

## ERRATUM

The following section should read as follows:

### **Special educational needs**

Number of pupils with statements of special educational needs
Number of pupils on the school's special educational needs register

YR – Y6
2
9

# INSPECTION REPORT

## **LONG MARSTON CE VC PRIMARY SCHOOL**

Long Marston, York

LEA area: North Yorkshire

Unique reference number: 121575

Headteacher: Mrs Celia Curry

Reporting inspector: Robert Robinson  
21024

Dates of inspection: 3 – 4 December 2001

Inspection number: 243318

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Angram Road Long Marston York
Postcode:	YO26 7LR
Telephone number:	01904 738 352
Fax number:	01904 738 352
Appropriate authority:	The governing body
Name of chair of governors:	Reverend Canon John Rendall
Date of previous inspection:	30 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This small primary school for boys and girls aged four to 11 years mainly serves the village of Long Marston and surrounding areas. The school is situated between the City of York and Wetherby. Fifty-three pupils (23 boys and 30 girls) attend full time; six of these are of reception class age and are taught alongside Year 1 and 2 pupils. There are no pupils from minority ethnic backgrounds and no pupils are learning English as an additional language. Nine pupils (17 per cent) are on the register of special educational needs, a figure which is below average. Two pupils have statements of special educational needs. The percentage of pupils known to be eligible for free school meals is low. The number of pupils at the school has increased significantly since the last inspection because of the popularity of the school. The school mainly serves private housing, with some rented and council accommodation. Pupils' attainment on entry to the school varies because of the small number of pupils joining the school from year to year; however, on balance, it is above average. In recent years, far more pupils than usual have transferred to the school later in their school life and a few have left to go elsewhere.

### **HOW GOOD THE SCHOOL IS**

Long Marston Primary is a good school. Pupils achieve well. The quality of teaching is good overall, and very good for pupils in Years 3 to 6. The partnership with parents is excellent. The leadership and management of the headteacher and governing body are very good. The school provides good value for money.

#### **What the school does well**

- The quality of teaching is very good in Years 3 to 6 and, as a result, pupils achieve well by the age of eleven.
- The school fosters pupils' personal development very well.
- The partnership with parents is excellent.
- The leadership and management of the headteacher, staff and governing body are very effective.

#### **What could be improved**

- The planning of the curriculum for children of reception age is not focused sufficiently on the small steps of learning outlined in the national guidance.
- The internal accommodation is unsatisfactory.

*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 since the last inspection in September 1997. By the time they leave the school, the standards achieved by the pupils have improved. The quality of teaching is now much better because there is no longer any unsatisfactory teaching and a much higher proportion of very good teaching. Pupils' attitudes to learning, their behaviour and personal development are now very good. The leadership and management of the headteacher and governing body are very good.

The following areas identified for improvement have been addressed successfully:

- The teachers' planning has improved; it is now consistent between classes, although it still needs further refinement for children of reception age.
- For most age groups, teachers now write detailed daily plans for classroom staff and voluntary helpers.
- The governors have a better understanding of the school through the observation of lessons.
- Responsibility for the co-ordination of each subject has now been allocated to individual teachers.

The strong commitment of the staff and governors, the strengths in the teaching, and the leadership and management, place the school in a favourable position to continue to improve standards.

## STANDARDS

The table of the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests has not been included as fewer than 11 pupils took the tests during each of the past three years.

The very small numbers of pupils in each year group make annual comparisons of pupils' attainment unreliable. The current Year 6, however, is larger and pupils are on course to attain high standards in English and mathematics by the end of the year. The attainment of the present group of pupils in Year 2 is above average in English and mathematics. This builds on the good standards found at the end of the reception year.

Overall, all pupils, including those with special educational needs, achieve well during their time in the school. Pupils in reception and Years 1 and 2 make satisfactory progress. Pupils make very good progress in Years 3 to 6. This is due to the very good teaching, the pupils' very good attitudes to learning and their behaviour.

