

INSPECTION REPORT

WENTWORTH CE JUNIOR AND INFANT SCHOOL

Wentworth, Rotherham

LEA area: Rotherham

Unique reference number: 106929

Headteacher: Mrs M.Duroe

Reporting inspector: Mrs A.J.Pangbourne
23818

Dates of inspection: 10th-11th July 2001

Inspection number: 225301

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Churchfield Lane Wentworth Rotherham South Yorkshire
Postcode:	S62 7TX
Telephone number:	01226 350246
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Appropriate authority:	The governing body
Name of chair of governors:	Miss J.Collier
Date of previous inspection:	January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wentworth Church of England Voluntary Controlled Junior and Infant School is situated in the village of Wentworth near Rotherham. It is historically an estate village and some families have employment or other associations with the estate. It draws its pupils from the village and from the neighbouring villages of Harley and Nether Haugh as well as from the wider area. Children's attainments on entry are broadly average. At the time of the inspection, there were 116 pupils on roll. There were 25 pupils with special educational needs, which is a broadly average proportion. Four pupils had statements of special educational need, which is above average. There were few pupils from ethnic heritages and no pupils speak English as an additional language. This is below average. There are slightly more girls than boys overall, but in some year groups there are almost twice as many girls and one group has twice as many boys. The socio-economic circumstances of the pupils are broadly average with three per cent entitled to a free school meal, which is below average. The number on roll has increased since the previous inspection. The school has recently undergone extensive building works, involving structural alterations, an office extension and major refurbishment.

HOW GOOD THE SCHOOL IS

This is a very effective school with many very good features. Attainment on entry is broadly average for most children and pupils attain well above average standards by the time they leave the school at the age of eleven. This is because the quality of teaching is very good and the leadership and management by the headteacher and staff are excellent. The school provides very good value for money.

What the school does well

- The headteacher provides excellent leadership, successfully identifying and addressing areas for improvement and this contributes very positively to the continued success of the school. She has maintained high standards in all aspects of the school despite considerable disruption due to the building works this year.
- Teachers have very high expectations and use interesting strategies to motivate the pupils. This contributes to standards that are well above average in English and mathematics by the time pupils leave the school.
- The quality of teaching is very good and leads to very good learning.
- The school promotes very good relationships and personal development, successfully encouraging excellent behaviour and very positive attitudes to learning.
- Standards in art and design are above average by the end of both key stages because skills are well taught and the school makes very good use of the local environment.
- The school maintains a very successful partnership with parents, who value its place in the community.

What could be improved

- There are insufficient opportunities for independent play, both inside and outside, for children in the Foundation Stage because the alterations to the classroom have not been completed for long enough to enable provision for this to be firmly established.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the previous inspection in 1997. Standards in English, mathematics and science, already high, have risen higher than the national trend at the end of Key Stage 2. The quality of teaching and learning has improved even further, with almost twice as much teaching judged to be very good or better. No issues for improvement were pointed out in the previous inspection, but the school has very effectively addressed the minor areas for improvement. Recent building work has resulted in more space in the Reception classroom and the new computers enable pupils to use information and communication technology very effectively in all areas of the curriculum. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of pupils. The school is on course to meet its targets and is well placed to make even further improvement.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	A*	A	B
Mathematics	E	A	A	A
Science	E	A	A	A

Key		
Well above average	above	A
Average	above	B
Below average		C
Well below average		D
		E

Note: the grade A* means that the school's performance is in the highest five per cent of schools nationally.

In order to calculate the grades in the above table, points are allocated to the levels attained and schools' average points are compared. Given the small number of pupils in each year group and the variation in the number of pupils with special educational needs, too much emphasis should not be placed on any one year's performance. However, taking the average points of the last three years together standards have remained high and have risen higher than the national trend. The school has set challenging targets and is on course to meet them.

