

# INSPECTION REPORT

## **SOUDLEY PRIMARY SCHOOL**

Soudley, near Cinderford

LEA area: Gloucestershire

Unique reference number: 115521

Headteacher: Mr. T. A. Gisborne

Reporting inspector: Mr. M. H. Cole  
3369

Dates of inspection: 20<sup>th</sup>/21<sup>st</sup> November 2000

Inspection number: 224716  
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
Gender of pupils:	Mixed
School address:	Soudley Nr. Cinderford Gloucestershire
Postcode:	GL14 2UA
Telephone number:	01594 822004
Fax number:	01594 822004
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. D. Thornes
Date of previous inspection:	4 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Soudley Primary School is a small school serving 81 boys and girls aged four to eleven. There are about four boys for every three girls. The school has grown in size by about 14 per cent since its previous inspection in 1997. The school is popular with parents and currently over-subscribed. Pupils are drawn from a wide area, part rural and part urban. The social and economic circumstances of the area are broadly average by national standards. Only one pupil (1.2 per cent) is of minority ethnic origin and speaks English as an additional language. 12 per cent of pupils are identified as having special educational needs. By national standards this is a below-average proportion. No pupils have statements of special needs. Pupils starting at the school aged four do so with a range of abilities but overall their attainment is similar to the national average.

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

The school demonstrates a good level of effectiveness. Good leadership and good teaching help pupils to progress well so that good standards of work are achieved. Standards of behaviour are very good. The level of available funds is typical for this type of school. Taken together these factors show that the school provides good value for money.

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

- Pupils achieve good standards of work, especially in English and mathematics
- Pupils show very good attitudes, behaviour and relationships
- Teaching is of good quality
- The new headteacher is providing very good leadership and management
- Parents' views of the school are very positive

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

- Provision in information and communication technology is insufficient for pupils to make satisfactory progress
- There are not enough checks on the quality of teaching and learning to identify ways to make further improvement

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

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

Since the school was last inspected in February 1997 a satisfactory level of improvement has been achieved. Previous strengths in academic standards and pupils' good attitudes and very good behaviour have been maintained or further improved. Areas identified for improvement at the last inspection have mostly been tackled with some success.

The small numbers of pupils taking standard National Curriculum tests make trends in standards difficult to discern but the available evidence suggests standards in the main subjects of English, mathematics and science have improved. Good provision for music has been well maintained. The quality of teaching has improved with a significant improvement in the proportion of lessons judged very good increasing from 9 to 33 per cent.

Following the last inspection improvements were recommended in four main areas. The time allocated to the headteacher for his leadership role was increased as suggested, though at this inspection the amount of time allocated is again regarded as insufficient. Satisfactory improvements have been made in the two areas of curriculum planning and assessing pupils' progress. The combined effect has been to achieve the objective of a better match of the work with pupils' levels of ability. Some steps have been taken to improve pupils' "awareness of the wider world" but the new headteacher has also judged further improvement here to be desirable and plans exist for further developments. The very good leadership of the new headteacher, his quickly acquired awareness of areas in need of improvement and the commitment of the school staff suggest the school has a good capacity for further improvement.

## STANDARDS

In May 2000 the oldest pupils, aged about eleven, took part in the standard National Curriculum tests in English, mathematics and science. Results exceed the realistic targets the school had set itself. However, the number of pupils taking the tests was too small for a reliable comparison to be made between the school's results and those achieved nationally. A more reliable guide to standards is provided by putting together the test results achieved in the four-year period 1997 – 2000.

<i>1997 – 2000 inclusive</i>	Total number of pupils taking tests	Proportion of pupils achieving level 4 and above	Comparative average for schools nationally
English	23	96 per cent	69 per cent
Mathematics	24	96 per cent	66 per cent
Science	24	96 per cent	75 per cent

Almost all of the pupils taking the tests over the four-year period achieved at least level 4 of the National Curriculum, the level expected for pupils of their age, in all three subjects. This compares very favourably with national average figures for the same period.

More than half of these pupils *exceeded* the level expected by achieving the higher level 5 in all three subjects. (55 per cent did so in English, 50 per cent in mathematics and 58 per cent in science.) Again, this compares very well with the national average figures of 21–24 per cent achieving the higher levels during the four-year period.

Because the numbers of pupils taking tests each year are small, year-to-year fluctuations in results are to be expected and long-term trends are unclear. However, the limited evidence available does point to an increase in the proportion of older pupils achieving the higher levels of attainment over the last four years.

