

INSPECTION REPORT

EMBSAY C E (VC) PRIMARY SCHOOL

Embsay, Skipton

LEA area: North Yorkshire

Unique reference number: 121559

Headteacher: Mrs J. Holliday

Reporting inspector: Mr C. D. Taylor
23004

Dates of inspection: 17th – 18th September 2001

Inspection number: 198088
Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed

School address: Pasture Road
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North Yorkshire

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Appropriate authority: The Governing Body
Name of chair of governors: Mrs Stella Kirkbride

Date of previous inspection: 13th October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Embsay Church of England Voluntary Controlled Primary School caters for boys and girls aged four to 11 years. It is smaller than most infant and junior schools with 168 pupils. Numbers have increased since 1996. Most pupils join the reception class with levels of attainment above what is typical for their age. Only one per cent of pupils – well below the national average - are known to be eligible for free school meals. Twenty two pupils – well below the national average - have special educational needs. Two of these pupils have statements of special educational needs. Most pupils with special needs have moderate learning difficulties. One per cent of pupils are from ethnic minorities. No pupils speak English as an additional language, and none are at an early stage of learning English.

HOW GOOD THE SCHOOL IS

Embsay CE (VC) Primary School is a very effective school with good aims and values and a caring environment. Standards are well above the national average in English, mathematics and science at both key stages and are improving steadily. Teaching is satisfactory in the Foundation Stage and is good at Key Stages 1 and 2. As a result, pupils make good progress during their time at the school. Pupils' attitudes to learning are very positive and their behaviour is particularly good. Provision for pupils with special educational needs is good. The leadership and management of the headteacher are very good. Although expenditure per pupil is above the national average, the school provides sound value for money.

What the school does well

- Pupils achieve very high standards in English, mathematics and science at Key Stages 1 and 2.
- Pupils' very positive attitudes to learning and their impressive behaviour help them to make good progress.
- The school cares for its pupils very well and there is very good provision for their moral and social development.
- The very good leadership and management of the headteacher ensure that the aims and values of the school are clearly reflected in its work.

What could be improved

- There is too little use of computers in most classes to assist teaching and learning across all subjects of the curriculum.
- The curriculum is unsatisfactory in the Foundation Stage as there is insufficient space in the mixed-age reception and Year 1 classroom to provide a wide range of suitable activities for the younger children.
- The amount of written homework set for pupils in Year 6 is insufficient to prepare them adequately for independent study and for secondary education.
- The role of the curriculum co-ordinators has not been developed sufficiently to enable them to monitor teaching and learning effectively in order to improve standards further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the key issues in the previous inspection report in October 1997. It has made good progress in raising standards in art and design and in teaching information and communication technology (ICT) skills at Key Stage 2, though it has yet to use ICT skills sufficiently across other subjects of the curriculum. It has made good progress in improving the quality of communication with parents. Good progress has been made in adopting schemes of work which ensure a clear progression of skills in each subject. The school has begun to use its assessments of pupils' skills effectively to ensure that teaching matches closely the needs of individual pupils. In addition to these key issues, teaching and pupils' learning are still good and the school has maintained high standards in English, mathematics and science. Pupils' attitudes and behaviour were good, and are now very good. Procedures for ensuring pupils' welfare have improved since the previous inspection, and the leadership and management of the new headteacher are very effective. The curriculum in the Foundation Stage is unsatisfactory, however, and there is not enough written homework in Year 6. The school has identified appropriate areas for development and has a good commitment and capacity to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A*	A*	A
mathematics	A	A*	A	A
science	A	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

