

# INSPECTION REPORT

**YEALAND CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Carnforth

LEA area: Lancashire

Unique reference number: 119546

Headteacher: Mr. P. Quinn

Reporting inspector: Paul Dennison  
17736

Dates of inspection: 17<sup>th</sup> – 18<sup>th</sup> October 2000

Inspection number: 224708

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Footeran Lane Yealand Redmayne Carnforth Lancashire
Postcode:	LA5 9SU
Telephone number:	01524 781360
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Robinson
Date of previous inspection:	17 <sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Yealand C of E is a small village school in North Lancashire. Two thirds of pupils come from the villages of Yealand Conyers and Yealand Redmayne; the remainder are from the surrounding rural area. There are 40 pupils on roll taught in 2 classes. There is a wide range of ability on entry although overall attainment is above that expected for the age group. The number of pupils with special educational needs is well below national average. The number of pupils eligible for free school meals is well below the national average. The school has close and effective links with the Lune Valley Small Schools' Cluster. It has recently become a Beacon School and is undertaking a project to promote good practice in writing and the applications of information technology to widen the purpose and audience for children's writing.

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

This is a very effective school. It makes very good provision for the pupils in its care. Pupils achieve high standards because of the high quality of teaching and their positive attitudes to learning. Teachers have high expectations of attainment and behaviour and pupils respond well. The headteacher, governors and staff work well together to improve the school and maintain the high standards. The school provides good value for money.

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

- Pupils make good progress throughout the school and achieve high standards of attainment in English, mathematics and science.
- Teaching is very good overall.
- Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.
- The school cares well for its pupils. Provision for their spiritual, moral, social and cultural development is very good.
- The headteacher provides excellent leadership and manages the school very well. He is well supported by governors and staff who work hard to maintain and improve the high standards
- The school has a very effective partnership with parents and the local community.

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

- Children under five have limited access to large play equipment; those in Key Stage 1 have limited opportunities for physical education.
- The school could make more systematic and structured use of homework to extend learning in the classroom for pupils in Key Stage 2.

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

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

At the time of the previous inspection in 1996, Yealand C of E Primary School was found to be a good school with many strengths. Since then it has continued to improve in many areas. The results achieved by pupils in the National Curriculum tests at the end of Key Stage 2 have been very high in comparison with the national average between 1996 and 1999. The quality of teaching has improved with a significantly higher proportion of teaching that is very good or excellent. All the issues from the previous inspection have been effectively addressed. The headteacher has more time to fulfil his management role; long-term curriculum planning ensures the systematic development of skills and knowledge and the governors plan to ensure appropriate financial reserves. The school building has also had a number of major improvements. These include improvements to the office; the development of a library and information technology room; improvements to the Key Stage 1 activity area and the recent acquisition of a playing field. These have all helped to support the improvements in the quality of teaching and learning and the standards of attainment.

## STANDARDS

As there are fewer than 10 pupils in each year group, comparisons from year to year and with similar schools are omitted as they are statistically unreliable. However, taking the years 1996 to 1999 together, the results in the Key Stage 2 National Curriculum English tests were well above the national average, results in mathematics and science were very high in comparison with the national average. Similar results were achieved in 2000. The work observed during the inspection reflects these results. Standards in reading, writing, mathematics and science at the end of Key Stage 1 are good. Pupils have a good range of computer skills, which they use with confidence to support their learning across the curriculum.

The school monitors and analyses progress and has set targets for achievement at the end of Key Stage 2, which provide a realistic challenge for the pupils, concerned. The targets set for 2000 were surpassed. Overall, pupils make good progress as they move through the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show great enthusiasm.
Behaviour, in and out of classrooms	Behaviour is very good.
Personal development and relationships	Relationships are very good. Pupils co-operate well with each other and their teachers. When given opportunities to carry responsibility they are trustworthy and show initiative.
Attendance	Attendance is very good and pupils enjoy coming to school.

