

INSPECTION REPORT

UBLEY C OF E PRIMARY SCHOOL

Ubley, Bristol

LEA area: Bath and North East Somerset

Unique reference number: 109209

Headteacher: Mrs P Dyke

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: October 31st – November 2nd 2000

Inspection number: 225042

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 Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	The Street Ubley Bristol
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Telephone number:	01761 462654
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs May Curtis
Date of previous inspection:	March 4 th – 6 th 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ubley Church of England Primary School draws most of its pupils from the village in which it is situated and from a neighbouring village. It is much smaller than average in size, with 57 boys and girls from 4 to 11 years of age. Pupils' attainments on entry to the school vary from year to year but are broadly average, with the full range of attainment represented. About 18 per cent of pupils are on the register for special educational needs, which is similar to the national average. Many of the pupils come from comparatively advantaged economic backgrounds although the percentage of those eligible for free school meals is broadly average. There are no pupils who speak English as their second language and very few who come from ethnic minorities. The school was awarded beacon status in September.

HOW GOOD THE SCHOOL IS

Ubley Primary School is an effective school with many strengths. Pupils reach high standards and achieve well by the time they leave the school, especially in English and mathematics, because the quality of teaching is good. Pupils behave very well and they are very interested in their work. The headteacher, governors and staff work together very well to improve standards. The school provides good value for money.

What the school does well

- Standards are high, especially in English and mathematics and pupils of all abilities make good progress because teachers give them challenging work that is well matched to their individual needs.
- The school provides very good opportunities for personal, spiritual, moral, social and cultural development, as well as an exciting curriculum, successfully encouraging pupils to be responsible, to behave very well, to get on very well together and to work hard.
- The headteacher, governors and staff work together very effectively and in very close partnership with parents to continually improve standards in all aspects of school life.

What could be improved

- Further improve the already good quality of teaching to match the best practice in the school, so that pupils build even more effectively on previous learning.
- Provision for some aspects of physical education and extra-curricular activities is limited because the school does not have access to an appropriate playing field.

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 March 1996. It has made good progress in successfully tackling the issues noted then. The very good developments in monitoring and evaluation and the use of assessment information have been transformed from weaknesses to strengths. This, together with the introduction of appropriate schemes of work, has made a substantial contribution to the good achievements of pupils of all abilities. As a result, the number of pupils meeting the expected standards in English, mathematics and science at the end of both key stages has improved significantly over the last three years. The quality of leadership and management, the care and support given to pupils and the provision made for pupils with special educational needs have all improved further. However, there is no sense of complacency, rather, a strong determination in the school to build further on their already very good achievements in continuing to raise standards and improve the quality of teaching and learning. This is backed by rigorous action and very good team work.

STANDARDS

The very small number of pupils in each year group means that fluctuations can occur from year to year in the school's performance in the national tests. This can give an unreliable picture of improvements in standards. Consequently, the requirement to report pupils' attainment in comparison with all schools nationally and with similar schools is lifted.

A comparison was made of the test results of individual pupils from the time they start school, at the end of Key Stage 1 and again at the end of Key Stage 2. What is clear from this, is that all pupils make at least satisfactory progress in English, mathematics and science and nearly all make better than expected progress especially in literacy and numeracy. Some make very good progress and this is most marked in reading.

Lesson observations and scrutiny of pupils' work show that standards are above the expected levels in reading, writing and mathematics by the end of Key Stage 1, and in English and mathematics by the end of Key Stage 2. They are well above the expected levels in reading at the end of both key stages. At the end of Year 2 and Year 6, although almost all pupils meet the expected standards in writing and science, fewer pupils exceed them than in reading and mathematics. The school has identified these as areas for development this year. It has also set appropriately challenging targets, which it is on course to meet.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school; they are eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school, both in lessons and at play. No exclusions.
Personal development and relationships	Very good; pupils use their initiative and act responsibly. They get on very well together and with all the adults in school.
Attendance	Broadly in line with the national average.