In English, the school's results in 2001 were very high compared with the national average for all schools in the country, and in mathematics and science the results were well above the national average. In English, mathematics and science, the school's results were well above the average for schools with a similar proportion of pupils eligible for free school meals. Over the past four years, standards have been consistently well above the national average and have risen broadly in line with the national upward trend. This is due to good teaching and learning. Inspection findings indicate that standards in the current Year 6 are well above the national average in English, mathematics and science. In ICT, standards are in line with national expectations. Standards in the current Year 2 are well above the national average in reading, writing and science, and above average in mathematics. Realistic targets have been set to improve standards in English and mathematics in

the National Curriculum tests for 11-year-olds in 2002. To meet these targets, the school has focused its attention on improved support for pupils with special educational needs, creative writing, and individual targets for all pupils in mathematics. The school was successful in exceeding its targets in 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and are well-motivated. They are interested and involved in all school activities.
Behaviour, in and out of classrooms	Very good. Pupils nearly always behave well in class and around school. They are polite and helpful. There have been no exclusions.
Personal development and relationships	Good. Relationships among pupils and with members of staff are good. Pupils are keen to take initiative and to carry out responsibilities.
Attendance	Well above the national average. There is no unauthorised absence and punctuality is good overall. However, there is a little persistent lateness from a few families.

TEACHING AND LEARNING

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

Teaching was satisfactory or better in all the lessons observed. Overall, teaching is satisfactory in the reception class and is good at both key stages. The teaching of basic literacy skills is satisfactory in reception and is good at both key stages. The teaching of numeracy is satisfactory in reception and at Key Stage 1, and is good at Key Stage 2. Strengths of teaching include very high expectations and very good management of pupils. The school meets the needs of higher and lower-attaining pupils well. As a result, pupils maintain their levels of concentration well and make good progress in acquiring skills, knowledge and understanding. Good use of discussion at the end of lessons reinforces what pupils have learned, and helps teachers to check pupils' progress. Homework is generally used effectively to raise standards in most classes, but the amount of written homework set for pupils in Year 6 is insufficient to prepare them adequately for secondary education and for independent study. In ICT, pupils have a satisfactory range of skills, but there are not enough opportunities in most classes for pupils to use computers to assist their learning in other subjects. The school is aware of this issue and already has plans to incorporate the use of ICT into schemes of work in all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall, at both key stages, but unsatisfactory in the Foundation Stage as there is insufficient space in the mixed-age reception and Year 1 classroom to provide a wide range of suitable activities for the younger children. The statutory requirements of the National Curriculum are met at both key stages, but there is not enough use of ICT to assist teaching and learning across the curriculum. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils receive helpful assistance and make good progress towards the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for pupils' personal development is good. Provision for pupils' moral and social development is very good, with clear teaching of right and wrong. Provision for pupils' cultural development is good. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Very good. Procedures for ensuring pupils' welfare are very good. Procedures for monitoring and promoting good behaviour are very effective. Procedures for assessing pupils' attainment and progress are very good, and assessments are used effectively to raise standards by allocating pupils to ability groups and by setting individual targets for pupils to achieve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership of the school and ensures that the school is moving forward with a clear sense of educational direction. Subject co-ordinators play an important role in monitoring teachers' planning and pupils' work, but, except in literacy and numeracy, do not observe lessons in their subjects of responsibility in order to raise standards of teaching and learning.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is actively involved in the life of the school, but does not monitor the school's provision systematically enough. Governors play an important role in shaping the direction of the school and are effective in carrying out their statutory duties.
The school's evaluation of its performance	Very good. The headteacher monitors and evaluates the school's performance well and has a very good understanding of its strengths and weaknesses.
The strategic use of resources	Good. Educational priorities are supported well through good financial planning. Specific grants are used effectively and all major spending decisions take into account the principles of best value. The large carry-over projected for the end of the current financial year is earmarked for further improvements to the accommodation including a new computer suite and school library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy school.• The school enables children to make good progress in their work.• There are high standards of good behaviour.• The teaching is good.• Parents are comfortable about approaching the school with a problem.• The school expects children to work hard and to achieve their best.• The school is led and managed well.• Most parents feel the school helps their children become mature and responsible.• The school provides an interesting range of activities outside lessons.	<ul style="list-style-type: none">• A fifth of the parents who responded to the questionnaire feel that their children do not get the right amount of work to do at home.• A fifth of the parents feel that the school does not work closely enough with them.• A tenth of parents do not feel that they are kept well informed about their children's progress.

