

INSPECTION REPORT

ST LEONARD'S CE VA PRIMARY SCHOOL

Balderstone, Nr Blackburn, Lancashire

LEA area: Lancashire

Unique reference number: 119415

Headteacher: S M Ratcliffe

Reporting inspector: S I Pilkington
4301

Dates of inspection: 24 – 25 January 2001

Inspection number 198234

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	J Mather
Date of previous inspection:	20 – 24 October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Leonard's, a Church of England, voluntary aided primary school is situated in the rural village of Balderstone, north west of Blackburn. A small primary school, with 80 boys and girls aged between four and eleven, its pupils are drawn mainly from the three parishes of Balderstone, Osbaldeston and Mellor Brook. An increasing number, just under half the intake, come from further afield. The school has been oversubscribed in recent years and as a result, the admission number has been raised from ten to fourteen with effect from September 2000. No pupil is eligible for free school meals which is well below average. The percentage of pupils on the register of special educational needs at 14% is below average. One pupil has a statement of special education needs. No pupil comes from a minority ethnic background. The attainment of pupils on entry to the school is above average.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils make good progress and at the ages of seven and eleven achieve standards that are well above average. Behaviour and attendance are very good. Pupils work hard, are keen to learn and are proud of their school. Teaching is very good, lessons are often challenging and exciting and so they stimulate effective learning. The school has made good progress since the last inspection because strategic and curriculum planning has improved greatly. The head teacher's very good leadership is well supported by high-quality teamwork and subject leadership by the staff and by the work of a vibrant and effective governing body. Parents have great confidence in the school which provides good value for money.

What the school does well

- Attainment in English and mathematics is well above average throughout the school.
- Teaching is very good and it effectively promotes learning.
- Pupils enjoy school, behave well, work hard and are keen to do their best.
- Very good strategic and curriculum planning effectively guides the work of the school.
- The head teacher, with the support of governors and staff, creates an excellent ethos that strongly supports learning.

What could be improved

- The effectiveness of the monitoring of teaching.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

High standards in Key Stage 2 have been maintained and standards in the Foundation Stage and Key Stage 1 have been improved. Improvement in standards since 1997 has been in line with the national average trend. St Leonard's has made good progress on all the key issues identified in the last inspection in October 1997. Very good strategic and curriculum planning effectively guide the work of the school. Assessment is now thorough and is used well. Planning in the Foundation Stage is very good. Improvements have been made to the library provision and resources for information and communication technology (ICT). As a result there is an improvement in the development of pupils' independent learning skills. Information to parents complies with current requirements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Key Stage 2

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A*	A
mathematics	A*	A*	A	A
science	A	A*	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very poor	E*

That the school has successfully maintained high standards in the core subjects of English, mathematics and science in National Curriculum tests over the three years from 1998-2000, improving at the same rate as the national trend. The very high performance in 2000 in mathematics in Key Stage 1 and English in Key Stage 2 places the school in the top 5% of all schools nationally in these subjects. This is a very good achievement. The results in reading and writing at the end of Key Stage 1 and in mathematics and science at the end of Key Stage 2 are well above the national average and the average for similar schools in all subjects except Key Stage 2 science, which is above average. All pupils reached the nationally expected levels in all subjects in National Curriculum tests at the end of both key stages. The proportion of more able pupils reaching the higher levels in tests has improved, particularly in mathematics at the end of Key Stage 1 and English at the end of Key Stage 2. The school's own analysis has correctly identified that science is an area for improvement in both key stages. Wisely, it has made this a priority in the school development plan.

Inspection evidence indicates that more than half the children in the current reception class are achieving beyond what is normally expected for their age in communication, language and literacy and mathematical development. At seven years old, standards in mathematics, speaking and listening, and reading are very high and above average in writing. By the age of 11 the high standards seen in English and mathematics confirm the standards seen in National Curriculum tests.

