

INSPECTION REPORT

Wookey Primary School

Wookey
Wells

LEA area: Somerset

Unique reference number: 123669

Headteacher: Mr J Reeve

Reporting inspector: RWG Thelwell
20977

Dates of inspection: 30th October – 1st November 2000

Inspection number: 225336

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Wookey Primary School Wells Road Wookey Wells Somerset
Postcode:	BA5 1LQ
Telephone number:	01749 673650
Fax number:	01749 670186
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Beese
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Robin Thelwell 20977	<i>Registered inspector</i>
Robert Love 9030	<i>Lay inspector</i>

The inspection contractor was:

Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
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	 6
 WHAT COULD BE IMPROVED?	 11
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	 12
 PART C: SCHOOL DATA AND INDICATORS	 13

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is set on the edge of Wookey, a village two miles west of Wells. Whilst pupils are drawn from a cross section of society, they come, in the main, from council or other rented accommodation.

At present, 67 pupils attend school, including nine children of reception age. There are three classes, with an average size of 22 pupils. Each class caters for pupils from more than one year group. Children join school at the start of the school year in which they become five. The majority enter school having attended the independent play group adjoining the school. Assessment on entry shows nearly a third of children have levels of attainment below what is expected for their age.

The school has identified 16 pupils as having special educational needs. This represents 24 per cent of those on roll, and is slightly above the national average. Two pupils have statements of special educational needs allocated to them under the terms of the DfEE Code of Practice¹. Thirteen pupils are eligible for free school meals. This is 19 per cent of those attending school, and is average. All pupils have English as their first language. The school benefits from an established and active Parent Teacher Association that gives valuable financial support.

HOW GOOD THE SCHOOL IS

This is a good school that serves its pupils and community well. It has no major weaknesses. Teaching is good across the school, and good relationships and behaviour are the norm. The headteacher, staff and governors work well as a team; they have successfully addressed the issues from the last inspection, and have created an orderly and supportive climate for learning. When further taking into account the attainment on entry, and the good added value in terms of pupils' achievements when they leave, Wookey Primary is an effective school. Efficient use is made of time, money, accommodation and resources. Although the unit cost per pupil is above average, the school gives good value for money.

¹ The Department of Education and Employment (DfEE) Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils with special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

WHAT THE SCHOOL DOES WELL

- By the time they leave the school, at the end of Year 6, pupils achieve standards in reading, mathematics and science that are above average.
- The school has been successful in significantly raising the standard of writing at Key Stage 2.
- Good teaching is a strength of the school. Over a quarter of lessons observed were judged to be very good.
- Pupils have very good attitudes to learning. They behave very well, and get on well with each other.
- The headteacher provides very effective leadership. He receives very good support from staff and governors in managing the school.

WHAT COULD BE IMPROVED

- The use of information and communication technology in mathematics and science at Key Stage 2.
- The writing of a policy which lays down the school's arrangements for the education of children in the foundation stage ².

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues from the last inspection of February 1997. Schemes of work are now in place for all subjects to support the development of pupils' skills, knowledge and understanding. The introduction of good procedures to monitor teaching has resulted in an improvement in the quality of teaching and learning. The role of the co-ordinators has been fully developed. The school development plan has been improved. It is now a very clear, well-structured document with clearly defined links between priorities for improvement and the school budget. Progress is monitored well, and criteria used to judge the effectiveness of spending decisions. The school is well placed to continue its developments and improvements.

² From September 2000, the term 'foundation stage' refers to children's education from the age of three until the end of the reception year.

STANDARDS

The table below 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	B	C	C
Mathematics	E	A	B	B
Science	C	C	B	B

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>Average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

When taking into account that a third of pupils assessed at the end of Key Stage 2 in 2000 had special educational needs, results are impressive. In English, standards in reading were above the national average. Whilst overall standards in writing were below average, the proportion of pupils achieving the expected level ³ was double that of the previous year. Standards in mathematics and science were above average when compared with either national averages or results of similar schools ⁴. This represents good achievement when compared with pupils' levels of attainment on entry to school. Inspection evidence confirms standards are maintained by the very small number of pupils, all boys, currently in Year 6. In view of the small number of pupils involved in the end of Key Stage 1 assessments, results cannot be relied on to give a secure or exact indicator of performance or year-to-year comparison. Again, a third of pupils assessed had special educational needs. Results showed overall attainment to be below average in reading and average in writing. Standards were well above average for mathematics. Teacher assessment in science showed all pupils achieved the expected level.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to learning. This has a positive effect on the progress they make.
Behaviour, in and out of classrooms	Within lessons, the consistently very good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Very good. Pupils listen well to what each other has to say. They show confidence when explaining their ideas, and are kind and considerate to others. Pupils show a growing maturity towards their work and play.
Attendance	Very good. The overall rate of attendance is well above average. The rate of unauthorised absence is below average. Pupils are keen to attend.