The way in which pupils work together and respect the ideas and efforts of others is a particular strength of the school. The attitudes and approach of the pupils were very good or outstanding in two-thirds of the lessons seen throughout the school and good in the rest of them. Rates of authorised absence fluctuate between above and below average, as some parents take their children on holiday during term time.

TEACHING AND LEARNING

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

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

The quality of teaching seen during the inspection was good or better in 80 per cent of lessons and never less than satisfactory. It was very good in 40 per cent of them and outstanding in 13 per cent. This shows a significant improvement from the previous inspection in the amount of teaching seen that was very good or better. Literacy and numeracy are well taught across the school, with examples of very good teaching in both key stages. This contributes to the good achievements in pupils' learning in these areas. Examples of very good or outstanding teaching were also seen in science, religious education,

swimming and music. In the Reception and Key Stage 1 class, the quality of teaching was consistently very good and, at times, outstanding. As a result, pupils were engrossed in their learning and made rapid progress in lessons. In Key Stage 2, where the quality of teaching and learning was good overall, it varied from satisfactory to sometimes very good. Consequently, although pupils of all abilities make good progress, their rate of learning is not as fast as in Key Stage 1. In well-taught lessons throughout the school, teachers give pupils demanding work that meets their needs well and pupils rise to the challenge. They plan interesting lessons thoroughly, making very good use of pupils' responses in previous lessons to match work carefully to individual needs. This motivates pupils well and helps them to achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; enriched by a wide range of visits and visitors and very good links with other schools and the local community.
Provision for pupils with special educational needs	Good; pupils have clear achievable targets and are very well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good for personal, spiritual, moral and social development; good for cultural; contributes significantly to pupils' very positive attitudes to work and their responsible, caring behaviour.
How well the school cares for its pupils	Very well; a strong emphasis on promoting pupils' self esteem contributes very well to their personal development.

All staff know pupils very well indeed and use their awareness of the changing needs of every pupil to provide very effective pastoral and academic support. The school monitors their progress and attendance rigorously. Although statutory requirements are met, some opportunities for physical education are restricted by the lack of a suitable playing field.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, strong leadership and rigorous management by the headteacher, supported well by the senior teacher and all staff.
How well the governors fulfil their responsibilities	Good; the governors take an active and well-informed part in the management of the school
The school's evaluation of its performance	Very good; strengths and weaknesses are analysed in detail and very effective action is taken to bring about further improvements.
The strategic use of resources	Available money is used well to support priorities on the school development plan.

Particular strengths of the school are the very good relationships and partnership between the headteacher, staff, governors and parents and their shared commitment and enthusiasm to continue to move the school forward. The school applies the principles of best value to purchases well and evaluates spending very carefully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children are well taught. They are expected to work hard and make good progress.• The school is well led and managed.• The school is approachable and responsive to their views and concerns and works closely with parents.• The children are well behaved and the school helps them to become mature and responsible.• Their children enjoy school.	<ul style="list-style-type: none">• Very few negative responses were received

The inspection team agrees with the very positive views expressed by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high, especially in English and mathematics and pupils of all abilities make good progress because teachers give them challenging work that is well matched to their individual needs.