Inspection evidence shows that by the end of Key Stage 2, standards are similar to those shown by last year's results in English and mathematics. By the end of Key Stage 1, standards are above the national average in reading, well above average in mathematics and broadly average in writing. Standards in science were not investigated on this inspection. Standards are above average in art and design by the end of both key stages and pupils are achieving well.

The pupils achieve very well, with average standards on entry to the school, above average standards by the end of Key Stage 1 and well above average standards by the end of Key Stage 2. Pupils with special educational needs make good progress, most reaching national standards. Higher attaining pupils also do well. Results of the most recent national tests for pupils at the end of Key Stage 2, show that over half the pupils in the current Year 6 exceeded the expected Level 4 in English. At Key Stage 1, this year half the pupils in the current Year 2 exceeded the expected Level 2 in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and enjoy coming to school because they are offered interesting activities.
Behaviour, in and out of classrooms	Excellent. Pupils follow the school's very high expectations of behaviour. The courtesy shown to visitors during the dedication service for the new building that took place during the inspection was exemplary.

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 the school.
Attendance	Good. It is above the national average.

- The attitudes and approach of pupils to their work was very good or excellent in all lessons seen. Outstanding attitudes and behaviour were seen in three lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very 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 was satisfactory or better in 100 per cent of lessons. Ninety two per cent of lessons were good or better with 46 per cent being very good. Taking all factors into account, the quality of teaching is very good and leads to very good learning. The quality of teaching has further improved since the previous inspection, with almost twice as much very good teaching seen. Examples of very good teaching were seen in each class.

English is taught very well across the school. Literacy is also taught very well because teachers have a very secure understanding of how to teach these skills. The teaching of mathematics is good. Teachers successfully transfer their enthusiasm for the subject to the pupils. Numeracy skills are also taught well. The quality of teaching for children in the Foundation Stage is good and children make good gains in their learning.

Strengths in the quality of teaching include interesting and exciting strategies that motivate the pupils and encourage them to work hard, the use of challenging questions that extend learning and an enthusiasm that is transferred to the pupils. As a result, pupils make very good gains in their learning. They show interest in their tasks and persevere. Pupils have a good understanding of their own learning because teachers explain what they are going to learn. The school meets the needs of all its pupils very well. Tasks are planned to challenge higher attaining pupils and also to meet the individual needs of pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A wide range of visits and visitors enriches it. Effective use is made of the local area to support studies in history and art and design. There are insufficient opportunities for independent play for children in the Foundation Stage because there has been too short a time between the completion of the building work and the start of the inspection to enable provision to be firmly established.
Provision for pupils with special educational needs	Good. Individual education plans identify clear targets. Good support from teachers and classroom assistants.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school very effectively promotes co-operative and collaborative work that has a positive impact on pupils' personal development. Good emphasis is placed on understanding local culture and visitors from other cultures regularly share their values with the pupils.
How well the school cares for its pupils	The school cares for its pupils well. Teachers know the pupils well and effectively monitor their development.

- The curriculum meets statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher sets a very high standard and has maintained this throughout a period of considerable disturbance due to the building work. The way in which all staff in this small school strives for continuous improvement is excellent.
How well the governors fulfil their responsibilities	Good. Most governors take an active and well-informed part in the management of the school contributing strongly to high standards in many of its aspects.
The school's evaluation of its performance	Excellent. The school evaluates its performance very thoroughly and takes steps to ensure improvement. For example, it identified that not as many pupils were exceeding the expected standards at the end of Key Stage 1 in mathematics and science as might be expected. This year there has been a considerable improvement in the number exceeding the expected standard because the school identified where pupils were having difficulty and taught them the necessary skills.
The strategic use of resources	Very good. The high spending on classroom assistants contributes very positively to the standards attained.

- A particular strength of the school is the outstanding leadership of the headteacher. She has successfully established a strong team that is committed to continual improvement. She is very well respected by parents, staff and pupils.
- The school applies the principles of best value very effectively 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"> • The teaching is good and children are expected to work hard. • The school is well led and parents feel comfortable in approaching the school with questions or concerns. • Behaviour is good. • Children are encouraged to become mature and take responsibility for their actions. • The school works well with parents. 	<ul style="list-style-type: none"> • Some parents would like more extra-curricular activities. • Some parents would like more information about how their children are getting on.

