

# INSPECTION REPORT

## **CHURCHAM PRIMARY SCHOOL**

Churcham, Gloucester

LEA area: Gloucestershire

Unique reference number: 115510

Headteacher: Mrs H Ingram

Reporting inspector: Mrs Helen Ranger  
OFSTED no: 22223

Dates of inspection: 5 – 6 December 2000

Inspection number: 224244

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: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Churcham  
Gloucestershire  
Postcode: GL2 8BD

Telephone number: 01452 750467

Fax number: 01452 750467

Appropriate authority: The Governing Body

Name of chair of governors: Mrs E Corrigan

Date of previous inspection: June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6-9</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10-12</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13-14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14-15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16-18</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Churcham Primary is a small community school with 52 pupils on its roll between the ages of four and eleven. It is situated in a rural area to the west of Gloucester. Almost all the pupils are of white United Kingdom heritage. About a quarter have special educational needs which is an average proportion compared with schools nationally. When pupils are admitted to the school, their levels of attainment are broadly in line with those expected for their age. The school is popular with parents and 44 per cent of pupils come from outside the immediate area as a result of parental choice.

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

Churcham Primary is a good school where pupils are taught well. The school is managed efficiently by the headteacher, governors and teaching staff who work together as a team. Pupils are valued as individuals and enabled to achieve well in lessons. The school gives satisfactory value for money.

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

- Teaching and learning are good and are the result of effective teamwork between the staff.
- High levels of care for individual pupils are evident in the welfare, target-setting and assessment procedures.
- Pupils in Key Stage 2 achieve particularly well in science as a result of good teaching.
- The headteacher, teaching staff and the governors plan efficiently for the school's continuing development.
- The school is valued greatly by parents.

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

- The levels of maturity and personal development of a minority of the pupils.
- How the accommodation supports the increasing number of pupils.
- The involvement of new governors in the management of the school.

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

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

The school was last inspected in June 1996. Since then it has made satisfactory progress on the issues which were identified for improvement at that time and has generally met the targets it has set itself for improving standards. It is well placed to continue to improve. Good progress has been made in planning activities which encourage pupils' motivation and their skills in investigative work and problem-solving, although a few pupils still find it difficult at times to work and behave well independently. The approach to planning the curriculum has been considerably improved. In this, the school makes good use of national guidance and of its own planning methods to ensure that pupils' skills are developed systematically across the school. Procedures for assessing and recording individual pupils' progress are kept under constant review; they are manageable and effective in supporting the planning of lessons. Governors have been involved appropriately in monitoring and evaluating all aspects of the work of the school. However, recent changes to the governing body have resulted in the appointment of several governors who are committed and able but, as yet, inexperienced.

### **STANDARDS**

Because this is such a small school, it is not relevant to compare the results of its pupils in national tests at the end of each key stage with either national results or with similar schools. Each year group of pupils is very small, especially in the current Key Stage 2 class, and it is more important to view pupils' achievements in relation to their individual circumstances. The work seen during the inspection focused on the language and mathematical development of the children in the Reception year and on the three 'core' subjects of English, mathematics and science in all other age groups. In these, most children in Reception and most pupils at the end of each key stage attain levels which are broadly average. In aspects of science, attainment is above average. Pupils' attainment in the basic skills of

literacy, numeracy and information and communication technology equip them for their learning across the wider curriculum. Pupils' achievements are often good over time in relation to their attainment on admission to the school. The school sets challenging but realistic targets for its pupils based on its careful records of their progress and its expectations of what they can achieve.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils are enthusiastic about school. Most show interest in their work but a few lack concentration.
Behaviour, in and out of classrooms	Most pupils behave well in lessons and in the playground. A few find it difficult to take turns and to control their enthusiasm.
Personal development and relationships	Pupils get on well with each other and with adults. A few lack maturity and do not always show enough attention to the needs and opinions of others.
Attendance	Very good. Rates are considerably above the national average.

