

INSPECTION REPORT

ECCLESTON ST MARY'S CofE PRIMARY SCHOOL

Eccleston

LEA area: Lancashire

Unique reference number: 119472

Headteacher: Mr William Mann

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 9th - 10th October 2000

Inspection number: 224956

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	The Green Eccleston Chorley Lancashire
Postcode:	PR7 5TE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Jukes
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 11
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13 - 16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is of average size for schools of this type. It is well-respected within the locality and parents are very supportive of the school. Most pupils come from the local area, although some parents choose to send their children to the school from a wider area. The available social indicators suggest that most children come from favourable backgrounds and pupils' levels of attainment are above average when they enter the school. The percentage of pupils known to be eligible for free school meals (3.5 per cent) is below average. There are nine pupils (4.5 per cent) on the school's register of special educational needs, but no pupils have statements of special educational needs. These proportions, too, are below the national average. Almost 2.5 per cent of the school's pupils come from ethnic minority groups, which is about average. Two pupils speak English as an additional language, but this does not adversely affect their learning.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths and few weaknesses. By the time they leave the school, most pupils are attaining at a level which is above the national average and, in many cases, well above the national average as measured in the National Curriculum tests. Their levels of attainment in 1999 (the last year for which data is available) were, on average, well above those found in schools which draw their pupils from similar backgrounds. The quality of teaching is very good overall and this results in pupils benefiting from very interesting and stimulating lessons. Pupils with special educational needs make good progress in their learning in relation to their prior attainment. The headteacher and staff, well supported by the governing body, enable pupils to attain very well academically within a secure, stimulating and happy learning environment. Given the school's very good rate of improvement since the last inspection, the standards of attainment that the school achieves and the quality of the education that its pupils receive, the school gives very good value for money.

What the school does well

- The quality of teaching is very good and is a strength of the school; it results in a very good quality of learning with stimulating and challenging lessons.
- On average, the school achieves very good results in the National Curriculum tests at the end of Key Stages 1 and 2. Pupils achieve high standards in their work.
- Pupils' attitudes to the school and behaviour are very good; relationships are excellent throughout the school.
- Procedures for promoting good behaviour and eliminating oppressive behaviour are excellent; pupils are very effectively supported in their personal development.
- The school's curriculum is broad, balanced, rich and relevant.
- The leadership of the headteacher, very ably supported by other key staff, is very effective and the staff's shared commitment to improving the school is excellent.

What could be improved

- The role of the school's senior management team is not clearly defined and this is adversely affecting its role in managing the school, identifying priorities for future developments and driving up standards further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997 and, since then, its rate of improvement has been very good. The curriculum is now much more effectively planned and managed and provides a very good quality and range of learning opportunities. The quality of teaching has improved significantly and is now very good overall. The improved planning of lessons, and more comprehensive coverage of the National

Curriculum, are contributing well to the quality of learning. Standards of attainment in the Foundation Stage have improved significantly. The quality of teaching and learning are now monitored and evaluated very effectively.

Since the last inspection, the school has maintained and, in some cases, improved attainment in the core subjects of English, mathematics and science at the end of both key stages. Attainment in design and technology and information and communications technology has improved and now meets national expectations. Very good behaviour and excellent relationships continue to enhance the quality of pupils' learning, as does the school's very good use of the community and of visits and visitors to enrich pupils' understanding and awareness. The school's concern for the welfare and wellbeing of its pupils is a priority and pupils feel secure and happy in the school. There is a good impression of shared purpose between pupils and adults in the process of learning.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A	A*	A*	very high A* well above average A above average B average C below average D well below average E
Mathematics	A*	B	A	B	
Science	A	C	B	C	

The results attained by the school's pupils in the National Curriculum tests in 2000 were an improvement on those attained in 1999 at the end of both key stages. In 2000, the school exceeded its agreed targets for English, mathematics and science for attainment at the end of Key Stage 2.

Children enter the Foundation Stage with a good level of social and academic skills. They make good progress and are well prepared to begin their work on the National Curriculum when they enter Key Stage 1. By the age of seven, their level of attainment in reading, writing and mathematics is well above the national average. This level of attainment is also well above that achieved by schools which draw their pupils from similar backgrounds. The consistently very good acquisition of skills, knowledge, and understanding as pupils move through the key stages is a commendable achievement for the school.