The inspection team fully supports the very positive views held by the parents. With regard to their concerns, they found that there is a good range of extra-curricular activities, including visits and

visitors. Extra-curricular activities have recently resumed on completion of the building work, as it had not been possible to hold them during the building work. There are sufficient opportunities for parents to discuss their child's progress, including two formal occasions and teachers are always willing to meet parents when necessary.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides excellent leadership, successfully identifying and addressing areas for improvement and this contributes very positively to the success of the school. She has maintained high standards in all aspects of the school despite considerable disruption due to the building works this year.

1. The headteacher has a very clear vision for the development of the school, successfully evaluating its performance and developing initiatives to raise standards still further. She has maintained high standards in all aspects of the school's work despite considerable disruption this year caused by major building works. This has meant that teachers have had to move out of their classrooms for extended periods and some classes have been taught in the school hall. A new roof and heating system has been installed, new toilets have been built, new office accommodation has been provided and there have been extensive alterations to the playground. The commitment shown by the headteacher and staff to ensuring that this has not adversely affected the quality of education provided and the standards attained is exemplary.
2. One of the reasons that the school is so successful and that the standards are so high is that the headteacher, staff and governors analyse its performance very thoroughly and take immediate steps to improve any areas of weakness. For example, the school has significantly improved the number of pupils exceeding the expected standard in mathematics by the end of Key Stage 1. Two years ago results were below average, partly due to a large number of pupils with special educational needs in a small year group. The school received intensive support in mathematics and results improved last year. The school has continued to encourage an investigative approach to the subject and as a result, half the pupils at the end of Key Stage 1 exceeded the expected standard this year. The school has identified that standards in writing are not as high as those in reading because pupils do not use adventurous vocabulary as often as they should in order to reach higher levels. Examples of writing seen during the inspection show that this area of relative weakness is being well addressed and standards are rising.
3. Although there were no key issues for improvement identified in the previous inspection, the headteacher and staff have addressed very thoroughly all minor areas that could be improved. At the time of the last inspection, the quality of the computers was inadequate, although the school made very good use of what was available. Since then, new computers have been purchased and although standards in information and communication technology were not investigated on this inspection, samples of work seen were of high quality and show that pupils use their skills well across all areas of the curriculum.
4. The consistency of practice seen during the inspection is because all staff have had very good opportunities to monitor teaching and standards. Teachers work very closely as a team, effectively sharing curricular responsibilities in this small school. They observe each other's numeracy lessons and the teaching of literacy has been monitored in each class. Samples of work are shared and areas for development are identified. As a result, very good teaching is a feature in all classes and standards and expectations are consistently high.

Teachers have very high expectations and use interesting strategies to motivate pupils. This contributes to standards that are well above average in English and mathematics by the time pupils leave the school.

5. In the National Curriculum tests for eleven-year-olds in 2000, pupils reached well above average standards in English and mathematics. Standards are similar this year. One of the reasons why standards are so high is because teachers have very high expectations and take particular care to use interesting strategies to motivate the pupils. As a result, pupils are keen to learn and strive to do their best. This was well illustrated during the inspection in an English lesson for pupils in Year 1 and Year 2. Pupils were challenged to use interesting vocabulary to write an exciting story. They had previously made a model of their story setting

in a shoebox and had drawn a 'story map' illustrating the main events in their story. The use of questions such as 'Who? What? Why? When?' encouraged the pupils to include increasing detail in their stories. The pupils had written the first section of their story in a previous lesson and were encouraged to mark the middle of their story on their 'map' before writing about that part of their story. As a result, pupils wrote lengthy and imaginative stories with a clear structure, concentrating hard on spelling and punctuation because they had already planned the content of their story. Opportunities such as this motivate the pupils and lead to high standards.