The targets set by the school are sufficiently challenging. The emphasis given to monitoring individual pupils' progress and the good use of booster classes means that targets in 2000 were exceeded. The school has set realistic and challenging targets for 2001 and 2002 based on good performance data and related to the profile of the specific year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy coming to school and respond positively in lessons. They are well motivated, keen to learn and want to do their best.
Behaviour, in and out of classrooms	Very good: pupils are courteous, polite and thoughtful. They behave responsibly in class and settle to work quickly. Behaviour on the playground during the inspection was very good.
Personal development and relationships	Very good: pupils work well together, helping each other when appropriate. They respond well to the many opportunities to take responsibility and can be trusted to work well independently. Relationships with adults and other pupils are very good. Pupils are very sensitive to the needs of others.
Attendance	Very high: there were no unauthorised absences in 1999/2000.

Attitudes, behaviour, personal development and relationships are strengths of the school. Mutual respect and courtesy are evident throughout and the positive attitudes promoted by the school strongly influence the positive performance of pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is very good. All the teaching seen was good or better, half was very good and one in every eight lessons was excellent. Literacy and numeracy are taught very well, teachers use whole-class teaching effectively in both subjects. A strength of teaching is the use of assessment to group pupils and to plan work that is stimulating and challenging for all abilities including higher-attaining pupils. As a result, all pupils respond well and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: the curriculum is broad and relevant. The curriculum for the Foundation Stage takes full account of the Early Learning Goals. The national strategies for literacy and numeracy are fully implemented and carefully adapted for mixed-age classes. There is a good range of extra-curricular activities, educational visits and visitors to school to enrich the curriculum.
Provision for pupils with special educational needs	Good: the needs of pupils with identified special educational needs including a pupil with a statement are met well. There are accurate assessments of needs, carefully planned programmes of work, good liaison with parents and effective use of support staff. This good provision enables these pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: pupils develop a mature understanding of their moral and social responsibilities. They have many opportunities to reflect on their actions and their impact on others. The provision for pupils' spiritual, moral, social and cultural development contributes very well to their personal development.
How well the school cares for its pupils	Very good: the school cares for its pupils very well. There are effective procedures for child protection, health and safety and pupils' welfare in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the excellent ethos, with high expectations, created by the head teacher and supported well by all teaching and non-teaching staff strongly supports learning and the achievement of high standards. Very good strategic planning targets the school's efforts towards selected priorities.
How well the governors fulfil their responsibilities	Very good: governors have a clear picture of how well the school is performing, they know its strengths and where improvement is needed. Financial planning and management are good. Together, governors form a vibrant and energetic governing body.
The school's evaluation of its performance	Good: the school has effective programmes for checking data, the progress of pupils and progress on the priorities in the school development plan. Good use is made of information about children's progress to plan future lessons. The monitoring of lessons to make teaching and learning even better is not yet sharp enough.
The strategic use of resources	Very good: effective use is made of resources to ensure educational priorities can be delivered. This has resulted in better provision for pupils and good deployment of staff in the reception class.

The school's costs per pupil are well above average, however, the standards its pupils achieve are high. The head teacher and governors carefully consider options when deciding on expenditure and monitor the impact of major financial decisions. Overall the school is applying the principles of best value in the decisions it makes very 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"> • Children are happy to come to school. • Behaviour is good. • Teaching is good. Children make good progress and achieve high standards. • The school provides the right amount of homework. • A good range of extra-curricular activities is provided. • The school helps children to become mature and responsible. • The school's effective partnership with parents. • The school is very approachable. 	<ul style="list-style-type: none"> • The information about their child's progress • The space available for the Reception and Key Stage 1 class and arrangements to deploy staff in this area. • Incidents involving bullying at lunchtime.

The school has the confidence and support of parents and inspectors agree with the positive views expressed by parents. The quality of teaching is judged to be very good. The findings of the inspection team do not support the views of some parents who expressed concerns in three areas. The inspection team found that the school provides good arrangements for parents to be informed of their children's progress including annual reports, open evenings and parents' evenings. It also operates an open-door policy where parents can discuss their child's progress and look at their child's work at other times.