³ The national expectation is that, when assessed at the end of Key Stage 2, pupils should achieve Level 4. At Key Stage 1, the expectation is that when assessed, pupils should achieve Level 2.

⁴ Schools with between 8 per cent and 20 per cent free school meals.

TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in all lessons observed. Overall, it was good in 93 per cent of lessons, including 27 per cent which was very good. The high standard of teaching has a positive effect on pupils' progress and achievement. Teaching of children in the reception year was judged to be good or better in all lessons, including 20 per cent very good. At Key Stage 1, teaching was judged to be good in 80 per cent of lessons, of which 20 per cent were very good. The remainder was satisfactory. At Key Stage 2, teaching was at least good in all lessons observed, including 40 per cent which were very good. The teaching of literacy and numeracy is always at least good, and 40 per cent of lessons seen in each subject were very good. Teachers successfully meet the needs of pupils with different abilities, ranging from those with special educational needs to higher attainers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for children in the foundation stage is good overall. In Key Stage 1 and 2, the curriculum is broad and balanced. It is supported by a good range of out-of-class activities and educational visits.
Provision for pupils with special educational needs	Very good provision that is well managed by the headteacher in his capacity as special educational needs co-ordinator. Pupils make good progress in terms of their prior attainment and the targets within their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good role models provided by staff, together with very clear codes of behaviour, ensure all pupils develop a very good understanding of their moral and social responsibilities. The provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	The school's provision for the health, safety and general welfare of its pupils is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership. The very good support he receives from staff and governors results in the school having a very positive and caring ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	The governing body meets its statutory responsibilities fully. Governors are closely involved in strategic and financial planning, monitoring and evaluation. They have a good understanding of the school's provision for the National Curriculum, and standards pupils achieve.
The school's evaluation of its performance	Good procedures are in place to monitor and evaluate all aspects of performance. Data is analysed well to help determine what needs to be done next. There is good provision for monitoring the quality of teaching.
The strategic use of resources	Good. Money, time, staff, accommodation and learning resources are used efficiently for the benefit of all pupils. At each stage of planning, the governing body applies the principles of 'best value' to good effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Pupils enjoy coming to school. They are taught well and make good progress. The school expects pupils to work hard and achieve their best. The school helps pupils to become mature and responsible, and behaviour is good. Teachers know pupils and their needs well. Staff are approachable to discuss concerns with parents. The school provides an interesting range of activities outside school. 	<ul style="list-style-type: none"> Information about the progress their children make.

Twenty-five parents returned the questionnaire, and 14 parents attended the meeting with the registered inspector. Inspection evidence confirms the positive views expressed by parents. The arrangements for reporting pupils' progress are considered satisfactory. There is an annual report and two meetings for parents to discuss children's work with staff. Teachers are available to meet parents informally at the start and end of each day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time they leave the school, at the end of Year 6, pupils achieve standards in reading, mathematics and science that are above average.

