

INSPECTION REPORT

**WHITTINGHAM CHURCH OF ENGLAND
CONTROLLED FIRST SCHOOL**

Alnwick

LEA area: Northumberland

Unique reference number: 122279

Headteacher: Mrs S A Lamb

Reporting inspector: Mr G Brown
21060

Dates of inspection: 4th - 5th December 2000

Inspection number: 224093

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: C of E First School
School category: Voluntary Controlled
Age range of pupils: 3 to 9 years
Gender of pupils: Mixed

School address: Whittingham
Alwick
Northumberland

Postcode: NE66 4UP

Telephone number: 01665 574222

Fax number: 01665 574222

Appropriate authority: Governing body

Name of chair of governors: Mr C Blythe

Date of previous inspection: December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whittingham Church of England First School is located in a small, traditional Northumbrian village close to the much larger settlements of Rothbury and Alnwick. The school, which is well below average size, serves a wide rural community with girls and boys, aged three to nine years, being drawn from the village and surrounding districts. Many pupils come to school by minibus. The 58 pupils on roll are taught in three mixed-age classes, and include up to 12 children who attend the nursery class on a part-time basis. Pupils are drawn from a wide range of social backgrounds and over 20 per cent are entitled to free school meals, a figure above the national average. Sixteen pupils are on the school's register of special educational needs, including a few gifted pupils. One pupil has a statement of special educational needs. Pupils show a wide range of attainment levels on entry but are considered to be just above average overall. Currently, there are two pupils who have English as an additional language, but the school has little tradition in drawing pupils from European or minority ethnic groups. The school has strong connections with the neighbouring Anglican church and is viewed as being a vibrant part of the local community.

HOW GOOD THE SCHOOL IS

Whittingham is a very good school where pupils of all ages achieve consistently well, and attain standards well above the national average. Their attitudes to learning are very good. The school is very well led and managed, and pupils benefit from a hard-working set of teachers and other adults, who provide pupils with an exciting range of learning opportunities. The quality of teaching and learning is very good. The school is both effective and efficient in its daily work and provides very good value for money.

What the school does well

- Standards in English, mathematics and science are well above the national average throughout the school.
- The quality of teaching is very good, enabling pupils to make rapid progress in their learning.
- The leadership of the headteacher is excellent. She is supported by a very able team of subject leaders, governors and others, who together manage the school very well on a daily basis.
- The attitudes and behaviour of pupils are very good and contribute significantly to their learning.
- Relationships are excellent throughout the school, as is the climate for learning. These provide well for the personal development of the pupils, particularly their ability to think for themselves and to be supportive of others.

What could be improved

- The presentation of some pupils' written work could be of a higher standard.
- The school has identified some areas for improvement in its development plan including an improved centralised library, as this is small and underdeveloped. The inspection endorsed these as being appropriate to its natural growth and development, with the aim of raising its standards and overall provision still 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 was inspected in December 1996 and received a very favourable report. It has made good progress in relation to both the key issues identified at that time, as well as the many national initiatives it has since undertaken. While maintaining its drive towards improving basic skills, it has ensured that all pupils receive a broad and balanced curriculum. There has been considerable improvement in the wider deployment of staff, time and resources in order to support all pupils, including those with special educational needs, and any identified as being talented or particularly gifted. The school has also repaired and improved the pupils' play areas. New initiatives, such as the National Strategies for Literacy and Numeracy, have been implemented well, and teaching and learning are both well monitored. The school shows good capacity to improve still further.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	A	A*	A*
Writing	A*	A*	A	A*
Mathematics	A*	A	A*	A*