The space available for the Reception and Key Stage 1 class is adequate and well used. Teaching and non-teaching staff are deployed with great care to ensure all pupils have opportunities to work in small groups with the class teacher and at other times with the graduate trainee teacher and the nursery nurse. Care is taken to ensure all pupils have equal access to the curriculum and to the class teacher's time. As a result pupils in reception, Year 1 and Year 2 make good progress.

Three parents expressed concern about bullying that had taken place at lunchtime some time ago. All agreed that the school handled the situation well. The school has a good anti-bullying policy, midday supervisory staff have received appropriate training and the head teacher monitors playground behaviour carefully. No incidents of bullying have been reported recently and pupils in Year 5 and Year 6 are not aware of any child who has behaved badly. No incidents of bullying occurred during the inspection. However, any bullying, if it occurs, will always be taken seriously by the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English and mathematics is well above average throughout the school.

1 Very high standards were achieved in mathematics in Key Stage 1 and English in Key Stage 2 in the National Curriculum tests in 2000. Standards in English in Key Stage 1 and mathematics in Key Stage 2 were well above average. Literacy and numeracy are taught very well throughout the school and as a result, pupils learn effectively, make good progress and achieve well above average standards.

2 The very good opportunities pupils have to develop effective early literacy and numeracy skills in their reception year provides a strong foundation for their learning in Key Stages 1 and 2. Appropriately, reception-age pupils learn through their play, practical activities and through speaking and listening. Children enjoyed the story of 'Owl Babies', quickly learning about the author and beginning to read familiar parts of the story. They made baby owl finger puppets and acted out the story. This reinforced and extended their enjoyment of the story and knowledge of the book. Through their play they developed their understanding of the characters and of the plot. Children join in with counting games, rhymes and songs enthusiastically, as a result they increase their facility with counting and improve their confidence in this aspect of numeracy. They explore shape, colour, size and pattern in their designing and making activities and gain much by applying their mathematical learning in these practical activities. The reception pupils are well on course to meet the Early Learning Goals by the end of the year.

3 By Year 2 pupils reach high standards in English and very high standards in mathematics because they continue to have rich literacy and mathematical experiences. Teachers use practical, oral and mental activities which pupils like, find challenging and enjoyable. In a mathematics lesson, Year 1 and 2 pupils played a 'Zig Zag' game, throwing dice, adding the numbers up to 100, some pupils did the calculations and one pupil recorded the answers. The whole group joined in the game and were able to practise mental addition activities in an enjoyable way. Later in the same lesson, a pupil was asked to double 45 mentally and explain his strategy. This required him to think about the steps he had taken, for example he said, "*Well, I separated the tens and the units and then I doubled the tens and then the units and then I added both together.*" By his response he indicated a thorough understanding of place value, multiplication and addition and demonstrated effective mental and oral skills in mathematics. His explanation was listened to carefully by other pupils who gained knowledge and understanding from him. Another pupil remarked that doubling and halving are opposites, showing an understanding of inverse operations in addition and subtraction. The lesson moved along quickly, encouraging rapid responses from pupils, developing well their thinking skills, mathematical knowledge and understanding and their personal strategies to solve number problems.

4 Year 6 pupils are encouraged to develop their own problem-solving strategies and apply them to real-life situations. Higher-attaining pupils worked on a mathematical problem about a ferry company, calculating daily incomes, average incomes and differences in incomes working to two decimal points. All could talk about their methods and describe how they arrived at the answer.

5 Standards in English and mathematics are high throughout the school because teachers have consistent approaches. They plan very well using the school's schemes of work adapted from the national frameworks to meet the needs of pupils in mixed-age classes. The texts chosen for literacy lessons are selected well to teach particular objectives and to capture and sustain pupils' interests. For example, a text about 'How to keep a guinea pig' was used to teach Year 3 and 4 pupils about instructional writing and imperative verbs. This was an appropriate text for the age and interests of the class and, as a result, pupils quickly became involved in the group writing activity and made good progress in developing their knowledge and understanding of this form of writing. Year 4 pupils show good organisational structure in their writing. They have an awareness of the intended audience and are beginning to choose interesting vocabulary.