1. Results of the end of Key Stage 2 assessments for reading in 2000 showed that all pupils achieved the expected level, with half reaching the higher level. Such achievements represent good progress over time, and are impressive when taking into account that a third of pupils assessed had special educational needs.
2. Pupils have very positive attitudes towards books and reading. In discussions, pupils talked readily of favourite stories and authors, giving well-expressed reasons for their choices. When reading fiction aloud, they bring passages alive through expressive reading. Pupils demonstrate a clear understanding of punctuation, and how this dictates the way text should be read. Pupils use intonation of voice well to express meaning. Pupils recount aspects of stories very well, showing good comprehension of what they have read. For example, having read an extract from 'Pandora's Box', pupils were asked why 'Hope' remains in her box until last. The teacher was given the well-considered reply that it was to give people the courage to fight on, and overcome the evils of the world. Pupils use their higher order reading skills to good advantage, as when they skim and scan paragraphs to elicit information. They have a clear understanding of implicit and inferred meanings within text, as opposed to those that are explicit and clearly stated. Independent research skills are well developed; in addition to using the library, pupils enthusiastically access encyclopaedic computer programs and the Internet to gain information to support their learning.
3. End of key stage assessments for mathematics in 2000 identified overall standards as being above average. Inspection evidence shows these standards are maintained by the small group of pupils currently in Year 6. Pupils' performance in mental number activities is impressive. They thrive on tasks given them, and carry out their calculations and activities at speed. Pupils' good knowledge and understanding are demonstrated by the clear and thoughtful explanations they give of how they arrive at their answers. Pupils are encouraged to explore more than one way of tackling tasks. They participate in their activities with much enthusiasm. A good example was the way in which they became engrossed in their construction of a range of three-dimensional shapes, including hexagonal and pentagonal based pyramids. Pupils went on to investigate the relationship between the base's number of sides, and the construction's number of edges, vertices and faces. They then used their results to determine how many of each there would be when given only the number of sides for the base. The ethos within mathematics lessons is one where pupils are encouraged to 'have a go', without fear of failure, knowing their attempts will be valued. Pupils' learning and good achievement are supported well by homework and individual targets, which pupils carry out with enthusiasm.
4. In science, pupils build well on what they have learnt at Key Stage 1. By the end of Year 6, standards are above average. The emphasis placed on investigative science enables pupils to work both individually and collaboratively. Inspection evidence confirms pupils develop a good capacity to plan and organise their own work. Many interesting investigations, including those relating to

electrical circuits, materials and forces, give pupils a clear understanding of what makes a test 'fair'. In each activity, pupils thoughtfully devise a number of ways to ensure their investigations are undertaken in a fair manner. By the time they leave the school, pupils observe, experiment, speculate and use the skills of scientific enquiry well.

The school has been successful in significantly raising the standard of writing at Key Stage 2.

5. End of Key Stage 2 assessments for writing in 1999 showed the proportion of pupils reaching the expected level to be well below the national average. The school's resolve to improve standards was strengthened by reading assessments that compare favourably with national averages.

6. In conjunction with the local authority, the school undertook a detailed analysis of assessment results. This confirmed that gains had to be made in the overall quality of the content, structure and style of writing, together with breadth of vocabulary used. The school successfully implemented a programme, across both key stages, for the teaching of handwriting, reading and spelling skills. Work concentrated on providing younger pupils with frequent opportunities to write down their own thoughts, and to extend simple sentences into fluent, complex and extended sentences by the use of connectives. At Key Stage 2, work concentrated on the structuring of writing through greater use of drafting, and the use of paragraphs to develop sequenced ideas within the written text. Emphasis was placed on the quality and range of vocabulary pupils used in writing, with more use being made of dictionaries and thesauruses.

7. Results of the end of Key Stage 2 assessments for 2000 showed that the proportion of pupils reaching the expected level was double that of the previous year. Overall standards were only slightly below the national average. Each of the cohorts assessed were of similar size, and had the same proportion of pupils with special educational needs.

8. Work reviewed during the inspection confirms that pupils write successfully for a range of audiences, using a variety of genre. Well-crafted poems are written on various subjects, including 'Spring' and 'Bonfire Night'. They draft and edit interesting reviews and synopses of books, and undertake work on play scripts. Prior to initial drafts of stories such as 'The Secret', pupils discuss setting and characterisation, and consider the development of plot. In general writing, pupils make effective use of paragraphs, and correctly use a wide range of punctuation, including speech conventions. In stories and persuasive writing, they commence with a clear introduction, followed by a series of logically ordered points that lead to a conclusion. The majority shows an appropriate level of formality when writing letters, together with a varied and well-considered breadth of vocabulary. The considerable improvement noted is a testimony to the school's ongoing determination to raise standards.

Good teaching is a strength of the school. Over a quarter of lessons observed were judged to be very good.

9. The high quality of teaching has a very positive effect on pupils' responses and the progress they make. Overall, teaching was judged at least to be good in 93 per cent of lessons observed; this includes 27 per cent which was very good. The remainder was satisfactory. This is an improvement on the last inspection when a small number of lessons were judged unsatisfactory. All teachers and support assistants work very well as a team, sharing good knowledge and expertise. Across the school, expectations of pupils' performance are high; teachers create a very positive classroom ethos that supports pupils' learning.