The school is likely to meet its realistic targets for the proportion of Year 6 pupils reaching the expected and higher levels in English and mathematics in 2002.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy school and show high levels of interest and enthusiasm towards their work.
Behaviour, in and out of classrooms	Very good; pupils behave very well and older pupils set a high standard for younger pupils.
Personal development and relationships	Pupils respond very well to the opportunities to take responsibilities. The pupils relate very well to each other and members of staff. They become increasingly mature and confident and this enhances their learning.
Attendance	Very good; attendance is well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Very good

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

The quality of teaching is good overall. The teaching of pupils in Years 3 to 6 is very good, whilst in reception and Years 1 and 2 it is never less than satisfactory. Literacy and numeracy are taught well with a strong emphasis on teaching basic skills. Overall, the teaching meets the needs of pupils well, including pupils with special educational needs and higher attainers.

Teachers in Years 3 to 6 have very good understanding of the subjects taught and encourage and interest pupils through careful and challenging questioning. This keeps pupils highly motivated and assists their progress. Planning is of a high standard and helps to maintain a very brisk pace of learning. Pupils are very keen to discuss their work and teachers comment very sensitively on its quality and how it could be improved. The very good rapport between teachers and pupils enhances pupils' interest in learning.



Weaknesses, in otherwise satisfactory lessons for reception-aged children, are due to shortcomings in planning. This gives too little information about what is to be taught and how. Questioning is not used well enough in Years 1 and 2, and this results in pupils calling out answers, with a few pupils dominating discussions. Occasionally, pupils speak when the teacher is instructing and these interruptions disrupt the flow of the lesson.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall; it is broad and balanced and includes good provision for developing literacy and numeracy skills. The wide range of extra-curricular activities, educational visits and visitors enlivens the curriculum. The planning for reception aged children is not linked closely enough to the small learning steps detailed in the recent national guidance
Provision for pupils with special educational needs	Good; pupils receive effective help from teachers and well-trained classroom assistants.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The personal and social development of pupils is fostered very well. There are particular strengths in the provision for moral and social development.
How well the school cares for its pupils	The procedures for ensuring the pastoral care of pupils and their health and safety are good. The school monitors pupils' academic progress and their personal development well.
Parents' view of the school	The partnership with parents is excellent. Parents have a high regard for the school and value the education it provides for their children. Relationships between parents, governors and staff are extremely positive.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher works effectively with other members of staff and, together, they ensure that the aims and values of the school are met.
How well the governors fulfil their responsibilities	The governing body assists the headteacher very well and fulfils its role very efficiently.
The school's evaluation of its performance	Teaching and learning are monitored soundly. Appropriate priorities are identified for improvement, although the school improvement plan does not include plans for the development of every subject, and for the provision of reception-aged children and pupils with special educational needs.

The strategic use of resources	Additional funding to support pupils with special educational needs is used very well. The staffing arrangements for the teaching of the Year 3 to 6 class are very effective. Members of staff use the accommodation extremely well; however, the size and facilities of the indoor accommodation are unsatisfactory. The governing body understands how to ensure that it obtains best value for the benefit of pupils when spending its financial allocation.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school and behave well.</li> <li>• The school expects children to work hard and achieve well and, because the teaching is good, children make good progress.</li> <li>• Parents are kept well informed about their children's progress and find the staff approachable.</li> <li>• There is an interesting range of activities outside lessons.</li> <li>• The school helps children to become more mature and responsible.</li> <li>• Children get an appropriate amount of homework.</li> <li>• The leadership and management of the school are good</li> </ul>	<ul style="list-style-type: none"> <li>• The internal accommodation is unsatisfactory.</li> </ul>

The inspectors agree with the extremely positive views of parents and agree that the accommodation is unsatisfactory.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The quality of teaching is very good in Years 3 to 6 and, as a result, pupils achieve well by the age of eleven.**