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

By the end of Key Stage 1 and at the time of transfer, standards are consistently well above average in all three areas. This trend has been confirmed over the past three years as well as by the results of this inspection. Results at Key Stage 1 are among the top five per cent nationally. In relation to schools serving similar social areas, this school's results are very high. Both boys and girls regularly achieve the higher levels expected for some of their age group, although it must be remembered that year groups here tend to be small. Standards in the Foundation Stage (nursery and reception) are also good, and children make consistently good progress towards the early learning goals. Particular strengths across the school are pupils' speaking and listening skills, as well as their ability to think and reason for themselves. These qualities are helped by very effective teaching and other forms of high provision, that encourage pupils to explore and develop vital parts of their own learning. Most pupils read fluently for their age and their written English is both accurate and imaginative. A significant number of Key Stage 2 pupils in particular, are prone to untidiness when presenting their written work. In number, and other mathematical areas such as shape and measurement, the pupils' work reflects good mental strategies and growing confidence with concepts and applications. Standards in science have improved since the previous inspection, and are very high in comparison to national averages. There are also strengths in information and communication technology and art and design across the school. The school's targets for raising standards are high but remain realistic given its past and current achievements, and have been exceeded again this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are willing learners, have positive values and work hard for their teachers. They show interest in everything they are asked to do and tackle activities with enthusiasm. Their response to learning is a major influence in the very good progress they make.
Behaviour, in and out of classrooms	Very good in lessons. Pupils are trustworthy and respond well to the expectations of their teachers. During playtimes and other relatively low supervised periods, standards of behaviour are also very good.
Personal development and relationships	The excellent relationships are a strength of the school. This is a very harmonious place, with a close bond of respect and care between pupils and adults, and between pupils themselves. The personal needs of pupils are well known and there is very good provision for their all-round development.
Attendance	Good. Pupils arrive on time and the school day starts promptly.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-9 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 and learning is good in the Foundation Stage and very good in both key stages. Of 15 observed lessons, 37 per cent were very good or excellent, and a further 47 per cent were good. No unsatisfactory teaching occurred. The effective teaching in the Foundation Stage ensures that children make a good start to their school lives and there is much emphasis on the acquisition of basic skills, knowledge and understanding. This is carefully built on in subsequent years and, with the high expectations and overall effectiveness of teaching methods at Key Stages 1 and 2, pupils produce a great deal of good quality work. In both key stages, teachers ensure there is a very brisk pace to learning, and set targets that challenge pupils to achieve well. A further strength of the teaching is the strong emphasis placed on the thinking skills of pupils, combined with many opportunities for them to talk about and evaluate their own learning. There are strengths in the teaching of several subjects, particularly literacy and numeracy where the national strategies for these subjects are used very effectively. During some afternoon sessions, teachers exchange classes in order to introduce their own subject specialisms to wider groups of pupils, and this is generally a very effective form of organisation. While teachers rightly stress the need for pupils to work with increasing independence, some pupils need more direct guidance on the standards of their written presentation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A sound curriculum is in place in the Foundation Stage and there are good opportunities for learning in both key stages. The provision for literacy and numeracy in particular is very good.
Provision for pupils with special educational needs	Good. Pupils' needs are identified accurately by effective assessment procedures. Pupils are well supported by the very good teaching that ensures they make rapid strides in their learning. Several gifted pupils are also well provided for.
Provision for pupils with English as an additional language	Very few pupils come onto the school roll, but those that do are well supported and make similar progress to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The wider needs of all pupils are well met including their spiritual, moral, social and cultural development. Pupils are encouraged to develop and reflect on their own values and beliefs, and to apply these within the context of the whole-school community.
How well the school cares for its pupils	Very good attention is given to childcare and protection. There is a common bond and unwritten understanding that everyone cares and looks out for each other.

The school has effective links with parents and works very well in partnership with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent and there is an established sense of teamwork that binds together effectively all those with management roles. The aims of the school are well met.
How well the governors fulfil their responsibilities	The governing body is very active in the life of the school. Governors are particularly adept at offering their own strengths and interests to the curriculum, and fulfil and discharge their statutory duties very well.
The school's evaluation of its performance	There is an ongoing commitment to raising standards and providing the best for all pupils. In order to gain further improvement, the school monitors closely the quality of its past and present performance.
The strategic use of resources	Educational and financial resources are used well and the monitoring of grants and other available finance is both efficient and effective. The school is aware of achieving the best value it can from its dealings with suppliers and partner institutions.