10. Children of reception age are provided with a good range of relevant and interesting activities that focus clearly on learning outcomes. Thorough planning, based on the Early Learning Goals⁵, covers all areas of learning for children of this age, and links very well with the early stages of the National Curriculum. Clear knowledge and understanding of the educational needs of the age group are reflected in the preparation and delivery of lessons, and in careful and detailed monitoring of work. Staff co-operate well in providing children with a good balance between teacher-directed activities, and those that children choose for themselves. Children's independence and personal development are fostered from early on through regular opportunities to work in pairs to negotiate and plan, both orally and in picture format, the several activities they will carry out during the session. The many opportunities created to develop and extend children's language and understanding through talk and questions are a marked feature of the good practice observed. For instance, when sitting in a circle at the end of an activity session, a group who had been painting responded eagerly to questions about what they had been doing and the colours they had used, and about what happened when certain colours were mixed together.

11. Throughout Key Stages 1 and 2, teachers use the structures of the literacy and numeracy strategies very well to support their thorough lesson plans. In all subjects, pupils are provided with challenging work, well matched to their ability. Pupils with special educational needs receive very good support. Individual education plans relate well to the specific needs of pupils for whom they are written, and staff use the plans well to meet those needs.

12. Across the school, classrooms are very well organised to promote learning. Effective use is made of support assistants and volunteer adults to assist pupils' learning. Teachers ensure those working with them have a thorough understanding of the objectives of lessons; of the methods and resources to be used, and of the appropriate levels of expectation for pupils with whom they work. A good example was a successful art and design lesson, where pupils in Key Stage 2 benefited from working with a local artist who supported their making of vases as part of their work on Ancient Greece.

13. In all lessons observed, teachers demonstrated a good level of expertise, which they used effectively in their work with pupils. They provide interesting activities that successfully reinforce

⁵ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprising a set of skills, knowledge and understanding that children might be expected to achieve by the end of reception year. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

pupils' understanding of the concepts being taught. For example, in order to develop pupils' understanding of how sources of evidence provide us with historical

information, pupils become archaeologists as they piece together fragments of plates, depicting various aspects of life in Ancient Greece. Staff have built very good relationships, and discipline is good. Inspection evidence confirms parents' views that staff know pupils and their needs well, and that teachers plan for them accordingly.

14. Good use is made of time and resources to advance pupils' learning. Lessons have a brisk start with a review of what pupils have learnt earlier, and clear explanations are given on how this will be developed within the lesson. For instance, at the start of a literacy lesson, pupils were questioned and reminded of their work on abstract nouns as a basis for developing work on adjectives. In a mathematics lesson, pupils responded very well to the speedy mental arithmetic challenges involving multiplication and identifying the square and square root of numbers. They enthusiastically held up their 'number fans' when, after a short period for calculation, the teacher said, 'Show me'.

15. Teachers are enthusiastic, and this contributes to positive, well-managed classes. This is evident in literacy lessons, when, through expressive reading and leading of stories, skilled questioning and an encouragement for pupils to 'have a go', staff ensure pupils understand the various texts presented them. Pupils' learning is enhanced by clear explanations and demonstrations, as when pupils in Years 2 and 3 were introduced to new computer programs. Teachers communicate objectives clearly; at all times, pupils know what is expected of them in terms of behaviour and performance. During a writing activity on myths and legends, when pupils were reminded that they had ten minutes to complete the task, the concern of a small number of pupils that, 'We'll never do it', was met with a reassuring, 'Of course you can'. Pupils' efforts are frequently rewarded by teachers' positive and appreciative comments, as when, at the end of an activity on multiples, a teacher told the group, 'That's excellent. I'm very impressed'.

16. Day-to-day planning is very effective, and teachers make good use of ongoing assessment to help plan what is to be taught next. Marking is constructive and very helpful; pupils are given very clear guidance, either orally or in writing, as to what they must do to improve. Homework is used to good advantage to support learning. In addition to reading activities, spelling and arithmetic challenges, pupils undertake a range of research activities, often linked with their current topic in history or geography.

Pupils have very good attitudes to learning. They behave very well and get on well with each other.