The school operates as a friendly and orderly community. Pupils settle quickly when they are admitted, enjoy school and make good relationships. The older pupils show care for younger ones.

## TEACHING AND LEARNING

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

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

The teaching seen was good overall. Two thirds of lessons were taught well and a third were satisfactory. Teaching in most aspects of literacy and numeracy is good and pupils learn these key skills efficiently. Lessons benefit from the sensible implementation of the national literacy and numeracy strategies in ways which suit a very small school. Teaching is particularly effective in science in Key Stage 2 and shows a significant improvement since the previous inspection. As a result, pupils' skills in investigation are developed well. The school manages the deployment of its teachers successfully to share their expertise, especially in the core subjects of English, mathematics and science. Specialist teaching is given in aspects of music, religious education and physical education and this promotes pupils' progress.

Teachers' planning caters appropriately for the wide range of ages and attainments in each class, including for pupils with special educational needs and those who are especially gifted. Work is often closely tailored to individual needs and enables pupils to learn efficiently. Objectives for lessons are clear and understood by the pupils. Teachers explain well and use questioning skilfully to assess pupils' progress. The school's homework provision is very good and helps pupils to build on their learning in school. The homework is set regularly; it is closely linked to topics being studied and pupils' efforts are valued by staff.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school supplements the statutory curriculum well with a wide range of visits and visitors.
Provision for pupils with special educational needs	Good, based on detailed learning plans for individuals and careful assessments of pupils' progress. The most capable pupils are catered for appropriately by teachers' planning and flexible arrangements in lessons.
Provision for pupils personal, including spiritual, moral, social and cultural, development	Good provision overall with strengths in the promotion of pupils' moral and social development.
How well the school cares for its pupils	Very good provision for pupils' welfare based on a caring ethos. Procedures for monitoring and supporting pupils' academic progress are very good.

The school offers a broad curriculum and has acted well to implement recent national changes, including for its youngest pupils in the Reception year. While it promotes pupils' moral and social development effectively overall, sometimes teachers do not communicate high enough expectations of how they wish individual pupils to behave and act. There are very good procedures to ensure pupils' health, safety and welfare. The assessment and recording of individual pupils' progress are strengths in its provision. The school works very successfully in partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and other staff work effectively together for the benefit of pupils. There is a strong spirit of teamwork and commitment among staff.
How well the governors fulfil their responsibilities	The governors contribute well to the management of the school and bring with them a wide range of skills. They are actively involved in the school and support its development. They question sensibly what it does. A few governors are relatively inexperienced.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum appropriately and takes action to improve. It consults widely on its future development. The written development plans successfully communicate current and future priorities.
The strategic use of resources	Good. Available funds are directed to areas of priority and their use is controlled and monitored well.

The headteacher is respected and has established good relationships at all levels. While the governing body has become more involved in monitoring the school's work since the previous inspection, recent changes and the appointment of several new governors have led to a situation where not all governors are yet able fully to support the school's management. Plans are in place to remedy this and governors are keen to play their full part. The school is generally effective in seeking to ensure 'best value' in its spending decisions by questioning what it does and ensuring that funds are spent wisely. The accommodation is small for a growing school and places constraints on some activities.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL



What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good and enables children to make good progress.</li> <li>• Staff are approachable.</li> <li>• Children are helped to become mature and responsible.</li> <li>• Behaviour is good.</li> <li>• The school is led and managed well.</li> <li>• Children enjoy school.</li> <li>• There is the right amount of homework.</li> </ul>	<ul style="list-style-type: none"> <li>• A few would like more activities provided outside lessons.</li> </ul>

The proportion of parents who made positive comments about the school was very high. The inspectors agree with parents' views overall, although they feel that standards of behaviour and maturity could be improved further in some pupils. While a few parents consider that the range of activities available to pupils outside lessons is limited, the inspectors feel that it is good, given the size of the school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Teaching and learning are good and are the result of effective teamwork between the staff.**