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 really enjoy their time in school and appreciate the adults who support them on a daily basis. • Teachers and support staff work very hard, and are effective in what they set out to do and ultimately achieve. They have high expectations. • The values of the school are well known and supported by parents. • The headteacher is a very influential and successful leader, and provides clear educational drive and direction. • Pupils work hard and behave well. Their overall work standards are very good. • Very good communications exist between home and school, and parents are kept well informed about their child's progress. 	

The parents' views of the school are clearly excellent and extremely positive. The inspection team supports their views. In both their meeting, and in their response to the questionnaires, parents expressed high levels of satisfaction regarding the areas indicated. There were simply no areas where they felt the school could and should show significant improvement, although they are confident that the school will not grow complacent in this respect.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the national average throughout the school.

1. The school exceeds its already high targets for pupils' performance in these core subjects. In the National Curriculum tests of 2000, all Year 2 pupils reached the levels expected for their age, with significant numbers also attaining the higher levels. In comparison to similar schools, the school's results are very high in reading, writing, mathematics and science.
2. A significant strength of pupils' attainment is their ability to think deeply about what they are learning and to express themselves with clarity and confidence. Following the reading of a poem on friendship, pupils in Years 3 and 4 (seven- to nine-year olds) discussed this quality in a very mature way. Pupils in Years 1 and 2 talk about their personal targets for improvement and can illustrate the progress they are making towards them. Listening and speaking skills are well above average across the school and are very well used by staff and pupils to broaden knowledge and evaluate class and individual performance. In their reading, pupils recognise a wide range of vocabulary and talk freely about the content of books they have read. Key Stage 2 pupils in particular are able to infer and predict the outcomes of stories. All pupils use reading skills well to help broaden their knowledge and learning across a wide curriculum.
3. By the end of Key Stage 1 and by the time they are nine, pupils' written English is also well above average. Children in reception (four- to five-year-olds) write their names and show the beginnings of accurate letter formation. Those in Key Stage 1, (five- to seven-year-olds), know how to produce different styles of writing when giving instructions, writing accounts, for example in science, and retelling stories at length, such as 'Holly and the magic umbrella'. By the end of Year 4, pupils form very good sentences with accurate use of spellings, grammar and punctuation. Most use adverbs and adjectives freely and well to help improve their written drafts. The range of English work undertaken is very broad, and pupils write with conviction in a wide range of contexts, normally after lengthy discussion. Their work in the literacy hour is generally very good, and indicates they have clear thinking skills and a very good grasp of writing for a specific audience.
4. In mathematics, pupils show accurate recall of basic number calculations and use their 'tables' well to illustrate pattern in number. Pupils in Years 1 and 2 are quick to recognise, for example, significant endings in the patterns of odds and evens, and most show good knowledge of the properties of basic shapes. Standards of mental recall and general computation are also above average. Pupils in Years 3 and 4 cover a very good range of work including number, shape, length and time, and apply their growing skills to solve everyday problems accurately. They also handle real money with confidence, as with their financial preparations for the forthcoming Christmas party.
5. In science, there have been good improvements recently in the pupils' recognition and use of technical language, as well as greater understanding of scientific principles, including the careful use of investigative work. Children in reception rapidly come to the right conclusions about waterproof materials as they make an umbrella for their teddy bear, while those in Year 2 understand clearly the factors

involved in getting a chocolate drop to melt and harden under different conditions. By the end of Year 4, pupils know the significance of predictions based on previous knowledge and experience. Their work on the human body, and matters relating to good health, is above average. Most know what to look for when conducting their own scientific tests. Standards in information and communication technology and art and design are also particularly good. Pupils in Years 1 and 2 know that technology is not only about computers, but also involves such things as faxes, digital clocks and the use of tape recorders and calculators. Pupils at both key stages work in pre-arranged computer groups and support each other when changing fonts, print size and layout. Pupils in Years 3 and 4 are quick to make posters using word processing skills combined with their advanced use of software. Computer technology is used well by the pupils to broaden their knowledge across the curriculum, for example in the use of CD Roms to explore the life of Henry VIII. In their artwork, pupils across the school reach standards above the national expectation, whilst attempting a wide range of activities and techniques.