Inspectors' observations of pupils' work in lessons and examination of past written work supports the picture of good standards painted by past test results. The great majority of older pupils are achieving at least the quality of work in English, mathematics and science expected for their ages. Examples of good achievement were also seen in some other subjects, especially music, but examples of unsatisfactory achievement were seen in information and communication technology.

Younger pupils aged about seven also take standard National Curriculum tests at the end of Key Stage 1. Again, the number taking the 2000 tests was too small for a comparison with national results to be made. The picture from tests over the last four years, and from observations during the inspection, is that most pupils reach the expected levels of attainment and a good number exceed this level in their reading.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good
Behaviour, in and out of classrooms	Very good
Personal development and relationships	Good
Attendance	Very good

The enthusiasm and interest pupils often show, and their good habits of concentration on their work, are particular strengths of their attitudes and behaviour. Relationships are respectful and caring; older pupils support younger ones thoughtfully. The rate of attendance is well above the national average.

## 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.*

Three-quarters of lessons (75 per cent) observed during the inspection were judged to show teaching of at least good quality. A third of all lessons (33 per cent) were very good. There were no unsatisfactory lessons. All lessons in English and mathematics seen were of at least good quality. Basic skills of literacy and numeracy are effectively taught. Teaching generally meets the full range of pupils' abilities and needs, including special educational needs, satisfactorily. A particular strength of the teaching is the promotion of positive attitudes and good behaviour in pupils which makes them well-motivated learners.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory
Provision for pupils with special educational needs	Good
Provision for pupils with English as an additional language	Satisfactory
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, but good for moral and social development
How well the school cares for its pupils	Satisfactorily

Opportunities for learning in the main subjects of English, mathematics and science are generally good, and they are particularly good in music and in swimming within physical education. Opportunities in information and communication technology are inadequate with too little time spent and unsatisfactory accommodation and resources. Work in art, design and technology, investigative science and gymnastics is also restricted by inadequate accommodation.



Care for pupils is much enhanced by the very good, supportive relationships within the school and with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher and good management overall.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well.
The school's evaluation of its performance	Unsatisfactory.
The strategic use of resources	Good.

The new headteacher has recognised and is consolidating the school's existing strengths and he has quickly identified those areas in need of improvement. He is already leading the school forward energetically and with the full support of colleagues. There have been insufficient checks on the effectiveness of the school's performance in teaching and learning. The new headteacher has already identified and begun to tackle this weakness. Governors managed the appointment of the new headteacher skilfully and effectively and they keep a good check on financial matters to see that principles of "best value" are practised.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>that their children</p> <ul style="list-style-type: none"> <li>like school</li> <li>make good progress</li> <li>behave well</li> </ul> <p>that the school</p> <ul style="list-style-type: none"> <li>provides good teaching</li> <li>expects pupils to work hard and do their best</li> <li>helps pupils become mature and responsible</li> <li>is well led and managed</li> <li>is approachable and works closely with parents</li> </ul>	<p>A small minority of parents would like to see homework improved.</p> <p>No other matters were raised by a significant proportion of parents.</p>

Inspectors' judgements generally support the positive views of parents, but they find that progress is not good in information and communication technology. Homework arrangements are judged to be satisfactory.

## **PART B: COMMENTARY**

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

#### **Pupils achieve good standards of work, especially in English and mathematics**

- 1 The oldest pupils' results in standard National Curriculum tests over recent years show almost all achieving the level of attainment expected for their age in English and mathematics. More than half have exceeded the level expected. Lessons seen during the inspection, and past written work examined, support the view of standards the test results give.
- 2 Some further evidence of pupils' progress during Key Stage 2 comes from a comparison between their results in tests at the end of the key stage with the results they had achieved at the end of Key Stage 1 four years earlier. The great majority of pupils who took the 2000 tests at the end of Key Stage 2 had made greater gains than expected since the earlier tests.
- 3 As in schools throughout the county, pupils at this school also take standard tests of ability, which are not directly related to the work pupils do in school. Comparing pupils' scores in these tests with their results in the National Curriculum tests shows the pupils generally doing considerably better in the National Curriculum tests than might be expected.