1. During the inspection, the quality of teaching and learning in two thirds of lessons was good and, in the remaining third, it was satisfactory. There were no significant weaknesses in teaching. Teachers plan interesting activities which have clear objectives and they succeed in catering well for the wide ranges of age and attainment in each class. They explain tasks clearly. As a result, pupils are clear about the purpose of lessons and about what they are asked to do. Teachers give high levels of individual support where this is needed and this enables individuals to learn efficiently at a level that is appropriate to them. A strength of the school lies in its ability to tailor the curriculum appropriately to its 'small school' setting.
2. The quality of teaching is supported well by the efficient use of staff. In addition to the two full-time teachers, several part-timers are employed. These teachers have strengths in particular areas which are fully exploited, particularly to support work in the three 'core' subjects of English, mathematics and science in Key Stage 2. Two part-time teachers each focus their work in mathematics and science. This enables pupils to make good progress in these subjects. It also allows the headteacher to concentrate on teaching English as a main subject. The school employs a specialist music teacher to teach both classes weekly. He brings high levels of expertise and enthusiasm to the subject and has succeeded in raising pupils' attainment. The vicar makes an important contribution to lessons in religious education.
3. Pupils benefit from the work of several support staff. Two learning assistants are qualified teachers and work competently with small groups and individuals. They are particularly skilled in working with pupils with special needs and in providing an appropriate curriculum for the youngest children when they enter the school. The teacher in charge of the separate nursery also works in a learning support role in the school and this promotes useful liaison and continuity in pupils' learning. These high levels of support give pupils the opportunity to make effective use of their time in school and to have regular feedback on their performance.
4. The school could not function as successfully as it does without its skilled and efficient administrative officer. She ensures that busy teaching staff are freed from day-to-day administration as far as possible and she is particularly valuable in enabling the headteacher to juggle successfully the many calls on her time. This allows the teaching staff to concentrate on their educational role.
5. The staff work effectively as a team. Relationships are good and they meet frequently for formal and informal reviews of planning and policy and to assess pupils' progress. While, as indicated above, there is a sensible distribution of the subjects of the curriculum between staff, all are prepared to work as needed in the best interests of the pupils. The good quality of relationships carries over into lessons and the pupils respond well to the pleasant atmosphere for learning that is established. They are at ease in their work and feel able to talk to adults about how they are getting on or to ask for help if it is needed.
6. Conscious of its small size, the school plans sensibly to give pupils a broad curriculum. As a result, pupils gain knowledge, understanding and skills in a wide range of activities. There are close links with the nearest secondary school which provides specialist facilities and teaching in physical education. The school maintains links with a cluster of other small primary schools. This involves discussions to share good practice and to make the best use of limited facilities. For example, a technician has recently been appointed on a shared basis to support the maintenance and development of information and communication technology facilities in the school. There is an extensive programme of visits and visitors which enrich the curriculum and provide valuable learning opportunities for all age groups.

**High levels of care for individuals are evident in the welfare, target setting and assessment procedures.**

7. The school is a caring community in which all individuals are valued and supported. The adults who work in the school know pupils well and work together for their benefit. Very good procedures are in place to ensure pupils' welfare. Health and safety matters are dealt with efficiently and all the required checks are in place. Pupils' attendance is monitored carefully and the importance of good attendance highlighted with pupils and parents.
8. All pupils have targets set for them in relation to their work. These are increasingly shared with pupils and their parents. The older pupils often have personal targets attached to the front of their exercise books as a reminder of the next stage for improvement. They are aware of how well they have done in the main subjects they study and what their current objectives are. In Key Stage 1, pupils have recently agreed targets with their teacher. These are available on cards in the classroom and, during the inspection, pupils who had some spare time independently collected their card and worked on their targets for a few minutes. They explained why the target had been set and how they would try to meet it. They review their targets with their teacher and are given a small reward for success. Pupils' targets and assessments are also shared with parents, reviewed at parents' meetings and reset as appropriate.
9. Teachers have developed effective systems for identifying and recording individual pupils' progress. There are regular assessments in the core subjects of English, mathematics and science and in information and communication technology. In other subjects, assessments take place linked to specific topics as they arise during the year. Individuals are assigned a regular grade for their achievements which helps teachers to keep a running record of progress. Frequent written notes on progress are kept as pupils' work is marked and in the course of lessons. Standardised tests and national assessments are increasingly analysed and form the basis for initiatives as necessary. For example, teachers recently identified a 'flattening' of progress in reading ages overall and put in place appropriate action to improve this. Collections of pupils' work are kept which are annotated to indicate the teachers' assessment of aspects of work such as writing.