The quality of teaching is very good enabling pupils to make rapid progress in their learning.

6. The school is fortunate in having teachers who demonstrate not only a high sense of commitment to their pupils, but also considerable skill in their everyday work. In the Foundation Stage, nursery and reception children make a particularly good start, largely due to the staff planning very clearly and well to the early learning goals designed for this age group. Lessons are enjoyable and informative and there is an effective balance between constructive play and a more formal structure for those children who are ready for more frequent challenges.
7. In both key stages, the pace and productivity of learning is a significant strength of the school, due primarily to the very good and frequently excellent teaching that supports the pupils. The qualities of teaching are many and varied, but it is often the precise identification of pupils' needs, including their special difficulties or their 'giftedness,' followed by activities that challenge and extend their knowledge and understanding, that lie at the heart of the school's success. Teachers improve their work through mutual observations and high profile training. There exists within the teachers a wealth of knowledge as to how pupils learn best, and this is translated into the use of a variety of different approaches that stimulate pupils' interests and helps move them on at a very good rate. For example, teachers use the National Literacy Strategy very skilfully to promote all aspects of English but also offer the informality of 'circle time', whereby they gather pupils into a circle to discuss their views and feelings. This helps to encourage the pupils' personal development. A further strength is the consistent way in which teachers share the aims of a lesson with the pupils, and then involve them in end-of-session reviews or plenaries, in order to evaluate the quality they have learned. Pupils in Years 3 and 4 in particular, know about 'success criteria' and what must be in their final work before it can be judged successful and acceptable. Teachers have very high expectations in this respect and, as a result, pupils are fully involved in their own targets for improvement, and show very good awareness of how to build on their previous learning. Some pupils are so good at this they conduct the class reviews instead of the teacher.
8. As part of their working knowledge of how pupils learn, teachers are also very adept at using class-based topics to explore many subjects across the curriculum. This was seen in Years 1 and 2 with the teacher using a 'Wildlife in Kenya' theme to draw out from pupils some excellent artwork, writing and other imaginative ideas. Usually,

not a moment of class time is wasted in stimulating the pupils with fresh ideas and new challenges, and they respond very well to this enthusiastic approach. Teachers plan their work very precisely and use support staff, other adults, outdoor visits and good quality resources to very good effect.

9. All three teachers have a very good knowledge of the curriculum and know how to interpret subject knowledge into meaningful exercises for the pupils. Pupils' progress is increased by the use of subject specialist teaching during the afternoons. For example, by teaching all pupils in this small school, science, music or physical education, teachers ensure learning is systematic and clearly builds on pupils' previous knowledge and experience. Although there are some potential pitfalls in such an approach, the system works very well and learning is heightened as a result.

The leadership given by the headteacher is excellent. She is supported in her work by a very able team of subject leaders, governors and others who together, manage the school very well on a daily basis.

10. Although the headteacher is highly influential in much of the good quality work that occurs on a daily basis, there is a very good sense of teamwork that is influential in helping to raise standards towards excellence. The headteacher is a catalyst for good practice, and ensures that her own vision, energy and commitment are shared among all staff and governors. Parents rightly recognise this way of working and are quick to pay tribute to the outcomes of such an approach. All those with management roles ensure that the aims of the school are well met, and that it continues to set high targets for growth and improvement in all facets of its daily life. It is the monitoring and evaluative nature of the school that helps direct the very good practice clearly in existence.
11. The governors of the school are very supportive and share the enthusiasm of the headteacher for very similar things. They are well informed about many aspects of the school, particularly the curriculum, target setting, monitoring and finance. Their various committees and links to subjects in the curriculum, allow them to be involved in policy and practice to a very good level. They also make very worthwhile contributions to the school development plan and are aware of the school's strengths and weaknesses and the priorities that are expressed in forward planning.
12. The subject co-ordinators have heavy workloads, but share good knowledge about standards in their particular areas and what needs to be done to improve these still further. Lines of communication between all those in management roles are excellent. The school is evaluating the use made of subject-based teaching during some afternoons, as a means of the co-ordinators monitoring standards in their subject areas.
13. Management has recognised the relatively small pupil:teacher ratio as a significant strength of the school and certainly as a factor leading to the very good progress made by the pupils. Finance is well targeted, controlled and monitored. All priorities included in the school development plan are well resourced in terms of the finance available and specific grants are spent as they should be. The current priorities for school growth are set out well in the school development plan and indicate clearly lead responsibilities, as well as the criteria by which relative success can be gauged. This is overall a very good school with well-defined and influential leadership that continues to have a significant impact on the pupils.