1. Lesson observations and pupils' work show that standards are high in English and mathematics by the end of both key stages, with almost all pupils meeting the levels expected for their age and some exceeding them. Pupils of all abilities achieve well. This is clear, not only in lessons, but in the good progress made by individual pupils from the time they start school, when comparing their results at the end of Key Stages 1 and 2 in the national tests. There are several reasons for this. Pupils now get off to a flying start in Reception and Key Stage 1 because they are consistently very well taught and this helps them to make rapid progress. This is built on well in Key Stage 2. Teachers have realistically high expectations of what each pupil can achieve, based on very thorough, continuous assessment of their work. They use the very good knowledge they gain from this in careful, well focused planning, often adjusting activities on a day-to-day basis to meet pupils' individual needs. This is very effective in helping pupils to consolidate and extend their learning. Very good examples were seen of this in all classes.
2. Pupils of all abilities are well taught and provided for in both subjects. Those in need of additional support are identified at an early stage. The headteacher, as special educational needs co-ordinator, class teachers and classroom assistants work closely together to help these pupils to do well, through very effective support in class and, where appropriate through individual or small group teaching. All staff are very responsive to pupils' changing needs. They successfully support those who are not achieving as well as they might, through lack of confidence or specific difficulties. This is because of the very good relationships they establish with pupils and their individual knowledge of them. The effectiveness of the support for pupils with special educational needs and lower attaining pupils is reflected in the number of them who reach the expected levels in English and mathematics. The school also provides well for able pupils through extension activities and where appropriate in enabling them to work with older pupils.
3. Standards in reading are well above the expected levels at the end of both key stages. One reason for this is that basic phonic skills are taught well and monitored carefully. Teachers also provide pupils with a good range of other strategies for reading unfamiliar words and deepening their understanding of the text. A very good example of this was seen in the introduction to a literacy lesson for Key Stage 1 pupils. The teacher used very good probing questioning to help pupils improve their use of picture clues when reading 'Owl Babies'. She used her very good knowledge of each pupil to skilfully target questions that continually challenged and extended their understanding. In this way, for example, one of the youngest pupils was able to explain how he had identified the oldest owl as the biggest, and the youngest as the one who kept saying, 'I want my mummy'. A Year 2 pupil, having described how one owl was holding his wing, suggested appropriately that it was because he was worried. Teachers provide older pupils with good opportunities to extend their reading skills through researching information from books or the Internet, as well as ensuring that they read a wide range of authors and types of books. Teachers use their own enthusiasm to encourage a real enjoyment of reading in pupils. This was evident in a Year 6 group reading lesson. Pupils were sharing with each other poems that appealed to them. Comments such as, 'Listen to this, it's brilliant', and their eagerness to read examples to each other gave a clear indication of their enjoyment. When reviewing their chosen poem, many made very relevant and thoughtful comments. A more able pupil, when writing about 'Eletelephony', began with, 'This is a good example of word play' and then enlarged upon her ideas.
4. Not as many pupils reach the higher levels in writing as they do in reading. Consequently, the school has a particular focus on helping pupils to extend these skills this year. A very good example of the success of this was seen in a challenging lesson for pupils in Years 3 and 4, to combine fact and fiction in the writing. The teacher based the introductory session on a very well chosen extract from a historical novel about Boudicca's rebellion. This at once captured and held

pupils' interest, as it was related to work they were enjoying in history. The teacher's insistence on each child justifying their opinion about which parts of the text were factual or fictional, really helped them to clarify the differences between the two. She then led a very well managed discussion in which pupils contributed ideas for the opening paragraph of a story of their own. She incorporated their ideas in a skilful and enthusiastic way and taught them to refine these through careful questions such as, 'Can you be more specific? Tell me exactly where it is, so that we can bring a fact in'. This really fired their enthusiasm to complete the story individually. It meant they settled very quickly to their work, concentrated very well and all made very good progress in applying what they had learnt, by appropriately blending fact and fiction in their own story; some did this very well indeed.