The inspection findings support the parents' very positive views. Most teachers set an appropriate amount of homework, but the inspectors agree that the amount of written work set for pupils in Year 6 is insufficient to prepare them adequately for secondary education and for independent study. Communication with parents has improved greatly since the previous inspection and parents are now kept well informed about how their children are getting on. The new headteacher is developing a good partnership with parents and works closely with them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very high standards in English, mathematics and science at Key Stages 1 and 2.

1. At the end of Key Stage 1, the overall attainment of pupils is well above the national average in English and science, and above average in mathematics. This broadly reflects the standards achieved in the National Curriculum tests for seven-year-olds in 2001. Every pupil in Year 2 achieved the nationally expected standard in both reading and writing, while a large number achieved higher grades. Pupils make very good progress in their speaking and listening skills. As a result, pupils grow in confidence and are able to express themselves clearly. In reading, pupils make very good progress. They read simple texts accurately, confidently and with some expression. In writing, pupils make good progress, and both handwriting and spelling have improved since the last inspection. While the learning of a cursive script in reception and Year 1 has been more demanding initially, pupils have benefited later from the ease with which they are able to join up the letters. The presentation of work is generally neat and attractive. These high standards are due to good teaching, and the extra support provided for pupils with special educational needs has helped to push up the standards they attain.

2. In mathematics, standards in the current Year 2 are above average. Standards were in line with the national average in the tests for seven-year-olds in 2001. Nearly every pupil achieved the nationally expected standard, while a fifth achieved higher grades. Results have improved in line with the national upward trend since the previous inspection and pupils are making good progress. There is a good focus on developing basic numeracy skills, and mental mathematics skills have improved since the introduction of the National Numeracy Strategy. Pupils in Years 1 and 2, for example, counted confidently in twos up to twenty and back, and made effective use of a number line to subtract three from six by locating six and counting back three.

3. In science, teachers' assessments in 2001 indicated that standards in Year 2 were well above the levels expected nationally. Pupils are making good progress, and standards have improved steadily over the last four years. Pupils develop their scientific enquiry skills by observing how fast ice cubes melt under different conditions, and carry out simple experiments to investigate which kind of circuits can be used to light a bulb.

4. The attainment of pupils in Year 6 is well above the national average in English, mathematics and science. In English, standards were very high compared with the national average in the National Curriculum tests for 11-year-olds in 2001. Every pupil in Year 6 achieved the nationally expected standard, while over half achieved higher grades. Pupils make very good progress in listening and speaking. They discuss their work sensibly using a wide vocabulary and speak clearly and confidently. Effective questioning makes pupils think carefully about their answers and extends their vocabulary. Pupils make very good progress in reading. They

read fluently and expressively, tackle unfamiliar words well and understand what they are reading. All pupils know how the library is organised and use their skills to find books quickly. Progress in writing is also very good. Pupils' writing is planned carefully, with good use of interesting vocabulary to enliven the text. In a Year 6 lesson, for example, pupils used a variety of connectives and subordinate clauses to create complex sentences such as "While watching television, having shopped for them earlier, Mrs B, the founder of our church, ate red, plump lobsters' tails". Spelling and punctuation are usually accurate and handwriting is generally neat and presented well.

5. Standards in mathematics in Year 6 were well above the national average in the National Curriculum tests in 2001. Over ninety per cent of pupils achieved the nationally expected standard, while nearly half gained higher grades. Pupils are making good progress, and have benefited from the introduction of the National Numeracy Strategy. Pupils are becoming more confident with written methods of calculation, and there has been a good effort to develop and use mental methods of calculation. Pupils in Year 6 used their quick recall of tables, for instance, to multiply 27 by five in their heads, and placed a series of fractions in order by converting them to a common denominator.

6. In science, attainment was well above the national average in the National Curriculum tests for 11-year-olds in 2001. Every pupil achieved the nationally expected standard, and over half achieved higher grades. Pupils are making very good progress because of the adoption of a new scheme of work based on national guidance and a greater emphasis on pupils' own investigations. They study the feeding relationships within different food chains, for example, and carry out practical investigations to determine how much air is contained in sandy and clay soils. They understand the principles of fair testing and record and explain their results clearly.