By the time they leave the school, pupils are well prepared for the next stage of their education. They have achieved standards in English, mathematics and science which are, on average, well above the national average. Attainment in information and communications technology is in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They are very keen to learn and to play a full part in lessons.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils behave very well both in and out of class and have a mature awareness of the impact of their behaviour on others.
Personal development and relationships	Relationships between pupils and between pupils and adults are excellent. The school provides very good opportunities for pupils to take responsibility and show their initiative.
Attendance	Attendance is above the national average. Pupils enjoy coming to

	school.
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Pupils support each other very well both in and out of class. The system whereby older pupils in Key Stage 2 have responsibility for younger children is a strong feature. These very good opportunities develop pupils' confidence and self-esteem very well. Exclusions are very rare.

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.

The quality of teaching is very good overall and is particularly strong in the Foundation Stage and in the older years in Key Stage 2. In the Foundation Stage, teaching in three out of four lessons was very good and, in the fourth, it was good. In Key Stage 1, in five out of eight lessons, teaching was good and, in the other three, it was very good. In Key Stage 2, teaching in six of the lessons observed was good, in six teaching was very good and, in one lesson, the quality of teaching was excellent. For the school as a whole, 48 per cent of the teaching observed was good, 48 per cent was very good and four per cent was excellent.

The basic skills of literacy and numeracy are taught very well and good opportunities are taken to develop these skills in other subjects within the curriculum. There is very good quality learning throughout the school.

Teachers have a very good knowledge and understanding of the subjects that they are teaching and ensure that pupils clearly understand the work that is being studied. Work is made very interesting for pupils and, as a result, they make very good efforts and work with considerable interest and concentration. Teaching meets the needs of all groups of pupils very effectively. Procedures for assessing pupils' attainment and progress are very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good, as is the range of activities outside lessons. There is appropriate emphasis on the key skills of literacy, numeracy and information and communications technology.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. They make good progress in their learning.
Provision for pupils with English as an additional language	The small number of pupils who have English as an additional language are competent in English; this means that their learning is not adversely affected.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is very good; for cultural development, it is good. There is good provision for personal, social and health education.
How well the school cares for its pupils	There is very good personal and educational support for pupils. They feel secure and valued in the school. There are very good procedures for assessing pupils' attainment and progress.

The school's curriculum meets all statutory requirements. Pupils are well known to adults in the school and receive very good support. They and their parents appreciate this. This is a caring community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff offer very good leadership and management. All adults in the school have an excellent commitment to raising standards of attainment within a supportive and stimulating learning environment. This is central to the school's ethos.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities and gives the school good support.
The school's evaluation of its performance	The school has very good systems for monitoring its performance and these are well used to establish future priorities.
The strategic use of resources	The school uses its resources very well overall, although it is aware that the roles of the curriculum co-ordinators merit further development. The school is alert to getting the best value it can from its expenditure.

The headteacher had been in post for just over two terms at the time of the inspection. Together with his newly created senior management team, he has moved the school forward effectively and is developing a clear sighted vision for its future. However, the role of the senior management team is not clearly defined, which is reducing its effectiveness. The headteacher is supported by a united and hard working staff. The governing body shares this commitment and the school benefits from the regular involvement of a number of governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children make good progress and achieve well: they are expected to give of their best. Behaviour is good and pupils support each other well. Homework effectively supports learning. Teaching is good. Parents are well informed about progress. Parents feel comfortable when approaching the school with concerns. The school is well led and managed, and works closely with parents. Children become mature and responsible within a Christian ethos. Children like school. 	<ul style="list-style-type: none"> Ten per cent of parents returning questionnaires tended to disagree that the school provides an interesting range of activities outside lessons.

Parents are very strongly supportive and grateful for the quality of the school's provision. Amongst the many supportive comments before and during the inspection, one parent wrote that her child couldn't wait to return to school after the summer holidays.

The inspection supports these positive views, but does not agree that the school provides insufficient activities outside lessons. The school offers a wider range of activities outside class than many schools of this type and size, but, as is usually the case, these tend to be for older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Overall, the quality of teaching is very good and is a strength of the school; it results in a very good quality of learning, with stimulating and challenging lessons.

