

INSPECTION REPORT

PENSHURST C.E. PRIMARY SCHOOL

Tonbridge

LEA area: Kent

Unique reference number: 118720

Headteacher: Miss P J Armstrong

Reporting inspector: Paul Missin 19227

Dates of inspection: 4th – 5th December 2000

Inspection number: 224844

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Penshurst Tonbridge Kent
Postcode:	TN11 8BX
Telephone number:	01892 870446
Appropriate authority:	The Governing Body, Penshurst CE Primary School
Name of chair of governors:	Mrs C Fuller-Rowell
Date of previous inspection:	January 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Paul Missin, 19227	Registered inspector
Daphne Lott,	Lay inspector
Bob Lever, 16492	Team inspector

The inspection contractor was:

Phoenix Educational Consultants
"Thule"
60 Joy Lane
Whitstable
Kent
CT5 4LT

01227 273449

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The Registrar
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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Penshurst CE Primary School is a school for pupils aged between four and 11 years. There are currently 96 pupils on roll, 50 boys and 46 girls. This is smaller than most similar schools. The percentage of pupils known to be eligible for free school meals (2.4 per cent) is below the national average. No pupils use English as an additional language. The percentage of pupils identified as having special educational needs (14.6 per cent) and the proportion of pupils with statements of special educational need (1 per cent) are below the national average. Since the last inspection the number of pupils on roll has increased from 73 to 96 and the number of classes has increased from three to four. Nine pupils joined the school other than at the usual time of entry. When pupils enter the school, most are achieving standards that are above those expected for their age. At the last inspection, pupils' attainment on entry to the school was judged to have been average.

HOW GOOD THE SCHOOL IS

This is a very good school. The results of the national tests for pupils aged 11 and seven in 2000 were excellent. Across the school, pupils achieve very high standards in English, mathematics and science. These high standards are achieved as a result of the very good leadership and management of the headteacher and the effective teaching across the school. The overall quality of teaching is good with some very good features. The work of the school is supported very well by a knowledgeable and enthusiastic governing body. The school provides very good value for money.

What the school does well

- By the age of seven and 11, pupils achieve very high standards in English, mathematics and science.
- The quality of teaching and the quality of pupils' learning across the school are good, with several very good features.
- The leadership of the school is very good; the headteacher sets a very good example to other staff and the governors have a good overview of the working of the school.
- Pupils' attitudes, behaviour and the relationships in the school are very good. These are encouraged by the firm, fair and consistent way that pupils are treated.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The school has promoted very good links with parents and the local community and these make a significant contribution to the good standards that pupils attain.

What could be improved

- The standards achieved in information and communication technology.
- The policies and guidelines and the assessment and recording procedures in the core subjects other than English, mathematics and science are insufficiently developed.
- There are some shortcomings in child protection procedures and minor aspects of health and safety.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in January 1997, the school has made a very good improvement. The generally good standards achieved in 1997 have been exceeded. This has been most marked in English, where significant improvements have been made. In 1997, standards at both key stages were judged to have been average, now they are above average at Key Stage 1 and well above average at Key Stage 2. In mathematics and science, and in standards attained in the Foundation Stage, strengths identified at the last inspection have been maintained. Also, since the last inspection, there has been a significant improvement in the quality of teaching across the school. There have also been improvements in the quality of leadership. At the last inspection, the headteacher's leadership was judged to have been good, now it is very good. Overall progress in addressing the key issues identified has been good, but some elements are still outstanding.

Curricular and school development planning are now linked well, the English curriculum is now well planned and is very effectively taught, and work in English, mathematics and science is well assessed and levelled against National Curriculum criteria. The nationally recommended schemes of work have been introduced, but the collection of assessed work in subjects other than English, mathematics and science has not been completed. The vision and expertise of the headteacher, with the support and encouragement of the governing body and the enthusiasm and commitment of the whole staff team ensure that the school is well placed for these improvements to continue.

STANDARDS

The table has been omitted because of very small Year 6 year group.