1. Pupils in Years 3 to 6 make very good progress because of the high standard of teaching, their very good attitude to work and their behaviour. Lessons observed were consistently very good. Standards of pupils' attainment vary from year to year because of the very small number of pupils and the varying proportion of pupils with special educational needs in each year group. On balance, pupils achieve well relative to their attainment on entry to the school. This year standards by the age of 11, in English and mathematics are on course to be well above average.
2. In English, teachers challenge pupils very well to improve their work further. They have high expectations of pupils to check their own work before discussing it with them. A low attaining pupil, for example, read through his writing and looked up words in a dictionary. He was thrilled to find that he had spelled 'gigantic' correctly. Teachers develop pupils' literacy skills very well through the knowledge that they gain in other subjects. Pupils were encouraged to write a poem about Ancient Egypt, for example, which linked with their recent work in history. Well-trained classroom assistants help teachers to push on the learning of all groups of pupils, including those with special educational needs, very effectively. This happened in a small reading group in Year 5 when pupils acted out the story of 'Rumpelstiltskin' from a script with the help of the classroom assistant. The pupils read accurately with plenty of expression and enjoyed taking an active part. The lower attainers were given sensitive assistance. Most pupils read accurately and had a clear understanding of the text. Higher attainers read harder words, including 'diminutive', correctly and adjusted their pronunciation, for example of 'minute', to match the context of the story. Teachers have high expectations of good work and behaviour. Pupils respond very positively to teachers' requests, working productively at a brisk pace and showing very good attitudes to their work.
3. Teachers know how to develop pupils' skills in writing. In a lesson in Years 3 and 4, the teacher developed pupils' understanding of the use of combinations of adjectives through close attention to a text that had all the adjectives blanked out. The pupils' suggestions were compared with the writer's actual use of adjectives. The pupils were very interested and keen to offer their suggestions. They acquired a much deeper understanding of the use of adjectives in order to improve their writing.
4. In mathematics, teachers' planning is very detailed and the staff ensure that the pupils understand what is to be learnt during the lesson. In addition, classroom assistants and other helpers have very clear written instructions including the objectives of the lesson and the activities to support the pupils' learning. This was seen in a lesson in Years 5 and 6 when pupils gained a better understanding of how to convert metric measures. Higher attainers converted miles to kilometres correctly using a graph. They then put much thought into extending their learning by drawing their own graphs to convert centimetres into inches, having been told that 90 cm is approximately 36 inches. Most pupils could convert the height of an object from metres to centimetres and then millimetres. Lower attainers, with help from the teachers, gained a better understanding of the conversion of metric measure through the use of a variety of measuring equipment. Teachers make provision for talented pupils to work at a higher than usual level for their age by enabling them to be in groups with older pupils; this organisation helps these pupils to make very good progress and to maintain interest in their work.
5. Parents rightly praise the high standard of teaching at the school. A group of pupils from Year 6 remarked, "We like the way teachers teach. They are friendly and help you. They don't shout when you get things wrong. Everyone respects everyone else and we are quiet when others are working".