5. In mathematics, teachers also plan and organise group work very well giving good attention to both the age and ability of pupils, so that work is particularly well matched. Again, they use their very good knowledge of each pupil's stage of learning to match their level of questioning to individual needs. This is a strong feature in helping pupils of all abilities to make good progress. A good example of this was seen in a mental mathematics session for pupils in Years 5 and 6. The difficulty of doubling questions directed at individuals varied from single and two digit numbers to tens of thousands and beyond, as well as decimal fractions to two places. The teacher set a rapid pace that kept pupils on their toes. She had high expectations of their mental agility with numbers, which they were able to meet. These lessons also showed how well teachers deploy their classroom assistants to work in a very focused way with particular groups of children. They plan, discuss and monitor the results of pupils' work together. This, too, makes a very effective contribution to the way that pupils of different abilities are supported. An outstanding example of this was seen in the Reception and Key Stage 1 class, where the teamwork between the teacher and the classroom assistant in managing the different groups was seamless.
6. In both subjects, teachers make the objectives of the lesson very clear so that pupils know exactly what they should be learning. Teachers are good at encouraging pupils to think for themselves and to work independently. In mathematics, for example, older pupils, are given a good variety of investigational activities to help them to develop and apply their mathematical thinking in different situations. In literacy, when Year 2 pupils were asked to use time words in their writing, they were also expected to use well prepared sheets to cross check that they had included all that was required, before handing in their books. They did this carefully and responsibly. Teachers help pupils become involved in and aware of their own learning effectively in a number of other ways. They mark pupils' work diligently and write useful comments that praise them for what they have achieved in relation to the purpose of the activity. They often suggest what they should work on next, such as using semicolons and colons in punctuation, in the case of a more able Year 6 pupil. Pupils in Key Stage 2 are set individual targets to help them improve their work and these are also shared with parents so that they can give additional support at home. Such strategies all contribute to the good achievements of pupils in English and mathematics.

The school provides very good opportunities for personal, spiritual, moral, social and cultural development, as well as an exciting curriculum, successfully encouraging pupils to be responsible, to behave very well, to get on very well together and to work hard.

7. Pupils of all ages are very well behaved and have very good attitudes to their learning. Throughout the school, pupils work very well together and concentrate on the task in hand. Numerous examples were seen of pupils giving spontaneous help to each other in lessons and in sharing resources very well indeed. Pupils get on together equally well with all of the adults who work in the school and at playtimes. Good examples were seen of boys and girls of all ages playing together happily, such as a large group who were thoroughly enjoying traditional skipping games at lunchtime. They are helpful and friendly towards visitors, willingly engaging in conversation and, for example, spontaneously opening gates and doors for those struggling with bags, raincoats and umbrellas! The school achieves this through its very positive and caring atmosphere and its very good provision for pupils' personal, spiritual, moral, social and cultural development. Pupils are also given stimulating work that interests and motivates them.

8. The relationships between all of the adults in the school provide pupils with outstanding role models. All teachers manage pupils in a very consistent and positive way. There are clear rules for what is acceptable and unacceptable behaviour, which pupils know and respond to well. These are underpinned by a strong commitment to building pupils' self-esteem through appropriate praise and encouragement. This is clearly evident in lessons in the way that teachers value all pupils and their ideas and contributions. It is reflected in the respect that pupils show for each other. A very good example of this was seen in the genuine interest and attention given by pupils in Years 1 and 2, when the reception children explained what they had found out about owls. They were genuinely appreciative of their effort and achievements.
9. There is a strong and successful emphasis in the school on supporting pupils' personal development. There are many opportunities for pupils to take responsibility and show initiative. These include activities on annual residential visits for older pupils, the newly formed school council and the buddy system for older pupils to assist in the playground. Weekly circle times held in each class are particularly effective in promoting pupils' development. A very good example of this was seen in a session for pupils in Years 3 and 4. Very good planning and a well chosen range of activities encouraged them to become more confident in expressing their feelings. Other pupils listened attentively and with respect. An especially strong feature was the teacher's very effective use of 'bubble time'. This enabled pupils to have a short personal sharing of any feelings, thoughts or concerns on a one-to-one basis or in very small groups, to cement relationships, demonstrate care for each other or to iron out any grievances. Such opportunities make a very positive contribution to pupils' personal development and to their ability to relate so well to each other and adults. This helps them to become mature and responsible. It also helps to engender the considerable degree of self-discipline shown by pupils. Their growth in confidence is clearly evident as they move through the school. The very caring, sensitive approach of all staff to any pupils, who are experiencing difficulties, is an important factor in this.
10. Pupils have very positive attitudes towards their learning. They are highly motivated and show great interest in school activities both in and out of the classroom. One example of this was their response to a new clubs for art and information and communication technology in September. Every agreement form was returned the following morning, so that the criteria of 'first come, first served' could not be used. In fact, the school reorganised the club in a way that enabled all to take part. One reason for their enthusiasm is because teachers themselves are interested and enthusiastic about what they teach. They are very good at ensuring that the work given to pupils is interesting and set in a relevant context. Teachers often link pupils' learning in different subjects very well. They make very good use of the local environment and resources within the community to provide a wide range of visits and visitors that enrich the curriculum and provide stimulating and interesting activities which motivate pupils to work hard. An outstanding example of this was seen in a visit made to the parish church by the pupils in Class 1, as part of their work in religious education. Exemplary planning, which took account of pupil's different ages and interests, resulted in a fascinating visit that held all pupils in rapt attention and led to high quality learning. This was matched only by the behaviour and response of the pupils themselves. Another reason for pupils' positive attitudes to school are the contributions parents make to their learning, both through the support they provide for homework and their help in school in a variety of ways. All of these strengths contribute to the very positive ethos of the school, the high standards reached and the good achievements of pupils of all abilities.