The results achieved in the 2000 national tests at the end of Key Stage 2 were excellent. Standards achieved in English, mathematics and science were very high in comparison with the national average and also with those expected in similar schools. The findings of the inspection are that the current Year 6 group is on course to achieve standards in English and science that are well above average, and standards in mathematics that are above average. This judgement is below the very high standards achieved in 2000. It is based on a different group of pupils and agrees with the school's own assessment of the likely achievement of the present Year 6 group. Since 1996, standards achieved have been consistently above and well above the national average. The school is on course to achieve its targets for attainment in the English and mathematics tests in 2001.

Standards achieved in the Key Stage 1 tests in 2000 were very high in comparison with all schools and well above those expected in similar schools. The findings of the inspection are that the current Year 2 group is on course to achieve standards in reading, writing, mathematics and science that are above those found in most schools. This judgement, which is based on a different group of pupils, is lower than the very high standards achieved in 2000. Since 1996, except for a dip in 1998, standards have been above and well above national averages.

Across the school, pupils achieve well and make good progress. Standards achieved in information and communication technology are satisfactory but pupils are not systematically taught the concepts, knowledge and skills that would enable them to reach higher standards. Children in the Foundation Stage achieve standards that are above those expected for their age in all areas of learning. Pupils with special educational needs attain good standards for their prior ability and make good progress towards their own learning targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are interested in their lessons, work hard and show very good levels of concentration.
Behaviour, in and out of classrooms	Pupils' behaviour in class, in the dining hall and around the school is very good. Pupils show respect for each other and the adults in the school community.
Personal development and relationships	These are very good. All staff show fairness and consistency in dealing with pupils. They provide very good role models. The relationships between pupils and with adults are very good. Pupils have very good opportunities to develop their personal skills through the many school and after school activities which are provided.
Attendance	Attendance is very good. 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	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.

During the inspection, 33 per cent of the teaching observed was very good, 56 per cent was good and 11 per cent was satisfactory. The strong teaching across the school promotes good learning by the pupils. The teaching of English and mathematics is good. Strengths in teaching which lead to effective learning include the very good way in which pupils are managed, how pupils' interest and enthusiasm for learning are encouraged and the good use of praise and encouragement. Teachers plan their lessons well; they ensure that all activities are well matched to the different levels of pupils' ability in the class and use challenging and interesting resources. All these features improve pupils' learning by helping them to maintain their motivation, concentration and determination, and ensure that they are learning the right things. Pupils with special educational needs are also taught well. Teachers are supported well in the classroom by enthusiastic learning support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall. It is well balanced and meets the needs of all pupils. High priority is given to developing pupils' basic skills. Planning in the other subjects is less well developed. There is very good provision for extracurricular activities and the school's very good partnership with parents and the local community supports pupils' learning.
Provision for pupils with special educational needs	This is good. Procedures for assessing and identifying need are effective, and pupils' individual education plans ensure that their needs are carefully targeted. Pupils form good relationships and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. Pupils' spiritual development is encouraged by the sense of worship engendered by morning assembly and through the consideration of spiritual themes. Pupils are made well aware of moral issues such as right and wrong and fairness, and they have good opportunities to develop their social skills in the school and the community. Pupils have a good appreciation of their own and wider cultural influences.
How well the school cares for its pupils	The school cares for its pupils well, but there are some shortcomings in the school's child protection and health and safety procedures. Staff have not attended recent child protection training and the school has not undertaken a full, written health and safety risk assessment. Procedures for assessing the progress that pupils make in the subjects other than English, mathematics and science is insufficiently detailed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school very strong leadership and management. Her significant teaching commitment enables her to maintain a clear view of standards achieved and she manages the whole staff team very well. As English co-ordinator, she maintains a good view of the school's work in literacy and the co-ordinators for mathematics and science are effective.
How well the governors fulfil their responsibilities	The governors maintain a very good oversight of the school, and support and monitor its work well. The procedures established to monitor teaching and learning in the classroom, and to oversee the management of the school's annual budget are effective.
The school's evaluation of its performance	The school evaluates its performance well. The headteacher and her staff are committed to maintaining high standards in the school. Good assessment procedures in English, mathematics and science provide a clear view of the school's achievements. However, evaluation of the success of other subjects is less well developed.
The strategic use of resources	The school makes good use of its resources. Clear links are made in the school development plan between planned priorities and resources. The expertise of teachers is used well and support staff are appropriately deployed across the school. Very good use is made of funding for pupils with special educational needs and this contributes positively to the progress they make.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is very welcoming to new parents and pupils. The school has made good progress recently. 	<ul style="list-style-type: none"> Some bullying is reported. Communication with parents.