**Pupils in Key Stage 2 achieve particularly well in science as a result of good teaching.**

10. A key issue from the last inspection of the school was to improve pupils' ability to carry out investigative work and problem-solving. The school has successfully acted on this and the improvements were particularly evident during the inspection in science lessons for pupils in Key Stage 2. Observations of lessons in this class and an examination of pupils' previous work show that the National Curriculum requirements are met well by work which is securely rooted in first-hand experience and practical activity.
11. The most recent topic has been learning about materials. Pupils' work shows a good understanding of the scientific facts and correct use of subject terminology. There has been frequent experimental work through which pupils' understanding has grown. As a result, the oldest pupils in the key stage demonstrate, for example, an above average understanding of situations in which evaporation and condensation will occur and describe methods of separating simple mixtures such as soil or salt and water. They describe suitable experimental methods to answer their questions and solve problems, such as a fair test and how to control variables. In a lesson seen, they constructed a line graph from data about the melting pattern of a block of ice and sensibly predicted how this would continue to melt following their period of observation. This task was made challenging by the teacher requiring pupils to choose an appropriate scale for their graphs and expecting the most capable to work accurately on small scale graph paper.

12. The teacher plans her lessons skilfully. She has clear objectives and caters for the full range of ages and attainments in the class. Work is explained clearly. She targets questions appropriately to individual pupils to check and extend their understanding of their work. Practical equipment and good quality books and photographs are used to support learning. A strong feature of provision is the high quality of assessment by the teacher. She marks and evaluates pupils' learning in detail and uses these evaluations to plan subsequent lessons, focusing well on, and clarifying, any areas of misunderstanding from the previous session. She assesses pupils' attainment effectively towards the end of a unit of work by a written test and ensures that pupils have made good progress before moving on to the next topic. Pupils with special educational needs are supported well. The teacher plans work according to individual capabilities and gives extra time and attention as necessary to pupils who need extra help.
13. Pupils have positive attitudes to their work. They complete good quantities and think carefully about what they are doing. The standard of presentation of their science work is high. It is laid out clearly with appropriate text and diagrams. Pupils make effective use of their literacy, numeracy and information technology skills in their science work. Each pupil has a relevant, individual learning target to achieve; this promotes their awareness of their own learning and has a positive impact on the standards achieved.

### **The headteacher, teaching staff and the governors plan efficiently for the school's continuing development.**

14. Effective systems are in place for planning the school's further development. The School Improvement Plan is a relevant working document based on the overall aims of the school that identifies areas for improvement in the curriculum, management systems and premises. Under the leadership of the headteacher, the plan is regularly used by staff and governors as an important tool for raising standards. It is reviewed at each meeting of the full governing body. There is an outline of the strategic vision for development for the next few years and sufficient detail of current initiatives. There are clear targets for action set alongside what will take place, how it will be monitored and how success will be judged. Where possible, plans are costed. The overall system for financial planning is led by the priorities that are identified. Staff, governors and, where appropriate, parents are all closely involved in determining the content of the plan.