6 Year 6 pupils tackled the reading and analysis of a poem by an author from Trinidad confidently. They can identify particular words and phrases from the author's culture. They offer powerful alternatives

and can change the text from the past tense to the present. The higher-attaining pupils transpose their own phrases into the poem to make it their own. By the time pupils leave the school they have acquired very good literacy and numeracy skills and are well equipped for the next stage of their education.

Teaching is very good and it effectively promotes learning.

7 High-quality teaching contributes significantly to the high standards achieved and good progress pupils make. Teachers' planning, both medium and short-term, is very good. It relates clearly to the school's curriculum planning providing good continuity in the development of skills from year to year. As a result pupils learn new skills progressively and have good opportunities to practice and consolidate their learning as they move through the school. Lessons have clear objectives, shared with the class and posted on the board so learning has a purpose that is known and understood by pupils.

8 A strength of teaching is the use of assessment to group pupils and to plan work that is well matched to what pupils already know, understand and can do. Teachers design interesting activities at a range of levels of difficulty so that all children are sufficiently challenged, including higher-attaining pupils and pupils with special educational needs. This promotes a good response from pupils and results in good progress. For example, in a Year 5/6 mathematics lesson initially the whole class worked together in a lively, interactive oral and mental calculation session. At some points pupils came out to the board to explain how they had arrived at their answer. The individual work which followed was planned in four levels of difficulty. A pupil with a statement worked well with a support assistant on work related to targets in his individual education plan. Some pupils filled in banking deposit and balance forms carrying out simple addition to two decimal places. Two groups completed details about the takings of a supermarket involving addition and subtraction, identifying differences in the takings from day to day. The higher-attaining groups worked on a problem about a ferry company which included calculating averages. There were two extension tasks to extend the highest attainers and to enable some children to have further practise to consolidate their knowledge and understanding.

9 Teachers structure lessons well using a high proportion of direct teaching. They have good subject knowledge and use questioning and demonstration well to maintain pupils' concentration. Many lessons include interactive reading, writing and mathematical activities and so children are keen to join in and make personal contributions.

10 The use of resources is excellent including carefully selected texts in literacy, well suited to the purpose of the lesson. Teachers often made resources themselves, of a high quality, precisely tailored to the specific needs of the lesson and pupils' interests. Self adhesive speech bubbles for the owl baby story, a phonic game involving pass the parcel and the use of the Roamer machine to draw a rectangle are good examples of resources that supported learning well.

11 Support staff understand the aims of lessons and therefore contribute well to learning with groups and individual pupils. A nursery nurse in Key Stage 1 worked successfully with Year 1 pupils in part of a numeracy lessons helping them to play a game of dominoes. She showed pupils the dominoes with double numbers on them, using subject-specific vocabulary and effectively reinforcing learning from the first part of the lesson. A learning support assistant supported a pupil with a statement very well enabling him to take part in and contribute to a numeracy lesson.

Pupils enjoy school, behave well, work hard and are keen to do their best

12 Pupils enjoy school. They say that it is a happy school where teachers are keen to help and at which it is good to be a pupil. Pupils show great pride in their school recognising that it helps them to do well. They enjoy the good range of lunchtime and after school activities, many taking part in the clubs and games on offer. Reception children joined in the board games club, whilst older pupils enjoy recorders, Internet club, football and netball. Year 5 and 6 pupils spoke enthusiastically about residential field visits, theatre trips and visitors to school. They spoke sensitively about 'circle times' which enable them to raise worries and concerns. Attendance rates are very high and attendance is encouraged effectively, children are keen to receive the good attendance certificates. Parents were unanimous in their view that their children like school.