The findings of the inspection team confirm the positive views of parents suggested in 'What pleases parents most', but not the comments expressed in 'What parents would like to see improved'. The behaviour of the pupils and the relationships shown are very good. The school has effective procedures for discouraging bullying and none was observed during the inspection. Communications with parents were judged to be very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of seven and 11 pupils achieve very high standards in English, mathematics and science.

1. Analysis of the results of the 2000 national test and teacher assessments at the end of both key stages shows that standards achieved in English, mathematics and science are very high in comparison with all schools. Since 1996, standards at Key Stage 1, except for a dip in 1998, have been above and well above those expected nationally. At Key Stage 2, standards have continued to rise at a rate which exceeds the rate nationally. The schools targets for the pupils' achievement levels at Key Stage 2 in English and mathematics in 2000 were exceeded by a significant margin. The targets for 2001, whilst lower than the very high levels achieved in 2000 are well matched to the abilities of the pupils in the current Year 6 group. The current inspection confirms these high levels of attainment at both key stages. The present Year 6 group is on course to achieve standards in English and science that are well above average, and above average in mathematics. The present Year 2 group is on course to achieve standards that are above average in reading, writing, mathematics and science. These are both lower than the very high levels achieved in the 2000 tests but indicate appropriate achievement for the respective year groups.

2. In Year 6, in English, pupils read a wide range of challenging texts, both for enjoyment and for information. Most pupils speak clearly and confidently and use specific vocabulary accurately. They write imaginatively and have good opportunities to write extended pieces of factual writing in other subjects, such as science. In mathematics, pupils have a good knowledge of fraction families and their decimal equivalent. They use multiplication and division with numbers involving hundreds, tens and units, and most are able to make accurate assessments of the reasonableness of their answers. Pupils undertake challenging investigations. In science, pupils have gained a good understanding of the forces acting on moving and floating objects, and they use the correct symbols to describe electrical circuits. Pupils have a good appreciation of the scientific procedures of hypothesising, investigating and reporting.

3. In Year 2, in English, pupils talk confidently about the books they have read revealing a high level of enjoyment. They speak confidently to adults and to each other and have a good appreciation of the differences between formal and colloquial speech. They develop good handwriting styles, with well-formed letters and write to a high standard. In mathematics, pupils count accurately to 100 and beyond and deal confidently with coins and money problems. They have good opportunities to apply what they know in different situations and enjoy investigating mathematical patterns. In science, pupils' knowledge of the life cycle of a butterfly and what constitutes a healthy meal gives them a good understanding of aspects of life processes. They also know the different range of light sources and that light will pass through some objects but not others.

4. The main reasons for these high standards are that work in English, mathematics and science is thoroughly planned, effectively co-ordinated and taught well. These features have a positive impact on the quality of pupils' learning. Planning for literacy and numeracy is detailed and full and closely follows the national formats. The science curriculum is based on the national recommended scheme of work. Co-ordination of English, mathematics and science is good. Both the headteacher, who is literacy co-ordinator, and the co-ordinator for numeracy have a clear appreciation of the strengths and areas of required development in their subjects. They have undertaken a useful analysis of standards achieved and have monitored teaching and learning across the school. The science co-ordinator is relatively new to the subject and the school, but she is knowledgeable, enthusiastic and committed to maintaining high standards. Her plans for a revision of the subject policy and the introduction of whole-school assessment tests are appropriate. Teaching in English, mathematics and science is very effective. In English, teachers are very confident, make very good choices of texts to be used in the literacy hour, and have high expectations, which lead them to set very challenging targets. For example, in a Key Stage 1 writing lesson, the teacher was aiming for an overall

target of 33 per cent to achieve Level 3 in the 2001 national tests, which is above the level normally expected for their age. In mathematics, teachers demonstrate a good knowledge of the subject and ensure that all the elements of the numeracy hour are taught at a suitably brisk pace. In science, teachers demonstrate a thorough understanding of scientific procedures, ensure that investigations are interesting and challenging, and emphasise to the pupils the importance of careful reporting and recording of their work.

The quality of teaching and the quality of pupils' learning across the school are good, with several very good features.