## TEACHING AND LEARNING

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

None of the teaching observed was less than good. Teaching was very good or better in 67% of lessons. On occasion, it was excellent. This high quality of teaching is founded upon very good relationships and classroom management skills. Teachers have high expectations of their pupils and work is well matched to their needs and abilities, providing them with a clear challenge and thus supporting their progress. Lessons are well planned and clearly structured. Pupils respond well. They are keen to learn and concentrate well, making good progress. The teaching of English and mathematics is very good overall. The skills of literacy and numeracy are taught very effectively.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant activities, well matched to the needs and abilities of the pupils. It is enhanced by extra curricular activities and the good use of visits and visitors.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The good role models provided by staff, very clear expectations of behaviour and the positive values promoted in assemblies and lessons ensure that provision for spiritual, moral, social and cultural development is very good. The provision is enhanced by the close links with the church and the local community.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and create a supportive environment in which pupils can grow in maturity.

The school provides a broad and well planned curriculum. It emphasises the development of relevant skills within the context of interesting and challenging activities, which motivate pupils. Parents and volunteer helpers provide very good opportunities for pupils to develop skills in information technology, music, conversational French, cookery and needlecraft.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress. Procedures for child protection and for ensuring pupils' welfare are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. He is well supported by all staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive of the school. They are aware of the needs and priorities facing the school and contribute very effectively to its success.
The school's evaluation of its performance	There are effective systems in place to monitor the work of the school. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Very good use is made of all staff, of time, of learning resources and of the accommodation. Financial planning is very good.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The headteacher and governors have a clear view of the school's needs and priorities. The school development plan clearly identifies the school's priorities. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used to support the priorities identified in the plan.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school</li><li>• Children make good progress</li><li>• The school is well led and managed</li><li>• Teaching is good</li><li>• The school helps their children to become mature and responsible</li><li>• Children are expected to work hard and to achieve their best.</li></ul>	<ul style="list-style-type: none"><li>• Homework provided for children in Key Stage 2 on a more regular basis.</li></ul>

The inspection team fully endorses these positive views. The school has a policy for homework and there was some evidence during the inspection of homework being used effectively to support the work done in lessons. However, homework has not been set on a consistent basis and could be used more effectively to support the learning of pupils in Key Stage 2.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress throughout the school and achieve high standards of attainment in English, mathematics and science.**

1. There is a wide range of attainment on entry to the school, although overall, attainment is above that expected for the age group. Pupils make good progress throughout the school and by the end of Key Stage 2, their attainment in English, mathematics and science is good. The school has successfully implemented the National Literacy and Numeracy Strategies. Standards of literacy and numeracy are good and the school ensures that skills are not taught in isolation but are used to support learning across the curriculum.
2. The teachers are skilful in organising purposeful opportunities for the pupils to develop their speaking and listening skills in a variety of settings, both in class and in the wider school context, such as assemblies. They are sensitive in building up each individual's self-esteem and independence and have high expectations of achievement. From the earliest age the pupils communicate freely with their peers in imaginative role-play situations, and take part in large and small group discussions. By the end of Key Stage 1, the vast majority of the pupils are confident and articulate. These skills are further developed in Key Stage 2 where pupils demonstrate the ability to listen attentively and contribute well to class discussion. A good example of their ability was the video prepared as part of the school's bid for a Millennium grant to purchase a playing field. Pupils demonstrated an ability to express their views clearly and argue their case persuasively.
3. Great importance is attached to the use of reading as a tool for learning, as well as to the enjoyment of books. Progress is also enhanced by good home-school links through reading diaries. Pupils make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. Good teaching supports their progress and the school ensures that pupils systematically develop their knowledge and understanding of letters and sounds, thus providing pupils with the necessary skills and strategies to tackle new words. By the end of Key Stage 1, the majority of pupils read accurately and with growing confidence when reading a range of simple texts. Most pupils have a good understanding of the text and can explain clearly what they have read. By the end of Key Stage 2, pupils read for pleasure and are able to discuss a range of authors and their personal preferences. Older pupils have well developed research skills, using the school library and information technology to support their work in subjects such as history and geography.
4. Pupils in both key stages make good progress in writing skills. Their work shows clear progression in pupils' knowledge of parts of speech, use of speech marks, different tenses and different writing styles matched to the needs of the audience. By the end of Key Stage 1, pupils write in complete sentences, which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are sound. Pupils write for a number of different purposes including creative, descriptive and poetry writing. They are familiar with parts of speech such as adjectives and choose words to good effect. By the end of Key Stage 2, pupils are using punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. Pupils extend their range of writing across the curriculum in a number of subjects. By the end of the key stage, they are able to write descriptions, instructions and reports. Higher attaining pupils are able to compose

sustained, well organised pieces, which demonstrate accurate sentence construction, punctuation and grammar. High standards of presentation are expected and most of the pupils write clearly and legibly in neat joined script. A good selection of pupils' writing is regularly published in the school magazine.