#### *English*

- 4 By the time they leave the school pupils have developed very good skills of listening, both to teachers and other pupils, and they show that they have understood well what they have heard. This understanding is often expressed through confident and clear speech. On a good number of occasions during the inspection pupils volunteered extensive thoughts or explanations during class discussions and during assemblies. Teachers value and encourage pupils' contributions with the result that most are keen and confident about expressing themselves. Pupils enjoy learning new words and technical terms and are keen to show they have remembered them.
- 5 From their earliest days in the school most pupils progress well in their reading and go on to become confident, accurate and fluent readers who have a good understanding of what they read. A good number are able to read text of greater difficulty than expected for their age. Most of the oldest pupils show a good attitude to reading and books and have sampled a sound range of children's fiction. However, some more advanced skills in reading such as the use of libraries and the skills of researching information from books are underdeveloped.
- 6 Skills in writing develop less rapidly than in reading and test results at the end of Key Stage 1 reflect this. Expectations about what younger pupils can achieve in writing are not high enough. However, the oldest pupils have generally acquired good basic skills of spelling and punctuation and they can convey meaning effectively and in appropriate style for a range of purposes, such as writing a letter, giving a report or providing instructions.

## *Mathematics*

- 7 The youngest pupils make a good start in mathematics by developing a firm basic understanding of numbers. One lesson observed showed very young pupils progressing well with counting, recognising numbers and beginning to understand simple addition and subtraction. This progress is sustained throughout the school and is evident in the good understanding shown by most older pupils. In a mathematics lessons for the oldest pupils observed during the inspection, the great majority of pupils showed a good facility for solving mathematical problems in their heads. Faced, for example, with the challenge to calculate quickly in their heads  $8 \times 27$ , most succeeded, recognising a range of appropriate strategies which they could then explain to the class. These pupils showed great enthusiasm for mathematics and relished the teachers' challenge to their mental skills, some begging for harder questions! Past written work also shows good understanding, for example, of the equivalent values of fractions, percentages and decimal numbers.
- 8 Good progress in mathematics was also seen in a lesson for pupils in the middle of the school's age-range. Here pupils were developing a good understanding of three-dimensional shapes and the numbers of faces, edges and angles each has. They were beginning to make confident use of proper terms like "cuboid", "hexagon" and "prism".
- 9 Although the inspection focused mainly on English and mathematics, some lessons in other subjects were seen. These provided examples of good quality work by older pupils in science and good progress in the youngest pupils' physical development of skills of co-ordination, control and balance. Older pupils were also seen progressing well in swimming. The great majority of pupils reaches or exceeds the target of swimming 25 metres unaided by the time they leave the school, and many achieve this earlier. The school has a very good record of success in competing with other schools in swimming.
- 10 No lessons in music could be observed but pupils' recorder-playing and singing was heard in assemblies, a lunch-time recorder practice was observed and discussions about musical composition were held with some older pupils. All of these point to good achievement in music which reflects the lively musical life of the school. In addition to the beginners' and advanced recorder groups there is instrumental tuition from visiting teachers for a relatively large number of pupils. Singing in assemblies is accurate and expressive. In one assembly for Key Stage 2 and Year 2 pupils they sang a hymn unaccompanied. Despite the lack of accompaniment the singing was very accurate with the pitch well sustained throughout. Progress in singing gets off to a good start in the class for the youngest pupils where effective use is often made of songs to reinforce basic skills such as in mathematics.

## **Pupils show very good attitudes, behaviour and relationships**

- 11 Major reasons for the good standards pupils generally achieve at the school are the very positive attitudes that pupils have and the very good behaviour that results. As all parents expressing a view in the pre-inspection questionnaire agreed, pupils like school, behave well and become more mature and responsible. They show a lively interest and enthusiasm in their work as their many keen contributions to classroom discussions show. Positive attitudes are also evident from the school's very good rate of attendance, which is well above the national average. Pupils almost always concentrate well on their work as a matter of habit and are rarely distracted, even

when the teacher is working with other pupils. They take care with their work and take pride in their achievements. They behave very well in assemblies and the number of pupils willing to answer teachers' questions in this larger setting is impressive. Boys and girls play soccer and other games together harmoniously in the playground.

- 12 Pupils co-operate well when they have to share equipment and older pupils show support for younger ones and those new to the school. Relationships are harmonious and respectful. Pupils are pleased when others achieve well, sometimes responding with spontaneous applause.
- 13 All of these very good aspects of pupils' attitudes and behaviour reflect the very positive atmosphere that surrounds the school. There is a strong sense of teachers, support staff, school secretary and caretaker, governors and parents working together as a united team dedicated to meeting the pupils' needs. Caring and supportive relationships amongst this team provide a very clear and good example which pupils follow. This acts as a powerful aid to pupils' social and moral development and means that few formal measures or reminders are necessary to promote good behaviour. Pupils behave well as a matter of course. The school is a friendly, relaxed but purposeful environment for learning.
- 14 These positive features were well illustrated during the inspection by the way the youngest pupils, some still only attending part-time, were quickly responding to the school's atmosphere and expectations. They were going about their new school lives confidently, happily and calmly.