13 Pupils talked enthusiastically about their work, the experiences they have had at school and what they have achieved. In lessons, children are attentive, listen well and are keen to contribute. When teachers ask a question, lots of hands shoot up and children are eager to answer knowing their contributions will be valued. In a Year 5 and 6 mathematics lesson, one boy could remember the method to work out averages that had been taught some time ago. He recalled how to do the calculation accurately and was able to explain this to the class. Children listened to his contribution carefully because they knew it would help them to complete their work.

14 Pupils settle to work quickly, without fuss and maintain their interest well. They cope well when working independently because strategies like looking words up in dictionaries are well established. This means they can often complete work without adult help. There is an industrious atmosphere in lessons, where pupils persevere until their tasks are finished. Year 5 and Year 6 children told us they enjoyed completing their homework especially at the weekends when they have more free time.

15 Personal targets, which identify areas in which to focus effort and to improve, are welcomed by the older children, who see targets as an important way to help them do their best. They like the specific help and guidance from staff and parents and value discussions to identify how to improve what they do.

16 Behaviour in and out of lessons is very good. Pupils work and play well together, recognising that their teachers and parents have high expectations of them. Many children take personal responsibility for jobs around school such as lighting the candles for collective worship, handing out and collecting in hymn books and taking completed registers to the office. Year 6 pupils appreciate the trust placed in them as monitors to whom other children can turn for help. These additional responsibilities help pupils to develop confidence, social awareness and pride in their school.

Very good strategic and curriculum planning effectively guides the work of the school

17 The very good strategic planning in the four-year outline plan and the one-year detailed school improvement plan provides strong direction and purpose to the work of the school and targets its efforts on key priorities. Together with very good curriculum planning, including that for the reception class, the better planning is a significant factor in the school's improvement since the last inspection.

18 The four-year strategic plan outlines key development areas for future years, including annual targets for Key Stage 2 tests, curriculum priorities, anticipated numbers on roll, staffing, budget predictions and a rolling programme of building maintenance and improvement. This enables the governors and head teacher to plan for the future of the school in an informed way and to work out expenditure over more than one year to deliver key priorities. The one-year detailed plan focuses on medium-term development priorities. These are developed after a rigorous analysis of data about pupil performance in tests and tasks and information from subject coordinators about strengths and weaknesses in their subjects. As a result of this thorough audit, appropriate priorities are selected. Progress on the timelines for each priority is carefully monitored and governors make a termly check on progress. They also discuss what is working well or not, to arrive at a view about the impact of the development work on quality and standards. As a result they are fully aware of the two priority areas of literacy and numeracy. These have benefited from development time and teaching and learning have improved as a consequence.

19 The school has a broad and relevant curriculum for Reception, Key Stage 1 and Key Stage 2 which is carefully adapted for mixed-age classes. All subjects are taught, with an emphasis on literacy and numeracy. This is contributing to the high standards achieved and improvements seen in these two subjects. The whole-school curriculum framework, policies and schemes of work for all subjects and curriculum areas provides good, detailed guidance for teachers. Their medium-term planning includes all subjects, reflects the school's priorities in literacy and numeracy and identifies learning objectives and assessment. The benefits of the planning are seen in lessons where skills are taught progressively through the school, teachers use consistently imaginative approaches to learning and teaching and pupils receive good continuity of experience.

20 The very good strategic and curriculum planning now in place provides a rigorous framework within which the school can develop its practices and procedures. It is contributing significantly to improved provision and better teaching and learning.

The head teacher, with the support of governors and staff creates an excellent ethos that strongly supports learning.

21 The head teacher, governors and staff have a shared commitment to the improvement of the school. They are determined to provide the best possible education for all pupils and are willing to invest their expertise, time and effort to work together towards this shared goal. Underpinning the work of the school there is an agreed set of values to which the whole school community subscribes. The mission statement sets out the school's aim to enable all pupils to reach their full potential. All pupils have opportunities to do well through the rich and varied educational programme including after-school clubs. The head teacher and staff take a personal interest in every pupil and communicate well with their families. All staff quickly learn about and cater for individual pupils' interests and try to extend their skills and talents. The Christian values in the mission statement are reflected in the everyday life of the school. Parents, governors, staff and children show a unity of purpose. Staff provide good role models for pupils based on good teamwork, very good relationships, courtesy and respect for others. Staff and pupils welcome visitors and are keen to show them the work of the school.