### **The school is valued greatly by parents.**

15. Parents' views of the school are very positive. The growth of the school in recent years is a testament to its popularity. Many parents choose to send their children to Churcham rather than to schools nearer home. In the pre-inspection questionnaire and at the meeting held for parents, support was expressed for all aspects of the school. Parents say that their children enjoy school and they are pleased with the teaching and how it aids progress. This includes appropriate provision for homework. Behaviour is considered to be good and pupils are helped to become mature and responsible. They feel the school is led and managed well. Staff are thought to be approachable and listen to any concerns.
16. Discussions held with individual parents during the inspection confirmed these positive responses. Parents praise the way that their children settle when they join the school and are made to feel welcome. Teachers are accessible during the day if parents wish to speak to them and they are considered to know their pupils well. The contribution of parents is welcomed. They help in classrooms and with specific events. There are regular social gatherings. Parents are well informed about what is happening in the school as a whole and about the progress of their children in particular. They comment on the quality and regularity of homework and appreciate that it is marked carefully and valued. The school is quick to contact them if it has any concerns about a pupil's work or welfare. Parents work closely in partnership with the school to resolve any difficulties.

### **WHAT COULD BE IMPROVED**

### **The levels of maturity and personal development of a minority of the pupils.**

17. A strength of the school is its pupils' attitudes to the education they receive. They express their enjoyment of the school and those who have transferred from other schools are settled and happy. They establish good relationships with each other and with adults. Their behaviour in lessons and the playground is often good. The staff generally make effective provision for pupils' personal development by setting out clear guidance and giving individual support where needed. Attendance levels are very high compared with national averages. Pupils want to come to school and parents ensure that they attend whenever possible.
18. There are, however, aspects of some pupils' behaviour and development that could be improved. A minority, while expressing their enjoyment of school and attending well, do not show expected levels of maturity at times. They are friendly towards their classmates but do not always show respect by listening carefully to what they say or by showing an appreciation of their points of view. During the inspection, no examples were seen of poor behaviour or of significant disturbance to lessons. Nevertheless, a few pupils found it difficult to sit quietly in lessons or to control their enthusiasm appropriately. In spite of reminders from teachers about expected behaviour, they do not put their hand up when asked to and do not take their turn but call out or speak over others' contributions. If an item under discussion is not of immediate interest to them, they lack concentration and disengage from activities. While this does not affect the learning of others, these individuals do not learn as efficiently as they might. Teachers are not always sufficiently clear with pupils about their expectations of behaviour and response.
19. The school has acknowledged the challenge posed by this group of pupils. It works hard with parents to communicate the values and behaviour it wishes to promote. Its programme of personal and social education supports this well. Appropriate arrangements are in place for pupils with special emotional and behavioural needs. These aspects of provision need to be continued so that all pupils' personal development meets the otherwise high standards.

### **How the accommodation supports the increasing number of pupils.**

20. The size and design of the school building places constraints on the activities that can take place and causes difficulties for staff and pupils. There are two main classrooms, one for each key stage, a small additional working space and small administrative area. Staff organise the space carefully and use these indoor areas to the full. The small classroom is occupied several times a week by a nursery group and provides a valuable facility for parents of young children and useful links to the main school. At other times, this room is used to teach small groups of pupils.
21. The classrooms are organised to cater for the wide age ranges they house. The youngest children in the Reception year are often taught separately in their classroom from the rest of the class to enable them to have access to a curriculum that is appropriate for the Foundation Stage of their education. In the Key Stage 2 room, pupils are split into two or more groups and taught by two separate teachers. This makes good use of the available staff and promotes good progress, as has been indicated earlier in this report. However, in both classrooms, there is the constant problem of sound transferring between teaching groups. This often limits the activities which can be offered and puts pupils under pressure to work more quietly than is sometimes necessary or desirable.
22. The Key Stage 2 room serves several purposes on a daily basis. It is where whole-school assemblies take place and teachers have to move a large amount of furniture to clear a large enough space for these to happen. It is also used as a dining room and, yet again, the furniture has to be re-arranged to fit in all the pupils. Every day, staff have to lift and carry many large items of furniture. The room has to be cleaned after lunch before the work for the afternoon session can be organised and this puts additional pressure on teachers' time and means that work cannot be left 'in progress' from the morning session.