5. The quality of teaching across the school is good, with several very good features, especially at Key Stage 2. At this key stage, the quality of the teaching is very good. This is a significant improvement since the last inspection when most of the teaching across the school was satisfactory. The strong teaching leads to good learning and contributes directly to the very good standards that pupils achieve. An example of a lesson with several very good features was in a science lesson at Key Stage 2 where pupils were investigating which type of material is best to wipe up spilt liquids. The teacher was knowledgeable and enthusiastic, pupils were reminded very carefully about the importance of fair testing and accurate recording of their work, and the lesson ended with a very clear summary of what had been learnt. The National Literacy and Numeracy Strategies are being implemented effectively. Teaching in a literacy lesson to older pupils at Key Stage 2, where pupils were learning about diaries and journals, was very good. The chosen text was appropriate, pupils were managed very well and the teacher's questions were carefully targeted at individual pupils. The result was that pupils' appreciation of biography and autobiography, and of the effect of writing in the first and third person, was developed very well. The numeracy hour is well planned and follows the recommended format. In a lesson to younger pupils at Key Stage 2, where pupils were learning about fraction families, teaching was good. The learning intended for the lesson was prominently displayed and shared with the pupils, activities were clearly explained and were well supported by the teacher and learning support assistant. A useful summing up at the end of the lesson took place.

6. Other features of good and very good teaching are where teachers manage pupils very well, very little time is lost at the beginning of lessons or when pupils change activities, and where pupils' achievements are celebrated well. Teachers' lesson plans are detailed and thorough. These features ensure that pupils are learning appropriate knowledge, concepts and skills, that learning is at a suitable pace, and that pupils make good progress in their learning.

The leadership provided by the headteacher and governors is very good.

7. The leadership of the headteacher is very good. This represents an improvement since the last inspection when it was judged to have been good. The headteacher is well supported in her work by the governing body and by teachers with curricular responsibilities. Through her substantial teaching commitment and curricular responsibility, the headteacher maintains a very thorough understanding of curricular development issues in the school, and she sets and maintains a very good professional example to other staff. Despite having a significant change of teaching staff recently, she has encouraged and developed teaching and support staff well. This represents an improvement since the last inspection. The overall quality of teaching has also improved significantly since the last inspection. The school development plan is detailed and thorough and is at the heart of the working of the school. It helpfully contains important projections beyond the current year. This represents a very good response to one of the key issues identified at the previous inspection. The careful analysis of assessment and test data, the effective monitoring of teaching in literacy and numeracy, and the setting of appropriate targets for individual pupils ensure that high standards are maintained and that pupils are achieving well.

8. Governors support the school very well. Through the meetings of the full governing body and the several committees, governors maintain a good view of the working of the school. They have appropriate involvement in the formulation of the school development plan and a regular school development plan item on their full meeting agenda ensures that issues are appropriately discussed and reviewed. Individual governors use their

interests and expertise well to support the school. Governors' procedures for monitoring the work of the school are good. Several are involved each term in visiting the school, observing teachers, and discussing findings with teachers and other staff at the end of the visit.

Pupils' attitude, behaviour and the relationships in the school are very good.

9. Across the school, pupils show very good attitudes to school and their work. The school has built further on a strength identified at the previous inspection when behaviour and relationships were judged to have been good. Clear expectations are established when pupils enter the school. In the Foundation Stage, pupils concentrate well for impressively long periods of time, they listen attentively and show interest in all activities. Teachers provide good systems to encourage these attitudes. For example, younger pupils routinely stand behind their chairs and wait to move on to another activity. They soon learn to take turns. In a lesson in the Foundation Stage, one child apologised to the class for speaking out when it was not his turn. Teachers' expectations are regularly applied throughout the school, and at Key Stage 1 and Key Stage 2, pupils' enthusiasm is maintained and they are keen to do their best. Behaviour in and out of the classroom is consistently good. Pupils show respect for each other, and each other's property and play constructively together at playtimes. In a science lesson at Key Stage 2, younger pupils co-operated sensibly and constructively as they investigated the absorbency of different materials in wiping up spilt liquids. Relationships between pupils and with adults are very good. This is encouraged by the firm, fair and consistent way that pupils are treated by all the adults within the school community. Pupils take responsibility for their learning well, and undertake various school jobs reliably and conscientiously. Relationships are enhanced by the very good range of events and activities provided for the pupils that support and enhance the curriculum.