The attitudes and behaviour of pupils are very good and contribute significantly to their learning.

14. These have continued to be very good features of school life since the previous inspection. Pupils are very enthusiastic learners and this attitude, combined with the overall quality of teaching, leads to very good progress in many areas of learning. Parents report that their children really enjoy school life and this is clearly expressed in the pupils' self-determination to do well and to please their teachers. Their attitude to classroom work is extremely positive and almost all pupils show very good awareness of the learning process, and the part they are expected to play. Values such as perseverance and courtesy are commonplace around the school. Older pupils, together with teachers, set good examples in this respect. Teachers rightly praise the pupils for their interest in work and the sheer effort they are prepared to put in. Pupils identify well with pride in their school and realise they themselves are central to the school's climate for learning. They listen to instructions well and comply with the teachers' wishes.
15. The behaviour of pupils is a further strength of the school. Although rules and guidance clearly exist, these are not obtrusive and teachers rarely have to resort to constant reminders about the behaviour policy. Instead, there is an expectation that pupils will behave well instinctively, with the advantages of good behaviour being well stressed in preference to anything negative. The behaviour of pupils during lunch-times and play-times is also very good, with dinner staff reporting little to concern them.

Relationships are excellent throughout the school, as is the climate for learning. These provide well for the personal development of the pupils particularly their ability to think for themselves and to be supportive of others.

16. A starting point for the excellent relationships is that everyone knows each other well. Teachers keep the same pupils in their class for a minimum of two years and are keen to let them know they are liked and respected. Pupils are also trusted and even those in the Foundation Stage know the importance of not letting their teachers down in this respect. Teachers are excellent role models in helping to promote the values that underpin the life of the school. In addition, pupils form effective relationships with each other and are very supportive of each other's needs. All pupils seem to understand that their own contribution, no matter how small, collectively makes a significant impact on relationships and to the success of the school. This all adds up to a very harmonious setting for effective learning.
17. Staff are keen to promote the educational and personal development of the whole child and provide effective means for this to occur. There is good attention paid to personal targets relating to individual progress, and very good emphasis is placed on accurate assessments, that in turn help decide the next phase of teaching and learning. The school values the importance attached to pupils' records of achievements and these are sent home termly so that parents can be involved in their ongoing compilation.
18. The school provides very well for the spiritual, moral, social and cultural development of the pupils. It is currently preparing a statement and policy that will help to crystallise its approach to personal and social development, as this is now an area to be taught alongside the National Curriculum. Spiritual development is seen to underpin much that the school does, particularly during acts of worship, but also in the wider curriculum. During a whole-school assembly taken entirely by the

pupils themselves, music and words were used to bring a sense of reverence to the classroom, and time was given for pupils of all ages to reflect on the importance of God to different people. The positive relationships described earlier, help form the basis of social development. Teachers expect a good level of pupil interaction and achieve this through collaborative work, for example on computers, or simply in shared discussion. Pupils in Years 3 and 4 particularly, have 'thinking skills' sessions in which they are directed to listening attentively to the opinions of each other. This they do well.