## **The school fosters pupils' personal development very well.**

6. The provision for pupils' personal development is very good and this has a very positive effect upon their achievements, their attitudes to work and their behaviour. Parents confirm that the school helps their children to develop in a mature and responsible manner.
7. The school is a very caring community. It fulfils its mission statement very well, the school's ethos is 'one of valuing every member', with an emphasis on 'wholeness' and on providing 'equal access to all'.
8. Teachers make very good use of assemblies to develop pupils' spiritual awareness. Members of staff expect pupils to enter the hall quietly. Leaders of assemblies provide a sense of occasion by playing suitable music and lighting a candle to enable pupils to have a time of quiet reflection. Pupils are given opportunities to take an active part in the proceedings by accepting responsibilities for tasks. These include leading the assembly, operating the compact disc player, handing out hymn books to visitors or participating in discussions. In the classroom, teachers encourage pupils to reflect on the beauties of nature; for example, pupils wrote poems for the National Poetry Day in the shape of a snail, and studied hedgehogs and frogs with a visitor to the school. Older pupils ensured the care and safety of newts from the school pond when the pond was being cleaned out.
9. The school's behaviour policy is very effective and older pupils set a very good example to the younger ones. Displays celebrate pupils' positive attitudes, such as being cheerful, being kind to others and helping others without being asked. Class and playground rules are agreed between staff and pupils. This results in very good behaviour, both in the classroom and around the school. Lunchtimes are pleasant social occasions that are organised well to allow older and younger pupils to mix very well together; for example, when pupils in Year 6 organise traditional skipping games. Pupils have a very clear view of the high expectations of staff to act sensibly and to care for others. They are encouraged to be courteous to visitors and to be polite and well mannered. Pupils report they appreciate the stickers given as rewards and consider the system to be fair. They look forward to being in the 'special mentions' book. Teachers encourage pupils to be aware of acts of kindness and invite nominations from pupils for the 'helping hands' award.
10. Pupils welcome the opportunities to assist in the smooth running of the school by taking on many varied responsibilities. Older pupils, for example, operate the overhead projector in assemblies, distribute milk at playtimes and keep the library tidy. Pupils' social awareness develops as they listen to visitors explaining the purpose of their organisations. They respond by raising money for the charities. Recently the pupils were presented with an award for raising the most money per pupil in the country for a national organisation for homeless people.
11. Pupils' cultural awareness is extended through well-chosen visits. They visit a local abbey and dress up as monks for a day and examine closely the pattern of stained glass windows. Pupils find out about the customs of other faiths through visits, for example, to a mosque. They enjoy theatre workshops such as taking part in a dramatic interpretation of Macbeth. Teachers make sure that pupils find out more about their own local heritage by inviting visitors to the school to act out the Battle of Marston Moor with the pupils, including firing a cannon in the school grounds. The visits and visitors to school are planned very well to enhance the curriculum and to make learning interesting. Biannual residential visits are organised; during this time, pupils take part in a range of adventurous activities and team-building exercises.
12. The school has recently begun to teach personal development in Years 3 to 6. The teaching is very good. In a lesson for pupils in Year 5 and 6, the teacher read a recipe for a 'happy cake' to draw out pupils' ideas on happiness and contentment. Pupils expressed their ideas confidently to others. The teacher encouraged all to contribute by arranging for pupils to work in pairs before contributing to the whole class discussion. Good assessment of pupils' attainments in personal development highlights each pupil's skills, knowledge and attitudes.

### **The partnership with parents is excellent.**

13. The partnership with parents is extremely strong and contributes very well to the pupils' very good attitudes to school, behaviour and personal development. The response to the parent questionnaire was very good and attendance at the pre-inspection parents' meeting was much higher than usual, with many families being represented. The responses to the questionnaire were very positive with few negative comments. At the parents' meeting, parents were generally full of praise for the school and there were many comments about the well-developed partnership with parents. Parents confirmed the views expressed in the analysis of the parent questionnaire and stated that the school has definitely improved since the last inspection. Parents expressed the view that 'this is our school'.
14. Parents, staff and governors work closely together. The home-school agreement was drawn up after consultation with governors, parents and other local schools and sets out the responsibilities of home and school. The school spends a great deal of effort maintaining and strengthening good relationships with parents.
15. Parent involvement is a high priority in the school improvement plan and a summary of the plan is sent to parents annually. Children's achievements are celebrated weekly in assemblies and parents are invited to attend. Suitable arrangements are made to liaise with parents to enable pupils to overcome difficulties, such as unsatisfactory behaviour.
16. The school encourages parents to be a part of their children's education whenever possible. The Long Marston School Association welcomes all parents. Members of staff are active members of the association providing an opportunity for them to talk with parents informally. The association raises a substantial amount of money each year and pupils benefit greatly from the fund-raising through improved resources, such as the high quality play equipment, and through the association subsidising the cost of transport for educational visits. Many parents assist teachers during the school day in the classroom or by accompanying children and staff on educational visits and to swimming lessons.
17. Effective information and communication between home and school have a very high priority. Formal parent evenings, informal open evenings, open mornings for observation of literacy and numeracy lessons, for example, provide further opportunities for parents to assist their children's learning. Parents of reception-aged children and children in Year 3 are invited to discuss how their children have settled into their new classes. Monthly newsletters and daily communications through the use of a blackboard outside school keep parents up to date on school news and events. Pupils' annual reports are comprehensive recording strengths and areas for development, particularly in English and mathematics. The proportion of parents attending open evening and other school activities is high. Without the commitment of the parents the school would be less effective.