1. There has been a significant improvement in the quality of teaching since the last inspection and unsatisfactory teaching has been eliminated. Indeed, in the 25 lessons observed during the inspection, in one lesson, the quality of teaching was judged to be excellent, twelve were judged to be very good and twelve good.
2. Teaching in the Foundation Stage is very good overall. The teacher's understanding of the needs of children under the age of five is very good and she has excellent expectations for their conduct and effort. She makes excellent use of work done at home to support learning. Children under five are given an interesting and stimulating range of learning opportunities and, as a result, make good progress. For example, in a very good numeracy lesson, the teacher's very good subject understanding resulted in challenging questions which involved all pupils, ensured their understanding and raised their self esteem. By the time they leave the Foundation Stage, they are well able to begin their work on the National Curriculum.
3. In Key Stage 1, the quality of teaching is good overall, with about two fifths of lessons being very good. Where teaching is very good, for example in a Year 1 mathematics lesson, careful planning resulted in clear learning objectives. The very good organisation of the lesson (including the effective use of other adults) meant that pupils were engaged in work which challenged them appropriately. Their understanding was tested and reinforced by skilful questioning and very careful explanations consistently underpinned their learning. Similarly, in a very good music lesson in Year 2, the teacher's very good subject expertise enabled her to explore pupils' responses to musical stimuli very effectively. Her skilful management of the class and charismatic approach to the lesson meant that the pupils' interest and attention was successfully engaged at the end of the day. Again, effective questioning encouraged pupils to offer their own ideas as they 'composed' sounds to reflect a poem that they had read together.
4. In Key Stage 2, the quality of teaching is very good overall and is strong in the upper years of the key stage. For example, in an excellent English lesson in Year 6, the teacher's very clear subject competence - and her own love for poetry - resulted in a very challenging level of textual analysis, prompted by very searching questioning. The level of interest she created meant that her management of the class appeared virtually effortless and pupils and teacher were united in their enjoyment of the lesson and their determination to get the best learning out of it. Similarly, in a very good art lesson in Year 5, the teacher's very good subject knowledge enabled her to demonstrate, explain and help. Her very good planning enabled her to share the targets for the lesson effectively with the pupils. An effective plenary session at the end of the lesson reinforced learning by enabling the pupils to clarify the progress they had made.
5. Where teaching did not reach these very high levels, the pace of lessons tended to be slower so that pupils were less totally engaged. On occasions, carefully planned lessons did not have their full impact on learning because, in a very wet two days, younger pupils had had no opportunity to play outside, so that, particularly by the end of the day, they were finding it difficult to concentrate.
6. Teachers give effective emphasis to the key skills of literacy, numeracy and information and communications technology. Speaking and listening skills are developed very effectively so that pupils are confident and articulate. Reading skills are systematically promoted as pupils move through the key stages. Pupils write well at the end of each key stage and express their thoughts and ideas clearly, interestingly and with good attention to grammar. Number skills are taught very effectively throughout the school and good opportunities are taken to practise them in other subjects, for example, in science. Teaching and learning in information and

communications technology have improved well since the last inspection; not least as a result of the creation of the information and communications technology suite. As a result, by the time they leave the school, pupils are attaining nationally expected standards in this subject.

7. Pupils with special educational needs are well taught throughout the key stages and, as a result, make good progress with their learning. Gifted and talented pupils are very effectively supported and make very good progress.
8. The teachers' careful and thoughtful planning results in pupils having interesting and stimulating learning experiences. As a result, they acquire knowledge, understanding and skills systematically and build on their previous work as they move through the key stages. Pupils develop very well as independent learners and have a good awareness of what they are learning. They put considerable efforts into their learning. Teaching and learning is being increasingly underpinned by the very good range of assessments of attainment and progress that the school now has in place. The school is in a good position to make further progress, based on the significant progress made in these areas since the last inspection.

Overall, the school achieves very good results in the National Curriculum tests at the end of Key Stages 1 and 2. The pupils achieve high standards in their work.

9. Children in the Foundation Stage make good progress in their learning and this is a significant improvement since the last inspection. As a result, they are well prepared to begin their work on the National Curriculum. In Key Stages 1 and 2, pupils continue to make good progress so that results in the National Curriculum tests are consistently strong at the end of each key stage.
10. At the end of Key Stage 1 in 1999, which is the last year for which national comparisons are available, the school's pupils attained results which were well above the national average in reading, writing and mathematics. The proportion of the school's pupils attaining the higher Level 3 was also well above the national average in each subject. When the school's results are compared with those of schools which draw their pupils from similar backgrounds, attainment is again well above the average attained.
11. At the end of Key Stage 2 in 1999, the school's results in English were very high in relation to the national average, in mathematics, attainment was well above the national average and, in science, attainment was above the national average. In English, the proportion of pupils attaining the higher Level 5 was very high in relation to the national average, in mathematics, it was above the national average and in science it was close to the national average. When compared to similar schools, St Mary's results are very high in English, above average in mathematics and broadly similar in science. The improvement in the school's results between 1996 and 1999 was broadly in line with the national trend.
12. In 2000, the results in the National Curriculum tests attained by pupils in the school improved at both key stages. At Key Stage 1, all the school's pupils attained at least the national expectation of Level 2 in reading, writing and mathematics. The proportions of the school's pupils attaining the higher Level 3 were 42 per cent in reading, 19 per cent in writing, and 46 per cent in mathematics. At Key Stage 2, 88 per cent of the school's pupils attained at least the national expectation of level 4 in English, 81 per cent in mathematics and 96 per cent in science. The proportions attaining the higher level 5 were 46 per cent in English, 50 per cent in mathematics and 38 per cent in science. The school exceeded its agreed targets for English, mathematics and science. National statistics for 2000 are not yet available for comparison.
13. These are highly creditable results and pupils are very well prepared for the next stage of their education. In 1999, boys marginally outperformed girls in the National Curriculum tests at the end of both key stages. This is the reverse of the national trend. However, there is no evidence to suggest that this is in any way significant.
14. Attainment in information and communications technology and design and technology was