22 The school has a strong emphasis on praise and reward. Pupils, parents and governors appreciate the 'good work' assembly held each Friday morning. They welcome the recognition of effort, positive attitudes, sporting and academic achievement. This has a significant impact on pupils' confidence and their feelings of self-worth.

23 This is an inclusive school in which pupils of all abilities can achieve their best. Higher-attaining pupils make good progress and enjoy challenge and success. All children have equality of access to the curriculum and pupils with special educational needs receive sensitive support, counselling and specific targets to help them progress. A parent described the school as "*a naturally caring environment where all children are valued*".

24 The provision for spiritual, moral, social and cultural development is very good, supporting the development of pupils who are reflective, caring, socially aware and tolerant. Collective worship provides good opportunities for the whole school to learn about, share and reflect on spiritual, moral and social values. For example, in one assembly, which the Vicar organised, Year 6 pupils gave a dramatic presentation about 'Learning from nature'. Pupils reflected on lessons learned from studying the behaviour of wild geese who survive long migratory journeys thanks to teamwork, standing together to face difficulties and accepting and giving help to others. Pupils led the worship, read from the Bible, said prayers and sang hymns. Younger pupils were attentive and interested in the theme, sang and joined in the prayers. They reflected thoughtfully on the significance of the lesson on their own behaviour and life.

25 Parents are welcomed into school to help small groups and individuals. The balanced programme of homework is valued by parents. In these and other ways the school encourages parents to be partners in the education of their children.

WHAT COULD BE IMPROVED

The effectiveness of the monitoring of teaching

26 The school has developed an appropriate programme for monitoring the quality of teaching. The head teacher has carried out lesson observations since September 1999 and in September 2000 subject coordinators began to carry out termly lesson observations in their subject. This is a considerable commitment of time. Currently the records of classroom observations mainly cover what happens in the lessons. There is little judgement about what went well and where improvements can be made. The

judgements that are made are usually positive and so opportunities are missed to identify points for improvement. More rigorous and evaluative monitoring will allow further sharing of good practice and will continue to improve the overall performance of staff. This more vigorous monitoring will improve the value of the school's programme of monitoring and promote a higher quality of learning, an increased rate of progress and will help to raise the overall attainment of pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27 In order to improve teaching and learning even further the school should:

- sharpen the focus for the monitoring and evaluating of lessons to ensure that strengths and weaknesses in teaching and learning are clearly identified.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	38	50	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)		80
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs		1
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	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	1	8

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 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

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 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

* Data not recorded because number of children in the group was below 10

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
	2000	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	_*	_*	_*
	Girls	_*	_*	_*
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	_*	_*	_*
	Girls	_*	_*	_*
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	93 (89)	93 (88)	93 (88)
	National	70 (68)	72 (69)	80 (75)

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

*Data not recorded because number of children in the group was below 10

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	66
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	32.5
Average class size	26.0

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	31

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
	£
Total income	175067
Total expenditure	171215
Expenditure per pupil	2167
Balance brought forward from previous year	16126
Balance carried forward to next year	19978

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	79
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	-	-	-
My child is making good progress in school.	59	35	-	-	6
Behaviour in the school is good.	35	59	-	-	6
My child gets the right amount of work to do at home.	32	65	3	-	-
The teaching is good.	50	47	-	-	3
I am kept well informed about how my child is getting on.	38	41	21	-	-
I would feel comfortable about approaching the school with questions or a problem.	65	35	-	-	-
The school expects my child to work hard and achieve his or her best.	50	44	-	-	6
The school works closely with parents.	38	56	6	-	-
The school is well led and managed.	53	44	3	-	-
The school is helping my child become mature and responsible.	50	50	-	-	-
The school provides an interesting range of activities outside lessons.	41	53	6	-	-