17. Throughout the school, pupils are highly motivated learners who respond well to the good learning opportunities given them. They bounce into school in the morning, full of eagerness to get on with the day. Reception children settle quickly into the life of the school. They adapt happily to day-to-day routines, and make good progress in their personal, social and emotional development. They form effective friendships, help each other, and treat each other with warmth and respect, as when, during registration, the register monitor for the day greets each classmate with a handshake and a 'Good morning'. Children follow instructions willingly, share and take turns, and respond well to the adults with whom they work.

18. The school has successfully developed good attitudes and work habits in pupils. They arrive at lessons prepared to work and involve themselves readily in tasks. This positive attitude has a beneficial effect on their learning. The regular setting of individual targets, which pupils take seriously, provides them with constant reminders of what they are trying to achieve, and the standards that are expected of them. Pupils work effectively, either in collaboration with others, or by themselves. They set about their tasks with enthusiasm, whether it is Year 1 pupils reading 'Farmer Duck' together in a literacy hour, or those in Years 2 and 3 expressing delight at having successfully constructed an electrical circuit to incorporate bulbs, buzzers and a switch. Pupils sustain concentration until work is completed. They demonstrate independence by choosing their own resources, and attempting to overcome and solve difficulties for themselves, before requesting assistance from adults. Pupils work hard to achieve good results and take pride in the presentation of their work.

19. Within classrooms and around the school, behaviour is very good. The need for teachers to discipline pupils is seldom evident. Pupils move around the school in an orderly manner; they are quiet and respectful in assemblies, recognising the reverence of the occasion. They listen with appreciation to other pupils who read to them during assembly, and attentively to the music played for them as they enter and leave the hall. In class, pupils listen equally attentively and patiently to explanations and instructions. Relationships between pupils are very good, and are a real strength of the school. In the dining hall at lunchtimes, the atmosphere is congenial and characterised by courtesy and good manners. At other times, pupils are helpful, polite and welcoming to visitors. During playtimes, pupils play well with each other. They keep a close watch on their friends, and are seen to befriend others who are playing alone or who appear to be unhappy. This is supportive of their own personal development, and makes the playground, like the rest of the school, a happy place to be in.

The headteacher provides very effective leadership. He receives very good support from staff and governors in managing the school.

20. The headteacher, now in his third year in post, provides very effective leadership. He sets a clear direction for the work of the school, based on his vision for the school's continued development, and on a good understanding of the needs of its pupils. He receives very good support from a committed and hard working staff who, with the governing body, share a commitment to providing quality education. This has resulted in a clear set of aims and values that are successfully reflected in the school's day-to-day life. In line with their mission statement, staff and governors have established a very positive and caring ethos that supports and promotes pupils' learning.

21. Together with the governing body, the headteacher manages the school very well. Day-to-day management and organisation of the school are very good. Roles and responsibilities are well defined, and staff have specific management roles that support the work of the school well.

22. Management of the curriculum is effectively delegated to teaching staff, each of whom takes responsibility for co-ordinating a number of subjects or aspects of school life. An effective monitoring and evaluation schedule has been successfully established. In addition to being fully involved in planning, resourcing, and the evaluation of standards, all teachers monitor the quality of teaching in the subjects for which they are responsible.

23. The governing body contributes substantially to the effective management of the school. There is regular and productive communication between the headteacher and chairman of governors. Committees covering a range of management areas meet regularly. In addition to work related to strategic planning, monitoring and evaluation, each governor has oversight of a subject. Through visiting, observing and working alongside pupils, governors gain a good understanding of the school's provision for the National Curriculum and standards pupils achieve. The governing body meets its statutory obligations fully, including those relating to a daily act of collective worship. The school complies well with the requirements relating to the Code of Practice for the identification of pupils having special educational needs, and ensures equal opportunities for pupils' access to the curriculum and its associated resources.

24. The preparation of the school development plan is well managed, with governors and staff successfully involved. The resulting document is of very good quality, being very clear and well structured. It establishes relevant priorities, responsibilities and resource requirements, together with criteria that will be used to evaluate success. The provision of in-service training associated with the plan's targets, and those resulting from agreed personal development, is well managed.