The headteacher, governors and staff work together very effectively and in very close partnership with parents to continually improve standards in all aspects of school life.

11. The headteacher provides very strong leadership and a very clear sense of direction for the work of the school. This is focused on continuing to raise standards by further improvements in the quality of teaching and learning, while retaining the rich curriculum and the very evident caring family environment. She has shared this very effectively with governors, staff and parents, with the result that all work together with enthusiasm and commitment towards common goals. The headteacher has a rigorous approach to all aspects of management in working towards these goals. This is clearly seen, for example, in the consistent way that pupils are managed and their personal development is promoted, because of the shared understanding of all staff. It is also seen in the

consistent high quality planning and assessment of pupils' learning in every class. This has been turned from a weakness, at the time of the previous inspection, into a strength of the school. This is particularly remarkable given the short time that the present team of teachers has been in the school. These factors make a significant contribution to the good achievements of pupils and support the good quality of teaching and learning.

12. Very good relationships underpin the close co-operation between all staff. There is a climate of trust in which all feel valued and this contributes to the evident high morale of the team. The same is seen with governors and parents, both of whom play an active part in the life of the school. The school promotes very good links with parents, keeping them well informed and actively encouraging their involvement. This very good partnership contributes very well to pupils' motivation, interest and learning. Governors are very supportive and fulfil their role as critical friends well. Several of them spend time every week in school and this informs their overview of it well. It helps them to evaluate the effectiveness of spending decisions, such as the funding of additional hours for a classroom assistant to support lower attaining pupils in Key Stage 2.
13. Standards in the school are rigorously monitored and evaluated. This is another example of an aspect of the school that has been transformed from a weakness at the time of the previous inspection to a strength. Subject co-ordinators, ably led by the headteacher, carefully analyse the results of national tests to identify areas for improvements. This year, for example, writing skills in English, data handling in mathematics and the process skills in science are receiving particular attention. In addition to this, the results of annual tests are used very effectively to track the progress of each pupil from the time that they start school. The information is used very well both to set challenging individual targets and to adjust the level of support or challenge in lessons, to help pupils achieve their best. The school also promotes and monitors attendance and pupils' personal development very well. This close attention to individual needs is a significant factor in the good academic and personal progress made by pupils of all abilities.
14. The school puts the resources made available to it to very good use in support of high standards. A very good example of this is the use of additional funds for teaching, so that now each class has only one teacher for almost all of the time, instead of two or three different ones. This helps pupils to build consistently on previous learning and helps teachers to make closer links between subjects. In particular, it enables the headteacher to have time to work alongside the newly qualified teachers and to rigorously monitor and promote further improvements in the already good quality of teaching and learning.

WHAT COULD BE IMPROVED

Further improve the already good quality of teaching to match the best practice in the school, so that pupils build even more effectively on previous learning.