unsatisfactory at the end of both key stages at the time of the last inspection, as was attainment in geography at the end of Key Stage 2. In each case, attainment is now in line with national expectations. The last inspection judged progress for pupils under the age of five to be unsatisfactory: it is now good. The school has improved attainment well overall since the last inspection and is in a good position to at least maintain these very good standards in the core subjects of English, mathematics and science, and to improve further in the foundation subjects. The school is given very good support by parents in its efforts to raise and maintain standards of attainment.

Pupils' attitudes to the school and behaviour are very good; relationships are excellent throughout the school.

15. These high standards of attainment are rooted in very good attitudes and behaviour and excellent relationships. Pupils clearly enjoy being in school and approach their work with interest and determination. Most pupils realise that their teachers work very hard on their behalf and respond by giving of their best. They are keen to be successful in their work. This shared commitment to learning between pupils and teachers is a major element in the school's success in raising attainment.
16. Behaviour is very good, both in and out of class. Pupils co-operate very well with each other and with adults. Pupils value each other and respect each other's ideas and contributions to lessons. They have a mature appreciation of the likely effects of their actions on others. As a result, behaviour at play is lively but friendly and bullying is rare and quickly dealt with. Parents appreciate that younger children are encouraged to bring any concerns into the open, so that they can be dealt with.
17. Overall, relationships between pupils, and between pupils and adults, are excellent. The quality of these relationships reflects the school's ethos and is a fundamental element in the secure and supportive environment that the school provides. As a result, pupils develop confidence and a feeling of being valued in their work, both in and out of class.

Procedures for promoting good behaviour and eliminating oppressive behaviour are excellent; pupils are very effectively supported in their personal development.

18. The secure and stimulating learning environment results from the school's excellent procedures for promoting good behaviour. All pupils are valued and expected to develop caring attitudes to others. Their development in this area is fostered by the good provision for personal, health and social education. There is also a very good range of learning opportunities outside lessons, including residential visits; these help to develop pupils' social awareness, confidence and ability to work together.
19. Teachers know their pupils very well and this good knowledge is used effectively to promote the personal development of individual pupils. There is equality of access to all aspects of the school's activities and adults are alert to the need for all pupils to be involved and develop communication skills and the confidence to put their views forward. The personal development of older pupils is enhanced when they undertake responsibilities with pupils in Key Stage 1 and the Foundation Stage.
20. This strong provision helps to develop articulate and confident pupils who are happy to discuss their work with visitors, who concentrate well for long periods, co-operate well together and respond very well in lessons.

The school's curriculum is broad, balanced, rich and relevant.

21. The quality and range of learning opportunities is very good throughout the school. The curriculum meets all statutory requirements and covers the programmes of study of the subjects of the National Curriculum. This is an improvement since the last inspection. Most teachers create imaginative and stimulating learning opportunities for their pupils. In the Foundation

Stage, the teacher has a very clear understanding of the learning needs of young children, but couples this with high expectations for behaviour and effort. This creates a framework within which effective work can promote progress. For example, the children quickly grasp that, in 'circle time', you only speak when holding the teddy bear and this enables good quality discussions to enhance thinking and develop good attitudes. In a Year 1 lesson, drama was effectively used to underpin the work that had been done in religious education on the story of Noah. This developed speaking and listening skills, and social skills as different pupils performed the different roles. In a Year 4 art lesson, a fantasy undersea world was being created so that pupils could work in the style of Matisse. The use of the music 'The Aquarium' from Camille Saint-Saens' 'Carnival of the Animals' helped to establish this fantasy atmosphere and stimulated imaginative work well.