Provision for pupils' spiritual, moral, social and cultural development is very good.

10. Provision for pupils' spiritual, moral, social and cultural development is very good. At the last inspection, it was good. Pupils' spiritual development is promoted well through morning assembly which provides a good opportunity for collective worship. This is enhanced by the use of appropriate hymns and songs and through the use of relevant and meaningful prayers. Pupils considered the theme of suffering as they thought of what it might be like to be blind. Prayers are also said at the beginning of lunch. The school has close links with the parish church, and the visits from the local clergy and the use of the church for special services such as Christmas and harvest, provide good links between the religious life of the community and that in the school. Pupils' moral development is promoted well by the good examples provided by all the adults working at the school and in the fair and consistent way in which all pupils are treated. The school behaviour policy provides the pupils with a clear understanding of the expectations of the school, and helps them to distinguish between right and wrong and what are appropriate and inappropriate attitudes and behaviour. Pupils' social development is promoted well as they respond to the responsibilities that they are increasingly given as they get older. For example, the 'buddy system' whereby older pupils are 'attached' to younger ones who have just joined the school helps to develop their understanding of living in a community. As they collect shoe boxes for Romania, they become aware of their wider social responsibility. Opportunities of representing the school in several sports teams provide good social interaction with pupils from other schools. Through history and geography, pupils have a good appreciation of the cultures of different places and of different times. They are also enabled to gain a very good appreciation of their own culture. Pupils across the school make visits to places such as the Edenbridge museum, and a local theatre to see a performance of Macbeth. Others have visited the Millennium Dome, the National Gallery and Ashdown Forest. Several visitors to the school, such as a puppet theatre and a drama workshop group have helped to develop pupils' cultural awareness.

The school has promoted very good links with parents and the local community, and these contribute very well to the good standards that pupils attain.

11. The school has developed very good links with parents who support the work of the school well and contribute positively to the high standards that pupils achieve. The school provides very good information to parents about forthcoming activities, the curriculum and how individual pupils are achieving. Consultation evenings are held regularly, are well organised and well attended. Parents are helpfully provided with details of their children's learning plans for the term and appreciate this depth of information. Other issues are explored through whole-school meetings, and each class has a termly meeting for all parents in that class. This provides a very good opportunity for parents to become more aware of, and involved in, the activities of each class. Newsletters are sent regularly and copies are prominently posted in the school entrance. Parents of pupils with special educational needs are appropriately involved with the setting and review of individual learning targets. These are important areas of improvement since the last inspection. Then the relationship with parents and the quality of information provided by the school were judged to have been good. Now they are very good. The school is well supported by an active parent teacher association and wider friends of the school group.

12. Links with the community are strong and contribute positively to the very good social and cultural development of pupils. This is also an area of improvement since the last inspection. The school has strong links with the local parish church. Pupils use the church to celebrate important festivals and school events, such as Year 6 leaving the school. Representatives of the church regularly lead morning assembly. Parents and members of the community are invited to attend some sharing assemblies and other school functions. Senior citizens receive gifts collected by the school at harvest time. The rich resources of the local village are used well to support different subjects in the curriculum. For example, pupils visit nearby Penshurst Place in history, local farms for science, and the hedgerows at Bore Place in geography.

WHAT COULD BE IMPROVED

The standards achieved in information and communication technology

13. At both key stages, pupils reach satisfactory standards. However, the impact of the subject is insufficiently strong across the school, and the school does not ensure that all pupils are systematically taught the concepts, knowledge and skills that would enable them to achieve higher standards. Pupils' confidence in, and opportunities to use, information and communication skills to support work done in other curriculum areas are underdeveloped. At Key Stage 1, pupils use basic word processing features to write poems, however, some are unsure of how to edit their work to rectify errors, or how to save what they have done. Pupils use the computer to program the movements of a robotic toy, but they do not have sufficient opportunity of using art programs to generate pictures and patterns. At Key Stage 2, pupils use the computer to reinforce spelling rules and they understand the use of spreadsheets to display and calculate a range of data. However, older pupils have insufficient opportunity to access data on CD ROMS, to control and monitor events and to use e-mail and Internet facilities.