5. Pupils make good progress in mathematics. They show gains in knowledge and understanding and in their ability to use mathematical skills. They develop a mathematical vocabulary through well planned activities. By the end of Key Stage 1 pupils carry out simple calculations accurately and have a good knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They develop skills of simple data handling and can construct and interpret graphs. They understand simple fractions and can calculate halves and quarters of numbers. They measure using metres and centimetres and calculate money using decimal notation. They are aware of the value of coins and have an understanding of the need for standard measures.
6. By the end of Key Stage 2, the majority of pupils have a good knowledge of number value, can use the four basic operations competently, have a sound grasp of shapes and their properties and can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately and are competent in long multiplication and division. The lower attaining pupils can apply the four rules of number effectively, use a wide range of units of measure competently and can construct simple graphs to illustrate data they have collected. Their skills in mental arithmetic are very good. Good use is made of mathematical skills in other areas of the curriculum. For example pupils use skills of measuring and calculating to support their work in science and design and technology.
7. Pupils throughout the school make good progress in science. They develop their factual knowledge and understanding of science topics within the National Curriculum programmes of study but also develop early scientific skills such as the ability to devise their own experiments and understand the need to control variables in order to achieve a fair test. Pupils in Years 3 and 4 carried out investigations on forces. They made sensible predictions and then carried out experiments to test the strength of clothes pegs. Pupils in Years 5 and 6 investigating sound, demonstrated their knowledge and understanding of how sound travels. They carried out their own investigations, recorded the results and were able to explain their findings.

### **Teaching is very good overall.**

8. The quality of teaching is very good overall and effectively promotes the progress and attainment of all pupils. During the inspection, all the teaching observed was good or better; 67% was very good or better and on occasion it was excellent. Teachers plan work carefully, providing a variety of interesting learning experiences, linked to the National Curriculum, and individual pupil's needs. Lessons proceed at a good pace and are well organised. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a

wide range of experiences in English.

9. Classroom support staff and volunteer helpers are used very effectively and make a significant contribution to pupils' learning. During a well organised literacy lesson in Key Stage 1 for example, the youngest children benefited greatly from the small group activity led by the Nursery Nurse. This enabled them to concentrate on initial letter sounds. The work was challenging but fun. The excellent relationships meant that children were keen to contribute to an activity which they enjoyed, and which helped them to develop good early reading skills. In a numeracy lesson, the high expectations of the teacher ensured that a mental and oral activity provided a good challenge. The pupils responded very positively to good questioning which was well matched to the wide range of ages and abilities within the class. Similarly, in a Key Stage 2 lesson on money problems and shopping, very good organisation resulted in all pupils receiving good support. The use of support staff to work with groups was very effective. Work is well matched to the ages and abilities within the class and pupils respond very well. They show good levels of concentration and work at a lively pace, making good progress.
10. Teachers have good subject knowledge and their own enthusiasm for the work leads to pupils responding well to the teacher's high expectations. A good example was observed in the Key Stage 2 class during a poetry lesson. The teacher introduced the session by presenting his own ideas of the objects used to fill a 'magic box'. This excellent presentation captured pupils' imaginations and ensured the whole class was fully involved in the lesson and desperately keen to answer questions and contribute to the discussion. The skilful use of questioning ensured that pupils' understanding and use of vocabulary was developed as well as their knowledge and understanding of how poetry can be used to inspire the imagination through the use of imagery. The poetry produced by the pupils was of a high quality. In a later lesson, this work was shared with the class and further developed following discussion.
11. Pupils are encouraged to develop independent learning skills. A very good example of this is the science work undertaken in Key Stage 2. The teacher ensures that there are interesting activities for pupils to investigate and then makes very effective use of questioning and discussion to develop their knowledge and understanding. Pupils show great enthusiasm for these activities. They co-operate very well when carrying out investigations, handling equipment with care and showing a very responsible attitude. The teacher has high expectations of behaviour and attainment. The excellent relationships within the school mean that pupils respond well.

**Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.**

12. Pupils show very good attitudes to learning and this has a positive effect on their progress. They are interested in their work, well motivated and enthusiastic. Most concentrate and listen well. They speak about their ideas with confidence and are prepared to share their thoughts with their teachers and classmates. They are well motivated and respond well to encouragement and praise. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks. They follow instructions well and respond with enthusiasm to questioning and discussion.
13. The behaviour of the pupils in lessons, around the school and on the playground is very good, and enables them to make the most of all the opportunities provided for them. They move about the school in an orderly way, play amicably and sensibly on the playground and are responsive to instructions given by adults. They take good care of the books and apparatus they use, including respecting items left on display. When they complete tasks, they clear away sensibly and responsibly.
14. Relationships amongst pupils and between adults and pupils are very good. At assemblies, during lessons, at lunch breaks and at playtimes, there is a strong rapport between pupils. Friendliness, caring attitudes and simple acts of kindness are evident. At lunchtimes and breaks, pupils play together well with older pupils frequently helping to look after younger members of the school community.

**The school cares well for its pupils. Provision for their spiritual, moral, social and cultural development is very good.**

15. This is a small school with a strong and supportive family ethos. It provides pupils with a safe, caring environment in which to work and play. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on pupils' attitudes to their work and helps to develop their self-esteem and supports their progress. Procedures for monitoring pupils' academic progress are good. Teachers know their pupils well, assess their progress thoroughly and advise them what they need to do to make further progress. Pupils' personal development and behaviour are monitored in a mainly informal way but, nevertheless, they are evaluated effectively and well promoted through all areas of school life. Praise and rewards are used to encourage effort, and significant achievements are celebrated.
16. The school's provision for pupils' spiritual, moral, social and cultural development is very good and permeates its work, both in the planned curriculum and through incidental opportunities which occur or are created. The provision is enhanced by the very strong links with the church and the local community. Opportunities for spiritual development are very good. Pupils study different faiths in religious education and have experienced places of worship and celebrations first hand. Assemblies contribute effectively to spiritual development by offering chances to pray and reflect quietly. Moral development is promoted very well. All the adults provide good role models and pupils are given a clear sense of right and wrong. They are expected to consider their intentions thoughtfully and to make decisions about actions on the basis of this understanding. The pupils were involved in drawing up the 'Children's Charter'. This provides a useful code of practice, which is shared by everyone in the school.

17. Pupils are always encouraged to relate positively to each other, to be considerate and courteous and to play together. In class there are many opportunities to work together responsibly and share resources fairly. Pupils also learn to work effectively as a team through participation in musical and sporting events and school productions. Pupils are involved in fund raising for charities and are regularly involved in events in the local community.
18. Cultural development is equally well promoted both within the curriculum and through extra-curricular opportunities. There are regular visits to places of educational interest. Visitors are also used effectively to support the curriculum and broaden pupils' experience.

**The headteacher provides excellent leadership and manages the school very well. He is well supported by governors and staff who work hard to maintain and improve the high standards**

19. The school is very well managed. The headteacher provides excellent leadership, promoting and sustaining a clear sense of direction for the work of the school. Governors, teachers and non-teaching staff work well together to support the headteacher in promoting the school's aims. The very positive and supportive ethos and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all.
20. The Governing Body plays a very effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. The establishment of a committee structure provides for efficiency in strategic decision making. Financial planning to support educational initiatives is good, The finance committee provides effective support for the head teacher in decision making and uses the budget effectively to achieve educational targets. There have been a number of improvements to the school building since the last inspection which have helped to support the improved quality of education provided by the school. Funds available for staff development and for special educational needs are used well. The school development plan has been produced in consultation with staff and governors. This clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly.
21. Daily management and organisation is efficient and unobtrusive. The school secretary works hard to assist the smooth day to day operation of the school. This has a positive effect on the quality of learning and standards of achievement. The caretaker also plays a significant role in ensuring that the care and welfare provided is of high quality.
22. The aims of the school are clearly expressed and understood and are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. Parents are very supportive of the aims and values promoted by the school.