Pupils' very positive attitudes to learning and their impressive behaviour help them to make good progress.

7. Pupils' attitudes to work are very good. They are keen to learn, highly motivated, and eager to take every opportunity to extend their knowledge and understanding. Teachers are enthusiastic and act as very good role models. They build on their pupils' enthusiasm by encouraging them to share their insights with other pupils during question and answer sessions. In a Year 2 and Year 3 literacy lesson, for example, pupils were very keen to share their opinions of 'Horrid Henry' and 'Perfect Peter' with the whole class. Pupils listen attentively to their teachers and to other pupils. They follow instructions carefully and concentrate well on projects. As a result, pupils work at a brisk pace and persevere until their tasks have been completed. This enables them to increase their skills and knowledge and to make good progress.

8. Behaviour is very good both in class and around the school. Pupils behave well during lessons and most of their time is occupied in learning. They are polite and helpful to visitors and are very keen to explain the work they are doing. Pupils co-operate sensibly when working in pairs or in small groups and this helps them to

learn more effectively. In a Year 6 science lesson, for example, groups of pupils worked together well when using pictures of plants, animals and insects to determine food chains containing producers and consumers. Nearly all parents agree that behaviour in the school is good. Very little inappropriate behaviour was seen during the inspection. Very good discipline and class management are strong features of lessons. This provides pupils with a firm sense of security and enables them to work hard with little disturbance.

9. Opportunities for personal development are good and are assisted by the high quality of relationships in the school. Pupils get on well together and learn from one another's ideas and suggestions. They co-operate well during group activities and share equipment or take turns where appropriate. They chatter happily as they walk along the corridors and play sensibly together in the playground. These good relationships help to develop pupils' tolerance and understanding of others. Relationships between pupils and teachers are good. Teachers know their pupils well and are aware of their individual needs. This builds confidence among the pupils and encourages them to ask questions without loss of face. The school provides good opportunities for pupils to develop personal and social skills. During personal, social and health education lessons, pupils discuss sensibly topics such as relationships and personal safety. In a Year 2 and Year 3 lesson, for instance, pupils suggested ways in which they can show others that they care for them. Pupils are encouraged to take on responsibilities. They take registers to the school office, for example, and operate the overhead projector during assemblies. Pupils in Year 6 learn how to live communally on a residential visit. Good opportunities are provided for pupils to work together and to co-operate in small groups during lessons. Such activities help to develop responsibility in pupils and build their confidence and communication skills.

The school cares for its pupils very well and there is very good provision for their moral and social development.

10. Procedures for child protection and for ensuring pupils' welfare are very good. The headteacher and governors ensure that the school's child protection policy is implemented and all staff have had training in recognising signs of abuse. The school's arrangements for fire safety and for first aid and medical care are good and reflect the genuine concern that the school has for the welfare of its pupils. Arrangements for promoting good behaviour are effective. Isolated incidents of bullying are dealt with immediately. Teachers, classroom assistants and midday supervisors apply the behaviour policy consistently. This contributes towards the very good standard of behaviour at the school.

11. The provision for pupils' moral development is a strength of the school. The headteacher and staff work hard to teach pupils the difference between right and wrong. In a Key Stage 2 assembly about Rosh Hashanah, for instance, pupils were given the opportunity to reflect on their own wrongdoings and to express an intention to do better in the future. All staff expect pupils to follow the school's code of conduct. They take time to explain why good behaviour benefits everyone in the class. Pupils themselves learn the benefits of positive values such as reason and

fairness. The school's very good moral climate benefits a great deal from this good teaching.