23. While teachers work hard to use the available space to the full, certain activities cannot take place. There is nowhere for indoor physical education and this has a negative impact on pupils' attainment. This has been particularly difficult during the recent months of very wet weather when the extensive outdoor site, which is mainly grassed, has not be usable. The school makes every effort to compensate its pupils and has a valuable programme of liaison with the nearest secondary school to offer sports and gymnastics. This creates additional problems of organisation and pressures on time to enable these activities to take place.
24. The Key Stage 2 room is often used by the local community as a village hall, for example, for clubs or public events. Pupils' work has to be moved on such occasions but cannot be stored elsewhere. This causes understandable anxiety in the staff. For example, excellent design and technology project work was vulnerable to damage during the recent Christmas fair.
25. There is constant pressure on the small administrative area. This is well organised by the headteacher and the very able administrative assistant. However, it also has to serve as the only staffroom and this is not satisfactory. There is no private space for the head or other staff to conduct interviews, speak to parents or take telephone calls and no space to care for pupils who are unwell.
26. The staff and governors have undertaken a considerable amount of work to try to secure improvements to the building. These are particularly urgent now that the roll has risen to its present level. Funds have been set aside to support this initiative. The school is to be congratulated on its efforts so far.

### **The involvement of new governors in the management of the school.**

27. The governing body is efficient and hard working. Governors bring many skills to the school and support it energetically. They maintain regular, close contact with the staff, pupils and parents. Several governors are parents of pupils and are well-informed about aspects of life in the school. Good progress was made on the key issue from the last inspection to increase governors' involvement in monitoring what the school does and how successful it is. However, several experienced members have recently retired and have been replaced by newly appointed governors with less experience. The long-serving Chair of Governors has also been replaced. Indications are that the new governors have the capability to succeed. They are able, very interested in the school and willing to learn. Inevitably, they will need a period of induction and training to enable them to take a full part in the management of the school. They have set up an appropriate programme of visits and courses to achieve this.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

28. The school has many strengths. It is acknowledged that the areas identified in this report for further improvement are already under consideration by staff and governors. In order to improve the overall quality of provision and raise standards further, the headteacher, staff and the governing body should:

- improve the levels of maturity and personal development of pupils by:
  - continuing to review and implement the programme of personal and social education;
  - continuing to work with parents to achieve the expected behaviour with individual pupils;
  - ensuring that teachers clearly communicate high expectations of pupils' behaviour and response;

*paragraphs 17 - 19*

- continue efforts to improve the quality of the accommodation, as planned, in discussion with the local education authority;

*paragraphs 20 - 26*

- develop the management and monitoring role of the governing body, as planned, by a structured programme for governors of induction, training and information about the school that is appropriate to their experience and needs.

*paragraph 27*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	67	33	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)		52
Number of full-time pupils eligible for free school meals		1

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		12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	3.3
National comparative data	5.2

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	51
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)	3.3
Number of pupils per qualified teacher	16
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	18

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	

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

Number of pupils per FTE adult	
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	130,590
Total expenditure	124,501
Expenditure per pupil	2,223
Balance brought forward from previous year	10,905
Balance carried forward to next year	16,994

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	52
Number of questionnaires returned	20

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	60	35	5	0	0
Behaviour in the school is good.	35	65	0	0	0
My child gets the right amount of work to do at home.	50	45	5	0	0
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	65	20	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	10	5	0	0
The school expects my child to work hard and achieve his or her best.	60	30	10	0	0
The school works closely with parents.	50	35	10	0	5
The school is well led and managed.	80	15	5	0	0
The school is helping my child become mature and responsible.	45	55	0	0	0
The school provides an interesting range of activities outside lessons.	65	15	20	0	0