6. In another English lesson, for pupils in Year 5 and Year 6, a skilfully led discussion enabled pupils to compare Shakespeare's witches with those familiar to the pupils from the 'Harry Potter' books. The teacher introduced the task of writing a letter to Lady Macbeth telling of the witches' prophecies. Her strategy of composing and scribing a letter, editing her text and retelling the story using adventurous vocabulary and an expressive tone of voice, meant that the pupils could hardly wait for what was coming next. They were motivated to write their own letters using vocabulary such as 'We came to a place, which looked deserted, but we saw the most gruesome sight in the world.' In a lesson for pupils in Year 3 and Year 4, pupils developed their speaking and listening skills well by posing and answering questions. The strategy of inviting a visitor, who fascinated the pupils with her stories of what it was like to be a teacher at the school many years ago, motivated the pupils to ask sensible questions such as 'Did you want to be a teacher when you were little?' The visitor told stories about pupils she had taught and this encouraged pupils to ask increasingly complex questions because many of the 'pupils' referred to were now adults in the village and were known to the class. In the class for children in the Foundation Stage, a very effective strategy promoted much discussion around the water tray. A group of children acted out a story about a polar bear and they were motivated to do so because the water tray was equipped with a white towel to represent snow and lumps of ice to represent icebergs. This interested them and contributed positively to the development of speaking and listening skills.
7. Pupils enjoy mathematics and they respond very well to teachers' very high expectations. Lessons start with brisk mental arithmetic sessions, capturing pupils' interest and motivating them to succeed. Teachers use different strategies to encourage pupils to calculate quickly. For example, pupils in Year 1 and Year 2 learn that six times nine make 54 by counting their fingers in tens. They learn to estimate one minute by counting in their heads as other pupils watch a stop clock. In the class for pupils in Year 5 and Year 6, the teacher makes learning enjoyable when she successfully shares her enthusiasm with the pupils, encouraging them to estimate the position of a point on an unmarked line. Strategies such as these interest the pupils and promote high standards.

The quality of teaching is very good and leads to very good learning.

8. The high quality of the teaching is another reason why the school is so successful. A particular strength is the very clear way in which teachers use questions and discussion to test understanding and provoke thought. For example, in an art and design lesson for pupils in Year 1, questions such as 'Do the petals touch each other?' encouraged very close observation of flowers and resulted in detailed drawings of high quality. In an English lesson about the witches in Macbeth, for pupils in Year 5 and Year 6, pupils were encouraged to consider and express their feelings when the teacher asked 'Is it a good thing to know the future?' This question encouraged much thoughtful discussion and a variety of responses, such as 'The future is meant for the future, not now.' Discussions such as these also contribute positively to personal development as the discussion continued to explore a pupil's comment that you could prepare if you knew something bad was going to happen. In a mathematics lesson for pupils in Year 1 and Year 2, pupils discussed whether it is easier to calculate the minutes between nine o'clock and 12 o'clock using addition or multiplication, in response to a question by the teacher. After allowing the pupils to demonstrate their methods on the board, the pupils were then challenged to devise their own number stories. Times such as these, where the pupils are given very good opportunities to share and discuss their strategies both with each other and the teacher, contribute positively to the high standards in mathematics.

9. All teachers clearly demonstrate an enthusiasm that motivates the pupils and leads to very good learning. As a result, learning is seen to be fun and pupils strive to succeed. For example, in a music lesson, for pupils in Year 3 and Year 4, pupils learned to sing a round. Each group was 'conducted' by a pupil. The teacher then made this lesson even more fun by introducing crescendo and diminuendo to each part. The 'conducting' pupils used hand signals to show which sound was required and the resulting round was of high quality. The pupils were greatly amused and proud of their efforts and clamoured to do it again. In another lesson, for pupils in Year 5 and Year 6, pupils compared their Yorkshire dialect with the language used by Shakespeare. The amusing way in which the teacher introduced this motivated the pupils and contributed to a greater understanding of Shakespearean style.
10. Features of the best lessons include the very effective use of time targets to ensure that pupils know how long they have to complete an activity. This results in pupils settling quickly to activities and remaining on task. Teachers manage their pupils very effectively and are well prepared. Effective use of classroom assistants and parent helpers ensures that there are sufficient adults to support the needs of pupils of different abilities and this contributes positively to the high standards attained.

