of pupils at NC level 4 or above	School	93 (87)	80 (73)	93 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	15
Percentage of pupils at NC level 4 or above	School	87 (73)	87 (73)	100 (80)
	National	72 (70)	74 (72)	82 (79)

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



**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	118
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	1	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)	7.8
Number of pupils per qualified teacher	15
Average class size	20

**Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	138

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001
	£
Total income	296,135
Total expenditure	292,362
Expenditure per pupil	3,773
Balance brought forward from previous year	80,239
Balance carried forward to next year	94,012 (28%)

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	3.8
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	127
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	4	0	0
My child is making good progress in school.	65	33	2	0	0
Behaviour in the school is good.	45	45	6	0	4
My child gets the right amount of work to do at home.	54	44	0	2	0
The teaching is good.	67	31	2	0	0
I am kept well informed about how my child is getting on.	36	64	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	25	4	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	43	51	4	0	2
The school is well led and managed.	47	51	2	0	0
The school is helping my child become mature and responsible.	51	45	4	0	0
The school provides an interesting range of activities outside lessons.	24	61	12	0	4

### Summary of parents' and carers' responses

Parents spoke highly of the school and in particular the commitment of all members of staff. They praised the way in which the school had coped with the disruption caused by the recent severe flooding and the current building work.