12. The school's provision for pupils' social development is linked closely to the school's promotion of moral development. Teachers encourage pupils to develop good teamwork. As a result, pupils work together sensibly and responsibly. The school lays great stress on good social behaviour and rewards pupils who show consideration for others. In a whole school assembly, for example, pupils were told how kind treatment had changed a frightened dog into a contented pet. Similarly, "with love and support, we can all help others." Pupils are given positive opportunities to shoulder responsibilities. They undertake duties in class, and some older pupils help in other areas, such as preparing the school hall for assemblies. The school helps pupils to prepare for good citizenship by giving them opportunities to support children's charities and to sing carols in the local area at Christmas time.

The very good leadership and management of the headteacher ensure that the aims and values of the school are clearly reflected in its work.

13. The headteacher provides very good leadership of the school. She has well-defined aims and appropriate plans for the future. As a result, the school is moving forward with clear educational direction and the aims and values of the school are reflected in its work. The school is committed to achieving high standards for all children, and staff work together effectively to bring this about. Pupils' hard work and positive achievement are praised in class and work is celebrated attractively on walls and corridors. The school expects high standards of behaviour and ensures that children respect and care for each other. The headteacher has established good relationships with parents and has gained the respect of her pupils. She is strongly committed to maintaining high standards in the school and has established very good attitudes and values to support the effective learning of all pupils.

14. The headteacher monitors teaching and pupils' work effectively. The headteacher checks teachers' weekly and medium-term plans and reports on any points requiring action to individual teachers. She visits classrooms systematically to observe teachers at work. Observations are fed back to individual teachers, with suggestions for future development. These observations form part of the performance management strategy introduced recently by the school. All subject co-ordinators check teachers' planning and examine samples of pupils' work, but there is no programme of lesson observations to evaluate the standard of teaching, except in literacy and numeracy. The headteacher also monitors standards informally when observing in classes and checks the standard of pupils' work on display. She regularly makes awards for good behaviour, outstanding effort and good work.

15. The headteacher and senior staff analyse National Curriculum test results and the results of other optional tests. They have identified and taken action to improve weaker areas such as pupils' handwriting skills. Realistic targets have been set to improve standards in English and mathematics in the National Curriculum tests in 2002. To meet these targets, the school has focused its attention on more

effective support for pupils with special educational needs, creative writing, and individual targets for all pupils in mathematics.

WHAT COULD BE IMPROVED

There is too little use of computers in most classes to assist teaching and learning across all subjects of the curriculum.

16. Standards in ICT are in line with those expected nationally at the end of both key stages. Standards have improved since the previous inspection, when they were below average at Key Stage 2. Teaching in the subject has benefited from the adoption of a new scheme of work that follows national guidelines. Teachers' planning indicates that pupils are now covering appropriate work that develops pupils' skills in a variety of areas such as data-handling and the use of spreadsheets. Pupils in Years 4 and 5, for example, used computers to develop repeating patterns, while in a Year 6 lesson, pupils worked on a multimedia alphabet book for children in the reception class. Pupils use computers for simple tasks such as word processing and when designing covers for topic books, but there is little evidence of computer-generated graphs and tables. While there is some good use of ICT to support literacy, geography and science lessons in Years 4 and 5, there is insufficient use of computers to aid teaching and learning in most classes across all subjects of the curriculum. There is not enough use of databases, CD-ROMs, the Internet and e-mail, and there are insufficient opportunities to use remote-sensing equipment, for example, to measure temperature changes. The school is aware of this issue and already has plans to incorporate the use of ICT into schemes of work in other subjects.

The curriculum is unsatisfactory in the Foundation Stage as there is insufficient space in the mixed-age Reception and Year 1 classroom to provide a wide range of suitable activities for the younger children.