### **The school has a very effective partnership with parents and the local community.**

23. There is a very effective partnership between the school, parents and the local community. The school successfully encourages parents to be active partners in their children's development. They are kept well informed about their children's progress.
24. Parents feel welcome in school and many of them regularly give up their time to help with classroom activities. When they do so, they are well briefed and used effectively. Volunteers are involved in the teaching of information technology skills, music and conversational French. They raise funds for the school and many also provide practical support.
25. Communications with parents are good. Parents are kept well informed about life generally in the school through correspondence and regular newsletters. They feel that the school is approachable if they have any worries or concerns, and consider that any matters raised are handled well.
26. There are strong links with the local community. Very good use is made of the local environment to support learning across the curriculum. The pupils also benefit from a wide range of visitors. There are effective links with the church. These include regular visits from the clergy as well as services in church and the village hall, which also involve parents and other members of the local community.
27. The school is closely involved with a cluster of other small schools in the Lune Valley. This provides many benefits for pupils and staff. It reduces the isolation of a small village school and provides good opportunities for pupils to take part in musical and sporting activities with other schools. It also enables staff to discuss common issues and further their own knowledge and understanding.

### **WHAT COULD BE IMPROVED**

#### **Children under five have limited access to large play equipment and those in Key Stage 1 have limited opportunities for physical education.**

28. Children under five and those in Key Stage 1 have some opportunity for outdoor play in the school grounds with a selection of small equipment and some wheeled toys. This is however, largely restricted to playtimes and lunchtimes. In addition, children also have one timetabled session of physical education in the village hall. The school has recently acquired a playing field, which will provide additional facilities for physical education when the weather allows. However, there are currently insufficient opportunities for the physical development of younger children.

#### **The school could make more systematic and structured use of homework to extend learning in the classroom for pupils in KS2.**

29. Some parents indicated that they were not satisfied with the amount and the regularity of the homework set for their children. The school has a policy for homework and there was evidence during the inspection of homework being used effectively to support the work done in class. Pupils regularly take reading books home and are also given spellings and multiplication tables to learn. Some homework is also used to support or extend work in subjects such as history, geography and science. This is not however, set in a structured and regular way.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:
  1. Develop the range and accessibility of large play equipment for children in the Reception Year and ensure that they and the pupils in Key Stage 1 have more opportunities for physical education. (*Paragraph 28*)
  2. Develop a more systematic use of homework to support the learning of pupils in Key Stage 2. Review the current homework policy and share this with parents. (*Paragraph 29*)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	2

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8%	58%	33%	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)	N/a	40
Number of full-time pupils eligible for free school meals	N/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	3

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	1
Pupils who left the school other than at the usual time of leaving	6

### 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
	1999	3	2	5

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	2	2	2
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	2	2	2
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

### ***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
	1999	2	1	3

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	1	1	1
	Total	3	3	3
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	70	69	78

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	1	1	1
	Total	3	3	3
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	68	69	75

### ***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	40
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)	2.4
Number of pupils per qualified teacher	16.7
Average class size	20.0

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

Total number of education support staff	3
Total aggregate hours worked per week	34

### ***Financial information***

Financial year	1999/2000
	£
Total income	110,332
Total expenditure	111,245
Expenditure per pupil	2,271
Balance brought forward from previous year	22,100
Balance carried forward to next year	21,187

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

### **Questionnaire return rate**

Number of questionnaires sent out	39
Number of questionnaires returned	32

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	38	34	22	6	0
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	72	25	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	0	0	3
The school expects my child to work hard and achieve his or her best.	78	19	3	0	0
The school works closely with parents.	63	28	0	3	6
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	75	22	0	0	3
The school provides an interesting range of activities outside lessons.	50	31	6	9	3