19. Pupils show a healthy awareness of the village community and are pleased when a group of older residents come to school for lunch on a weekly basis. Pupils in Years 2, 3 and 4 take turns to act on the school council and gather the views of their peers about topics such as the school's environmental garden. The moral development of the pupils is very well provided for by the effective use of the behaviour policy, as well as by strong emphasis on the views and rights of others. Pupils show good levels of tolerance and older pupils can give younger children clear guidance on right and wrong. The cultural development of the pupils is also very well provided for, mainly through an appreciation and celebration of their own heritage and traditions, alongside those of different cultures and backgrounds. They have also taken part in third world child sponsorship and support of world famine appeals. Pupils celebrate the feasts and festivals of other religions as well as their own particular emphasis on those of the Christian faith. This was seen in a very well received act of worship in which the oldest pupils talked about their recent work on Hinduism and Judaism. All these aspects of personal development help influence the positive and caring attitudes that exist between pupils and which encapsulate the aims and very heart of the school.

WHAT COULD BE IMPROVED

The presentation of some pupils' work could be of a higher standard.

20. This is an area for overall school improvement already recognised by the teachers and due for review in the school development plan. A significant number of Key Stage 2 pupils in particular, have a tendency to complete their work to a very good standard, but in so doing, their presentation is often untidy and poorly arranged on the page. This is partly due to the real desire to get information down on paper, sometimes at a rapid speed, and partly because they lack guidance and sufficient practice in setting down their work to an agreed format and standard. Pupils have considerable strengths in speaking and listening and much of their recorded work is carried out orally or through simple responses on a sheet of paper. Whilst these responses are usually of a high standard in terms of views expressed, levels of discussion and even notes that are generated, pupils do not always acquire the disciplined practice to produce longer pieces of written work that are also pleasing to the eye. For example, there is frequently a considerable gap between the very good standards of presentation practised in handwriting sessions, compared to that completed on a daily basis in other areas of the curriculum. The layout of mathematical work is also not sufficiently practised and errors occur when this is not the case. Good habits of acceptable presentation are not yet established from an early age.

The school has identified some areas for improvement in its development plan including an improved centralised library, as this is small and underdeveloped.

21. The areas indicated in this year's school development plan include some points for curriculum growth, resources and improvements in accommodation. These do not represent areas of significant weakness, but are among those that are correctly highlighted for review and further development. For example, each subject generates its own audit, as the various leaders analyse the point their subjects have reached, including projections as to how to improve the frequently good standards still further. The school has built up a larger than usual contingency funding to protect pupil:teacher ratios should the numbers on roll decline, although this is now less likely. Some of the money is now rightly being used to target areas like the school library, which is currently unsatisfactory for the potential use that needs to be made of it. Management is rightly considering where and how the library can be relocated and replenished with additional and newer stock, in order to further support the learning of the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise still further the pupils' standards of attainment and the quality of education provided by the school, the governors, headteacher and staff should:

- **Place greater emphasis on the standards by which some pupils need to present their written work including:**
 - the development of a whole-school approach to the presentation of pupils' written work, including careful emphasis on how this should be set out, together with the level of neatness anticipated from individual pupils;
 - giving clearer guidance in the school's marking system, as to teachers' expectations on the pupils' written work in respect of neatness and orderliness. Ensure that pupils are given appropriate feedback as to the levels of presentation they are achieving and how they might improve their work still further.
(paragraph 20)
- **Continue to monitor, evaluate and act upon the priorities for growth that are expressed in the school development plan. Give due emphasis in particular, to the further development of the school library as a larger and more useful resource for pupils' learning.**
(paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20	26.7	46.7	6.6	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 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	6	52
Number of full-time pupils eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y4
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	1	15*

* includes 5 gifted pupils

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	5	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (93)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (100)	100 (80)
	National	84 (82)	88 (86)	88 (87)

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	56
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes *

Qualified teachers and classes: YN – Y4

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	20
Average class size	19.3

Education support staff: YN – Y4

Total number of education support staff	3
Total aggregate hours worked per week	61

***Above figures include a fourteen-place early years unit with six FTE nursery children**

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	131,895
Total expenditure	128,236
Expenditure per pupil	2,375
Balance brought forward from previous year	26,216
Balance carried forward to next year	29,875

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	65
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87	13	0	0	0
My child is making good progress in school.	82	16	2	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	53	38	4	0	4
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	78	20	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	93	7	0	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	87	13	0	0	0
The school is well led and managed.	93	7	0	0	0
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	60	24	9	0	7