14. The co-ordinator has a good understanding of what developments are required in the subject. The policy has recently been revised and a scheme of work based on the one that is recommended nationally has been introduced. However, there is insufficient guidance for teachers on how to use and apply these materials in their school. The subject guidance gives insufficient encouragement to teachers to identify and support the important links between information and communication technology and other aspects of the curriculum.

The policies, guidelines and record keeping and assessment procedures in subjects other than English, mathematics and science are insufficiently developed.

15. Overall, the teachers are given insufficient support and guidance in their planning and assessment of work in the non core subjects. All subjects now have nominated co-ordinators, but some of these are new to the subject and new to the school. All subjects have helpful policy statements which outline the aims and objectives for the subject, and appropriate references to whole-school aspects, such as equal opportunities, health and safety and special educational needs. However, many of them are now out-of-date and have not been revised to take account of the new Curriculum 2000. The nationally recommended schemes of work have been adopted for several subjects. However, teachers are provided with insufficient support and guidance on how to interpret and use them. The assessment and recording procedures are insufficiently precise and lack overall co-ordination. Some, such as the assessments based on National Curriculum levels in geography are appropriate and helpful. Several have only been recently introduced and expectations vary too much between one subject and another.

There are some shortcomings in child protection procedures and minor aspects of health and safety.

16. Although the school cares well for all the pupils and the teaching and support staff demonstrate a high commitment to their well-being, there are some shortcomings in the formal procedures which the school adopts on child protection issues. The headteacher is the named child protection officer, but she has not attended recent training. Support staff are aware of most procedures to be followed, but these have not been clearly set out in an agreed school policy. The school has formally adopted the Local Education Authority's guidelines on child protection. However, this has not been sufficiently interpreted for use in the school in order to ensure that all teachers, especially those new to the school, are following the same procedures and know what action to take in all situations. Staff have not attended sufficient awareness raising training, although some is planned for next term. The required display of health and safety information is not done and the school has not carried out a sufficiently thorough written health and safety risk assessment.

17. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Raise standards and teachers' expectations in information and communication technology by:

- (i) continuing to provide appropriate staff in-service training;
- (ii) ensuring that links with other curriculum areas are clearly made in teachers' planning;
- (iii) providing subject guidance to support further teachers in their work;
- (iv) ensuring that pupils' attainment and progress in the subject are clearly assessed and recorded. See paragraphs: 13, 14

2. Continue to raise standards in non-core subjects by:

- (i) revising the subject guidelines to support teachers in their work;
- (ii) ensuring that pupils' attainment and progress are clearly assessed and recorded.
See paragraphs: 15

3. Improve child protection and health and safety procedures in the school by:

- (i) devising and implementing a whole-school child protection policy;
- (ii) ensuring that the headteacher attends appropriate child protection training;
- (iii) ensuring that all staff receive awareness training and know the child protection procedures to be followed.
- (iv) ensuring that regular written health and safety risk assessments take place.
See paragraphs: 16

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	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	56	11	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	96
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	14

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	9
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	3.9
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	3	9	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (92)	100 (100)
	National	84 [82]	85 [83]	90 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (100)
	National	84 [82]	88 [86]	88[87]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	2	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (93)	100 (86)	100 (93)
	National	75 [70]	72 [69]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (93)	100 (86)	100 (93)
	National	70 [68]	72 [69]	80 [75]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	83
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)	4.9
Number of pupils per qualified teacher	19.6
Average class size	24

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	75

Financial information

Financial year	1999
	£
Total income	188753
Total expenditure	170919
Expenditure per pupil	2035
Balance brought forward from previous year	0
Balance carried forward to next year	17834

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	56	36	3	3	3
Behaviour in the school is good.	69	28	0	0	3
My child gets the right amount of work to do at home.	33	47	11	0	8
The teaching is good.	56	42	0	0	3
I am kept well informed about how my child is getting on.	50	44	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	53	39	6	3	0
The school is well led and managed.	67	31	0	0	3
The school is helping my child become mature and responsible.	56	39	6	0	0
The school provides an interesting range of activities outside lessons.	44	47	6	0	3

Other issues raised by parents

- Some bullying is reported.
- Communication with parents.