### **Teaching is of good quality**

- 15 Pupils' very good attitudes and behaviour are a valuable basis of the daily effectiveness of teaching and learning in the school. Teachers' and pupils' full time and attention can be given to teaching and learning in a calm but business-like classroom atmosphere. Teachers take trouble to make the work interesting and they are encouraging in their relations with pupils, using rewards well and showing sensitivity to pupils' needs for self-esteem. They also show interest in and value what the pupils have to say. All of this results in pupils who are well-motivated learners who strive to do their best. Enthusiasm was well illustrated in one mathematics lesson seen when a Year 3 pupil was keen to take the discussion of the number of faces and edges on a cube a stage further by pointing out to teacher and class that you could also find twenty-four right-angles on a cube. Pupils are also effectively encouraged to persevere in their search for success. This was well illustrated by the oldest pupils in their mathematics lesson when the endeavour and concentration showed as they tackled challenging mental arithmetic problems was intense.
- 16 Teachers' planning of the work to be tackled is clear about exactly what pupils are to learn and generally provides satisfactorily for the range of pupils' ages and abilities within the class. This represents an improvement since the last inspection and has resulted in the high proportion of the oldest pupils achieving the higher levels of attainment in the national tests in the last two years. There remain a few occasions, though, when the most able pupils are not fully challenged by the work set, as in the case of younger pupils' writing. Work set for pupils with special educational needs is guided by clear individual education plans for these pupils and they generally progress well as a result.
- 17 Planning of appropriate work has benefited from the more substantial processes for assessing pupils' progress which have been introduced since the last inspection.

However, day-to-day marking of pupils' work varies significantly in quality. The oldest pupils benefit from detailed comments on their work which praise where appropriate but also give guidance on ways to improve. Individual targets are set for pupils' improvement. Pupils' clear progress seen in their exercise books shows how effective these strategies are. Elsewhere, though, marking is mainly limited to ticks.

- 18 Teachers use a sound range of methods to suit the variety of learning intended and are industrious in preparing suitable experiences and resources to aid learning. In a few lessons too much time is taken up with the teacher talking to the class when pupils would make better individual progress if they were allowed to work independently and in a quieter setting. In some subjects teachers are inhibited in the provision of independent and practical work for pupils by the cramped classrooms and lack of additional spaces suitable for learning. Work in information and communication technology, design and technology, investigative science and art are hindered in this way. In physical education the indoor accommodation for gymnastics is inadequate, especially for the older pupils. Some compensation for this occurs when pupils in Years 2 – 6 pay weekly visits to a swimming pool and make good progress in this aspect of physical education.
- 19 Teachers set appropriate amounts and kinds of homework and the great majority of parents are content with these arrangements.

#### **The new headteacher is providing very good leadership and management**

- 20 Following the announcement of the retirement of the previous long-standing headteacher school governors approached the all-important appointment of a successor with care and a very good appreciation of the school's needs.
- 21 At the time of inspection the new headteacher has been in post for only eleven weeks. Already, though, he has begun to make a very positive impact. He has recognised the school's special qualities and strengths and is sustaining and building upon them. A very good rapport has been established with colleagues, pupils, governors and parents and is consolidating the spirit of teamwork that is special in this school. By his personal example and his clear commitment he is setting an entirely appropriate tone for the school's future.
- 22 The headteacher has quickly recognised areas where the school needs to move forward. These include those vital areas for improvement identified by the inspection: information and communication technology and monitoring of the school's performance. Significant steps have been taken and good plans made. A good number of other positive steps have already been taken, for example in agreeing with teachers a shared approach to detailed planning for the teaching. All this has been quickly achieved despite the facts that the headteacher has only one day each week free from teaching in which to manage the school, and that on the other four days he teaches a large class which incorporates three different year-groups.

### **Parents' views of the school are very positive**

- 23 Parents hold the school in high regard. Many parents express their support for the school by bringing their children a considerable distance in order that they can attend. Pupil numbers have increased in recent years and the school is over-subscribed.
- 24 Those expressing their views in the pre-inspection questionnaire for parents showed a unanimously positive response on the majority of questions. On other questions only a very few parents expressed concerns.
- 25 Parents have a close relationship with the school and its staff. This is helped by the presence of some long-standing staff who have become well known to local families and the community over many years.