25. The standard of financial planning and management, together with that of financial control, is very good. The recent audit of the school's financial management systems, undertaken on behalf of the local authority shortly before the inspection, confirmed this finding, and raised very few, minor recommendations for improvement. The finance committee meets regularly, and governors are closely involved in budgetary matters; all expenditure is carefully targeted and used appropriately. In keeping with the school's good application of the principles of 'best value', all spending decisions are evaluated for cost-effectiveness in terms of their impact on the quality of education and provision.

WHAT COULD BE IMPROVED

The use of information and communication technology in mathematics and science at Key Stage 2.

26. Since the last inspection, the school has significantly improved its provision for information and communication technology. Pupils successfully apply their skills to gain information from CD-Rom encyclopaedic programs and the Internet. They present text and graphics in a variety of interesting and effective ways to illustrate their learning in many areas of the curriculum. However, their skills have yet to be sufficiently applied to mathematics and science. In direct contrast to very good computer generated presentations in other subjects, in science and mathematics pupils write accounts and findings of investigations and draw graphs and tables of results by hand.

27. Whilst pupils cover all requirements of the National Curriculum, the school has not yet fully developed the use of information and communication technology equipment and software at Key Stage 2 to enable pupils to sense, monitor and display physical data relating to science investigations. This requirement relating to 'control and monitoring' has already been identified by the school as an area for development, and has been included within the current school development programme.

The writing of a policy which lays down the school's arrangements for the education of children in the foundation stage.

28. Whilst the school makes good provision for its young children, there is no overall, written policy covering the procedures and management of day-to-day issues and needs. The procedures for induction, base-line assessment and curriculum provision have yet to be committed to an agreed written policy. Without such a policy in place, the school cannot ensure that the good practice already taking place is maintained and developed, particularly in the absence of key members of staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve the school further, the governors, headteacher and staff should:

- * Develop the use of information and communication technology equipment and software at Key Stage 2 to enable pupils to sense, monitor and display physical data, particularly with regard to science investigations.
- * Extend opportunities for pupils at Key Stage 2 to apply their information and communication technology skills when presenting and illustrating findings of investigations undertaken in mathematics and science.
- * Provide a policy which lays down the school's arrangements for the education of children in the foundation stage.

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	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	66	7	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)	66.5
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	16

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	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%	Unauthorised absence	%
School data	3.6	School data	0.1

National comparative data	5.4
---------------------------	-----

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 Key Stage 1

Because the number of eligible pupils is less than ten, there is no table showing percentages of pupils achieving the expected Level 2 or above at Key Stage 1.

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			Total
	2000			12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above				
	Total	8	10	12
Percentage of pupils at NC level 4 or above	School	67 (71)	83 (79)	100 (79)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above				
	Total	8	10	12
Percentage of pupils at NC level 4 or above	School	67 (79)	83 (86)	100 (93)
	National	70 (68)	72 (69)	79 (75)

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

As the number of either boys or girls is less than ten, only overall totals are reported in the above table.

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	56
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

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

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	19.7
Average class size	22

**Education support staff:
YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	91

Financial information

Financial year	1999-2000
----------------	------------------

	£
Total income	171666
Total expenditure	166681
Expenditure per pupil	2348
Balance brought forward from previous year	11189
Balance carried forward to next year	16174

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	4	0	0
My child is making good progress in school.	44	48	0	0	8
Behaviour in the school is good.	20	64	4	8	4
My child gets the right amount of work to do at home.	28	56	4	4	8
The teaching is good.	40	56	4	0	0
I am kept well informed about how my child is getting on.	32	40	24	0	4
I would feel comfortable about approaching the school with questions or a problem.	64	32	0	4	0
The school expects my child to work hard and achieve his or her best.	44	52	0	0	4
The school works closely with parents.	32	52	16	0	0
The school is well led and managed.	36	48	8	4	4
The school is helping my child become mature and responsible.	28	60	8	0	4
The school provides an interesting range of activities outside lessons.	36	52	4	4	4

Summary of parents' and carers' responses

The findings of the questionnaire reflect the feelings of parents who attended the pre-inspection meeting with the Registered Inspector, in that they show strong support for the school. Parents commented on the good quality of care and support provided. They appreciate they are made to feel welcome. Parents agree the school promotes good standards, values and attitudes. They feel behaviour in school is good, that their children enjoy coming to school and make good progress. A quarter would appreciate more information regarding the progress of their children.