The school promotes very good relationships and personal development, successfully encouraging excellent behaviour and very positive attitudes to learning.

11. Very good relationships are evident between all adults and pupils and between the pupils. Teachers and pupils know each other well in this small school and there is a strong sense of community. Pupils value the contributions of others and show very caring attitudes towards each other. For example, they often clap spontaneously when their peers explain their work or answer a question correctly. Adults provide pupils with very good role models and manage them in a consistent and positive manner.
12. Attitudes and behaviour in lessons were never less than very good and some outstanding examples were seen. Pupils know that they are expected to behave very well and they try hard to meet these expectations. Excellent behaviour was a particular feature of the special afternoon that took place during the inspection to celebrate and dedicate the new building. The pupils were expecting to picnic at lunchtime and had brought their teddies to join them. Due to inclement weather, the picnic had to take place in the classrooms and the mature and sensible manner in which the pupils responded to this was exemplary. A dedication service took place in the afternoon that was attended by the Bishop, many local dignitaries, governors, past teachers and friends of the school. All pupils listened politely to their stories, sitting still in a cramped space, remembering when it was their turn to speak, sing or play a musical instrument. This occasion provided very good opportunities for personal development, with some pupils introducing themselves before giving a faultless performance on the violin. Younger pupils confidently read memories from past teachers and also memories of their own. Pupils in Year 6 confidently acted as guides, proudly showing their newly refurbished school to visitors.
13. Pupils are highly motivated and show very positive attitudes to learning. They are determined to succeed and show great interest in their work. For example, during the inspection, pupils in Year 3 and Year 4 questioned an ex teacher, learning about how the school and its customs have changed over time. They were fascinated to add more information to what they already knew about life in the village during the last war from someone who had experienced it. They expect to work hard and they do so, taking pride in the presentation and quality of their work. They enjoy coming to school because they know that they will be offered interesting activities and that they will be given plenty of opportunities to find out for themselves. The very good relationships, attitudes and personal development together with excellent behaviour all contribute very positively to the ethos of the school and are fundamental to its success.

Standards in art and design are above average by the end of both key stages because skills are well taught and the school makes very good use of the local environment.

14. A visitor to the school is immediately drawn to the displays of high quality artwork throughout the school. For example, detailed pen and ink drawings of local monuments such as The

Needle's Eye and Hooper Stand, together with photographs taken using a digital camera, immediately catch the eye. Younger pupils show very detailed observational skills in their charcoal drawings of houses in the village. Pupils use a wide range of media to develop their skills. The youngest children in the Foundation Stage use paint to represent windmills, trains and swings while older pupils use collage to produce three dimensional fruit and vegetables. They use watercolours effectively to illustrate places that they have visited on holiday and produce detailed paintings of the Earl of Strafford, who owned the village in the seventeenth century, and his coat of arms on which the school badge is based. Every opportunity is taken to use resources in the locality as an inspiration for artwork.

15. One of the reasons why standards are high in the subject is because skills are very well taught. Strong emphasis is placed on close observation from an early age and this contributes positively to the high standard of observational drawing seen by the time pupils leave the school. For example, pupils in Year 1 are taught to count the petals and notice the shape before drawing flowers. Well-chosen flowers and good quality drawing pencils enabled pupils to draw accurate and detailed flowers of which they were justifiably proud. By Year 2, pupils examine good quality plastic minibeasts to find out where the wings join the body before making them in clay. A demonstration of how to create texture and how to join clay using 'slip' resulted in models of high quality. It is this attention to detail and close observation before beginning the practical activity that leads to high standards.