17. Children attending the reception class are taught by the teacher and a nursery nurse in a mixed-age reception and Year 1 class. There were 20 children of reception age attending part-time and 8 pupils in Year 1 attending full-time at the time of the inspection. When four-year-olds enter the reception class, their speaking skills, early reading, writing and number skills and personal development are above the levels expected for their age. The quality and range of the curriculum, however, is unsatisfactory in the Foundation Stage as there is insufficient space in the mixed-age reception and Year 1 classroom to provide a wide range of suitable activities for the younger children. As a result, reception-age children spend too much time being taught with the Year 1 pupils, performing tasks that are more appropriate to the older pupils. In a numeracy lesson, for example, reception age children and Year 1 pupils used number fans to display a series of numbers within ten and up to twenty respectively. The task was appropriate for pupils in Year 1, but was too time-consuming for the younger pupils who would have benefited from a range of more practical counting activities set up in other parts of the room. The nursery nurse subsequently used a game of "hopscotch" effectively to reinforce the younger children's learning in pairs, but there was insufficient space in the room for all the other reception age children to engage in a range of practical numeracy activities. Teaching is satisfactory overall, however, and children make sound progress. By the time they are five, children's skills and knowledge are above what is typical for their age in all the areas of learning.

The amount of written homework set for pupils in Year 6 is insufficient to prepare them adequately for independent study and for secondary education.

18. Most teachers make effective use of homework, particularly to reinforce learning in literacy and numeracy. Pupils in Years 2 and 3 for example, gained good practice in learning to spell words containing 'th' and 'oi' sounds, while Year 6 pupils worked at home on numerical problems involving fractions. The marking of pupils' work is sound and often includes advice on how standards can be improved. Homework is set regularly and systematically in all year groups and has a positive impact on standards, but the amount of written homework set for pupils in Year 6 is insufficient to prepare them adequately for secondary education and for independent study.

The role of the curriculum co-ordinators has not been developed sufficiently to enable them to monitor teaching and learning effectively in order to improve standards further.

19. Responsibility for subject areas is delegated to subject co-ordinators who manage spending on resources and feed back information to other staff after attending training courses. During the last two years, the literacy and numeracy co-ordinators have observed teaching in their subjects and have fed back points requiring action to individual teachers. Other subject co-ordinators monitor teachers' planning and evaluate pupils' work, but their role has not been developed

sufficiently as they have not yet had the opportunity to observe and evaluate teaching and learning in order to raise standards further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order to improve the quality of education provided, the governing body, headteacher and staff should:

- (1) Make more use of computers in all classes to assist teaching and learning across the curriculum.
(see paragraph 16)
(The school is aware of this issue and already has plans to incorporate the use of ICT into schemes of work in other subjects.)
- (2) Improve the curriculum in the Foundation Stage by providing a wider range of practical activities to stimulate children's inquisitiveness and imagination.
(see paragraph 17)
- (3) Increase the amount of written homework for pupils in Year 6 in order to develop their independent study skills and prepare them better for secondary education.
(see paragraph 18)
- (4) Develop the role of subject co-ordinators to include the observation and evaluation of teaching and learning in their subjects of responsibility.
(see paragraph 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
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	3	5	8	0	0	0
Percentage	0	19	31	50	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	168
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs

	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	22

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	2.9
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	13
	Girls	17	17	17
	Total	31	31	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (86)	97 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	13
	Girls	17	17	17
	Total	31	30	30
Percentage of pupils at NC level 2 or above	School	100 (95)	97 (95)	97 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	17	7	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	24	22	24
Percentage of pupils at NC level 4 or above	School	100 (100)	92 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	24	21	24
Percentage of pupils at NC level 4 or above	School	100 (100)	88 (100)	100 (100)
	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	2
Bangladeshi	0
Chinese	0
White	148
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)	7.0
Number of pupils per qualified teacher	23.7
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	63

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	295 734
Total expenditure	274 325
Expenditure per pupil	1 759
Balance brought forward from previous year	9 730
Balance carried forward to next year	31 139

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

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	166
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	51	42	5	0	2
Behaviour in the school is good.	40	58	2	0	0
My child gets the right amount of work to do at home.	32	46	18	3	1
The teaching is good.	46	47	3	0	4
I am kept well informed about how my child is getting on.	42	46	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	65	32	2	1	0
The school expects my child to work hard and achieve his or her best.	42	54	4	0	0
The school works closely with parents.	36	45	19	0	0
The school is well led and managed.	64	35	1	0	0
The school is helping my child become mature and responsible.	50	47	3	0	0
The school provides an interesting range of activities outside lessons.	44	50	3	0	3