15. The overall quality of teaching and learning is already good across the school. There are particular strengths in teaching which are consistent in all classes. These include high-quality planning and assessment that is used very well to match subsequent activities to pupils' differing needs. All teachers establish very good relationships with pupils so that they feel confident, secure and ready to learn from their mistakes. However, there are variations between the key stages.
16. In the Reception and Key Stage 1 class, pupils of all ages and abilities make very good progress in lessons as a result of consistently very good and at times outstanding teaching. Particularly strong features include exemplary organisation and management of the classroom, especially in relation to the different ages and abilities of the pupils in it. This underpins the consistently very high expectations the teacher has of even the youngest pupils. She enables them to meet these through very clear routines and the use of varied and imaginative strategies to consolidate and extend pupils' learning. It results in the pupils being highly motivated, eager to learn and, consequently, they make rapid progress. An excellent example of this was seen in a science lesson about light sources and reflection.

17. In Key Stage 2, the quality of teaching and learning is good overall but ranges from satisfactory to very good. There are strong features in many lessons, but what makes the difference is that the teachers are newly qualified and have not yet had time to fully consolidate their rapidly developing skills and to apply them consistently. This means that in some less effective, though satisfactory lessons, the pace is slower and less well judged and the expectations of the amount and quality of work do not fully challenge and extend pupils. Sometimes the presentation of lessons and methods used do not fully engage the enthusiasm and attention of pupils. Consequently, they do not always achieve as well as they could. The school is very aware of the need to provide in-class support to enable teachers' continuing professional development. To this end, funds have been made available from the budget this year to enable the headteacher to provide that support and to model and spread the very good practice that exists in the school.

Provision for some aspects of physical education and extra curricular activities is limited because the school does not have access to an appropriate playing field.

18. The lack of a suitable playing field restricts the opportunities for pupils to develop their skills fully in games and athletics. It also limits the range of after school sports clubs and opportunities for pupils to practise and play in competitive games such as football and cricket against other schools in the area. The school makes the best use it can of the playground to teach pupils some of the basic skills of, for example, rugby, cricket and tennis. However, its relatively small size and hard surface make it difficult for pupils to learn to apply these skills in games as well as they could. The school also finds that the sole use of a hard surface to teach Key Stage 1 pupils the required games activities results in some loss of spontaneity. This is because younger pupils are concerned about falling and grazing their hands and knees. The school devotes considerable time in compensating for the limitations in this area of the curriculum by ensuring that all Key Stage 2 pupils have the opportunity for weekly swimming lessons, in which they achieve well. The school is strenuously and actively engaged in trying to gain access to a suitable grassed area but as yet has met with no success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education still further:

1. Further improve the already good quality of teaching to match the best practice in the school, so that pupils build even more effectively on previous learning by*:-
 - continuing to support the newly qualified teachers through systematic in-class support and development.
(see paragraphs 14,17)
 - continuing to enable the headteacher to rigorously monitor and evaluate the quality of teaching across the school.
(see paragraphs 14,17)

2. Improve the facilities and opportunities for pupils to develop their skills in physical education by*:-
 - continuing their strenuous efforts to obtain suitable grassed facilities.
(see paragraph 18)

** areas already identified for action in the school development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
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
13	40	27	20	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)	56
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	1
Number of pupils on the school's special educational needs register	10

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	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.35
National comparative data	5.4

Unauthorised absence

	%
School data	0.09
National comparative data	0.5

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

The requirements to report the most recent National Curriculum test results for the end of Key Stages 1 and 2 do not apply as there were less than 10 pupils in each cohort.

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	54
Any other minority ethnic group	2

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)	3.8
Number of pupils per qualified teacher	15
Average class size	19

Education support staff: Y[] – Y[]

Total number of education support staff	2
Total aggregate hours worked per week	28

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
	£
Total income	167545
Total expenditure	149239
Expenditure per pupil	2665
Balance brought forward from previous year	10439
Balance carried forward to next year	28745

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	57
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	33	4	0	4
My child is making good progress in school.	42	54	4	0	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	29	58	8	0	4
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	33	58	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	17	8	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	42	50	8	0	0
The school is well led and managed.	54	46	0	0	0
The school is helping my child become mature and responsible.	38	54	8	0	0
The school provides an interesting range of activities outside lessons.	25	71	0	0	4