The school maintains a very successful partnership with parents, who value its place in the community.

16. All parents who responded to the questionnaire were very positive about many aspects of the school. All parents, for example, agree that behaviour is good, the teaching is good, the school expects their children to work hard and that the school is well led and managed. All these factors are fundamental to the ethos of the school and contribute to the high standards. Parents particularly appreciate the 'open door' policy, which means that they can approach the school at any time. They praised the way in which the school had continued to function so well through the building works and were pleased at the lengths to which the school had gone to ensure the safety of their children. They praised the teachers' efforts to ensure that the needs of all were well catered for and were proud of the way in which their children were encouraged to behave.
17. The school has a good reputation in the village and many parents attended the school as children. They are pleased that the school is closely involved with the community. For example, pupils visit the local residential home to sing and play, perform at the church garden party, take part in the Wentworth village day and perform their own music, drama and dance in the community as part of a residency funded by the Year of the Artist.
18. Parents provide effective support in a number of ways. For example, they raise sums of money to improve the grounds and many regularly help in school. The school takes care to keep parents informed about their child's progress, although some parents would like more information. Information includes meetings about aspects of the curriculum, regular newsletters, annual reports and consultation evenings. Parents are welcome to talk to teachers informally or to make an appointment for a formal discussion at any time. The very good understanding which parents have about the work of the school and the very high esteem in which they hold the headteacher, teachers and support staff, ensures a very successful partnership.

WHAT COULD BE IMPROVED

There are insufficient opportunities for independent play, both inside and outside, for children in the Foundation Stage because the alterations to the classroom have not been completed for long enough to enable provision for this to be firmly established.

19. At the time of the inspection, the classroom for children in the Foundation Stage had only recently been completed, some two weeks before the inspection. It has now been enlarged, includes its own toilets and has a small secure area for outdoor play. Although this outdoor area was used for role-play involving the use of the water tray during the inspection, there are no wheeled toys or other equipment to develop physical skills. This is because the school is evaluating the best resources to use in the available space. There is no established area for role-play in the classroom yet because the teacher is experimenting with the best way to arrange the furniture in order to maximise the available space. The school has identified as a priority in its school improvement plan the need to ensure that children in the Foundation Stage receive an appropriate curriculum for their needs in the mixed Reception / Year 1 class.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order to continue the very good work of the school, the headteacher and governors should now address the following in their action plan:

(1) Improve the provision for children in the Foundation Stage by: *

- ensuring that the new classroom includes more opportunities for independent play;
- providing more opportunities for children to develop their physical skills in the outdoor area. (paragraph 19)

* The school has already identified this area as in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	4

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	46	46	8	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)	116
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	25
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	2
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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	2000			15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	93 (73)	100 (91)	100 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (82)	100 (77)
	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			

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	12	12
Percentage of pupils at NC level 4 or above	School	83 (100)	100 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	7	11
Percentage of pupils at NC level 4 or above	School	83 (88)	58 (100)	92 (100)
	National	70 (68)	72 (69)	79 (75)

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

Where numbers of boys and girls are omitted from the table it is because there were fewer than ten boys and girls in the year group.

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	96
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)	5
Number of pupils per qualified teacher	23.2
Average class size	29

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	120

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	99/00
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	£
Total income	271198
Total expenditure	255622
Expenditure per pupil	2184
Balance brought forward from previous year	3333
Balance carried forward to next year	18909

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	115
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	65	26	6	0	3
Behaviour in the school is good.	58	42			
My child gets the right amount of work to do at home.	51	42	3	0	5
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	42	45	12	0	2
I would feel comfortable about approaching the school with questions or a problem.	77	17	6	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	62	35	2	0	2
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	62	37	2	0	0
The school provides an interesting range of activities outside lessons.	25	46	15	3	11

Other issues raised by parents

Parents spoke highly of the school and in particular the leadership of the headteacher and the commitment of the teachers. They praised the way in which the school had coped with the disruption caused by the building work.