22. Learning is enriched by a very good range of visitors into the school and visits to places of educational interest. There is also a very good range of activities after school. There is very effective involvement with the community. The curriculum is also enriched by French and German classes for Year 6.
23. All these activities provide relevance for lessons and help pupils to understand that learning is a foundation for their future lives. Assemblies and collective worship will be reported on separately, but it is important to note that the headteacher's assemblies are key elements in establishing the context within which pupils learn. They clearly establish the school's ethos and create the basis for learning at the beginning of each day. They are a central means by which the school promotes the moral, social and cultural development of its pupils.

The leadership of the headteacher, who is very well supported by other key staff, is very effective in moving the school forward and the staff's shared commitment to improving the school is excellent.

24. The headteacher has a clear vision for the school and this is shared by his senior management team, the staff and the governing body. There is a clear commitment to driving up attainment while ensuring that pupils get a rounded education and develop well as individuals.
25. At the time of the inspection, the headteacher had been in post for just over two terms. In that time, he has introduced a number of initiatives, for example, 'circle time', which have begun to develop the school in line with his vision. Planning, both in the short term and long term, is now more secure and systematic. Very good procedures are now in place for assessing pupils' attainment and progress and this information is used effectively to guide the planning of future learning. The headteacher monitors teaching and learning very well, but the role of curriculum co-ordinators in this monitoring is less developed.
26. The school is well supported by the governing body which fulfils its statutory responsibilities. Governors have frequent links with the school, both formal and informal, and have a good awareness of its strengths and possibilities for development. Financial management is prudent and governors have a rolling programme for decoration and improvements. The governing body is alert to the need to ensure that its expenditure provides good value for money.
27. Management ensures that daily routines are well understood and effective. Specific grants, for example, those for special educational needs and the professional development of staff, are used for their designated purposes. The school is very well staffed to teach the National Curriculum, the accommodation is good and well cared for, and there is a good supply of resources for learning.
28. There is an impressive unity of purpose among the staff in their determination to drive up standards of attainment. This is rooted in their determination to ensure that all pupils derive maximum benefit from their time in the school. Pupils know that the school values them and has high expectations for them. They realise that their efforts are appreciated. This combination of high expectations and a concern for pupils as individuals is at the core of the school's ethos and its success. Quality in education is regarded as the right of all pupils, good

relationships are regarded as the norm and learning is strongly promoted. Parents are highly appreciative of the school's considerable efforts on behalf of their children. The school is in a strong position to build on this secure base and go on to develop further.

WHAT COULD BE IMPROVED

The role of the school's senior management team is not clearly defined and this is adversely affecting its ability to manage the school, identify priorities for future development and drive up standards further.

29. During his brief time in the school, the headteacher has initiated many improvements. One of these is to create a senior management team of three. However, the role of the senior management team is not clearly defined. It meets regularly but largely informally; its meetings are not minuted and it has no terms of reference. This means that it is not as effective as it might be in driving up standards further. In particular, its potential for identifying priorities and moving the school forward is not being fully exploited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The governing body, headteacher and staff should:

develop the role of the senior management team by:

- defining its purpose and linking it clearly to raising standards further;
- arranging a structure for the meetings of the senior management team which will link into the cycle of staff meetings and governing body meetings;
- arrange for the senior management team meetings to be minuted so that its decisions are known throughout the school and acted upon appropriately (see paragraph 29).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	48	48	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	200
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	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	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	14	18	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	18	18	18
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	18	18	18
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	97(100)	100 (100)	100 (100)
	National	82(81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	16
	Girls	11	11	11
	Total	28	27	27
Percentage of pupils at NC level 4 or above	School	100 (82)	96 (61)	96 (68)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	11	11	11
	Total	26	26	27
Percentage of pupils at NC level 4 or above	School	93 (93)	93 (82)	96 (68)
	National	68 (65)	69 (68)	75 (72)

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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	172
Any other minority ethnic group	3

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	1	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)	7.6
Number of pupils per qualified teacher	26.3
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	69

Financial information

Financial year	1999-2000
	£
Total income	327,976
Total expenditure	319,444
Expenditure per pupil	1,606
Balance brought forward from previous year	13,814
Balance carried forward to next year	22,346

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	62	34	1	0	3
Behaviour in the school is good.	53	45	0	0	2
My child gets the right amount of work to do at home.	47	43	4	2	4
The teaching is good.	72	26	0	0	2
I am kept well informed about how my child is getting on.	52	42	3	1	2
I would feel comfortable about approaching the school with questions or a problem.	78	20	0	0	2
The school expects my child to work hard and achieve his or her best.	74	25	0	0	1
The school works closely with parents.	62	33	3	1	1
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	46	31	10	0	13