### **WHAT COULD BE IMPROVED**

#### **Provision in information and communication technology is insufficient for pupils to make satisfactory progress**

- 26 The school acknowledges that its provision for information and communication technology is inadequate and it is high on the new headteacher's priorities for improving the school. Historically the school has lacked the accommodation, equipment and staff expertise to meet successfully the curriculum requirements for the subject. The result is evident from observations of pupils using the computer and discussions with them: their skills are insecure and the range of their knowledge too limited.
- 27 The part-time teacher who co-ordinates the subject provision has worked hard to acquire the necessary expertise and support colleagues and to introduce more modern equipment. This has included the means to connect the school to the Internet, although teething troubles mean this is not yet operative. The number of computers remains low, however, compared with similar schools. This partly reflects the fact that the school has yet to take advantage of national funding support for improvement of resources and for staff training. However, at present the school lacks suitable spaces, either within the cramped classrooms or elsewhere, to locate more computers in a situation where they could be fully used. Planning for the building of additional accommodation is progressing well.
- 28 In recent years the school has attempted to resolve the problem of inadequate resources by taking older pupils to the local secondary school for an intensive programme of weekly lessons during the Spring Term. This arrangement has certainly given pupils access to a better and wider range of equipment and experiences in a range of aspects of the subject. Some worthwhile projects have followed from this, such as the production of a school newspaper. However, the long-term benefits of this arrangement are limited. With insufficient opportunity to consolidate new skills with regular practice and further development in their own school, pupils are found to forget what they have learnt. Overall, the amount of time pupils spend working at the subject, and the way that time is distributed, do not meet the needs of the curriculum.

#### **There are not enough checks on the quality of teaching and learning to identify ways**

## **to make further improvement**

- 29 Following the previous inspection of the school a recommendation was made that more time free from teaching be allocated to the then headteacher for management purposes. Subsequently this allocation of time was increased from one half-day each week to one full day. This continues to be the allocation for the new headteacher. Despite the full and effective support with school administration provided by the school secretary, there is insufficient time for the headteacher to properly meet all the present-day requirements and expectations in school management.
- 30 Other teaching staff, each of whom has several responsibilities for co-ordinating subjects, have no time at all free from teaching to fulfil these responsibilities. Their time is fully occupied with teaching, and preparing to teach, classes of substantial size which present the additional challenge of combining pupils from two or three year-groups. Compared with similar schools, the provision of support staff to assist teachers in their work is small. Whilst the school enjoys the advantages of a long-established and very experienced staff, including their close personal links with parents and community, their salaries reflect this experience and leave limited funds for the employment of support staff.
- 31 Lack of time is one reason why the school has had insufficient checks on the effectiveness of teaching and learning. There have been some valuable examinations of pupils' written work throughout the school but close analysis of pupils' performances in national tests have not been made. Most importantly, direct observation of teaching and learning in lessons by headteacher or subject co-ordinators has rarely taken place.
- 32 A consequence of insufficient monitoring is that the school is hindered in the identification of ways its everyday work may be improved. Successful practices that could be extended are not readily recognised and areas where improvement could be made are not fully identified. The result is some inconsistency found between classes, for example in expectations about work in writing or the quality of marking.
- 33 The headteacher is well aware of the need to improve monitoring of the quality of teaching and learning to allow appraisal of teachers' performance and identification of their needs for support and training. A policy for monitoring is soon to be discussed with governors and staff. However, the problem of creating the time within which these processes can take place remains to be resolved.

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

- 34 The governors and headteacher should:
- Improve provision for pupils to progress in information and communication technology by:
- improving accommodation
  - improving resources of computers, peripheral equipment and software
  - providing staff training to allow full exploitation of new resources
  - giving more time to teaching of the subject
  - monitoring planning, teaching, learning and pupils' progress closely

- Improve checks on the quality of teaching and learning to identify ways to make further improvement by:
- agreeing a detailed policy to guide practices and define a full range of appropriate strategies
- planning a programme of lesson observations
- making time available to headteacher and subject co-ordinators for these observations
- ensuring that monitoring is used effectively to plan necessary actions to improve teaching and learning and raise standards



## 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	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	42	25	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)		81
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		9

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.4

#### 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.

### ***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	80
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	24.5
Average class size	27

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	3
Total aggregate hours worked per week	23

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

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

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

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

### ***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.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	161,381
Total expenditure	158,245
Expenditure per pupil	2,261
Balance brought forward from previous year	11,394
Balance carried forward to next year	14,530

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

### **Questionnaire return rate**

Number of questionnaires sent out	81
Number of questionnaires returned	26

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	14	0	0	4
My child is making good progress in school.	76	21	0	0	4
Behaviour in the school is good.	78	18	0	0	4
My child gets the right amount of work to do at home.	39	39	14	0	8
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	50	42	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	4	4	0	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	56	40	4	0	0
The school is well led and managed.	56	26	0	0	18
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	48	44	8	0	0