### **The leadership and management of the headteacher, staff and governing body are very effective.**

18. The very good leadership and management are the result of a very effective partnership between the headteacher, staff, parents and governors. The headteacher manages the school very well and is very enthusiastic and hard working. Recently she has reduced her management time during the school day to spend an increased proportion of her time teaching in order to split the large Year 3 to Year 6 class into two groups; this arrangement is appreciated by parents and assists pupils' learning. The headteacher leads by example in the high quality of her teaching and relationships with pupils, parents, staff and governors. The headteacher is very aware of the strengths of the school and shows determination to improve the good provision even further.
19. The teachers, together with the headteacher, have a heavy load of management responsibilities as each co-ordinates several subjects. The teachers work together very effectively to develop the

curriculum and to monitor standards in each subject. Well-trained classroom assistants and other staff assist teachers very ably, both in the classroom and around the school.

20. The governing body fulfils its roles and responsibilities very well. The governors' involvement in shaping the direction of the school is excellent. The governors are active in the work of the school and are very knowledgeable about their responsibilities. The governing body took great care when appointing the headteacher in order to build on the strengths of the school. The governors have a wide range and balance of expertise and governors are directed very well to relevant committees; for instance, accountants to the finance committee and personnel specialists to the staffing committee. Governors are very well informed and know what is happening in the school through regular monitoring visits. A policy of visits highlights individual roles and responsibilities well. The governors' reports of the visits are very thorough and shared with both teachers and the governing body.
21. The governing body has a good understanding of the principles of obtaining best value in the use of funding for the benefit of pupils. Governors realise that there is little scope for flexibility within the school allocation of funding but try to provide the best staff ratios for the children. Where they have flexibility, they consider where the need is greatest; for example, the governors spent surplus funding rightly to provide extra classroom assistants to assist the learning of children of reception age. The governing body considers projected numbers and the effect on finances but realises the limitations of space restrict the number of pupils on roll. The governing body evaluates the success of initiatives and spending very well through the governors' visits to the school, the headteachers' reports and the financial committee meetings.
22. The implementation of Performance Management is developing well. The staff and governors have embraced the new national requirements positively. Targets have been set for the headteacher, teachers, classroom assistants, school secretary and some other members of staff.
23. The school improvement plan is a working document which guides staff and governors soundly and plans strategically for a three-year period. The improvement plan provides clear directions for literacy, numeracy, information and communication technology, monitoring and evaluation, partnership between school, parents and governors, and for personal, social and health education. It has, however, little information about other subjects and the development of the provision for children of reception age, where there are shortcomings in current planning, or for pupils with special educational needs.
24. Members of the ancillary staff provide very good support for teachers through effective administration, good care of pupils at lunchtimes and by maintaining the school very well. Financial administration and office administration are very effective. The school secretary deals efficiently with all daily administration and finances enabling the headteacher to spend more additional time teaching than would be expected normally. Much good will and very good relationships enable the headteacher to concentrate on the central role of enhancing pupils' learning.
25. The strengths in the leadership and management have a positive impact on the success of the school. Overwhelmingly, parents consider that the school is well led and managed.

## **WHAT COULD BE IMPROVED**

**The planning of the curriculum for children of reception age is not focused sufficiently on the small steps of learning outlined in the national guidance.**

26. The planning of the curriculum for children of reception age broadly follows the recent national guidance for children of this age. Limited attention, however, is given to providing opportunities for each child to build sequentially on their previous learning. This is essential as pupils' attainment on entry is very wide. Daily planning is scant and the objectives of lessons are very broad and

generally relate to the desired outcomes expected of children by the end of the reception year. The daily lesson plans do not provide enough information for classroom assistants and other helpers to enable them to understand the precise objectives of the lesson. This lack of detail impedes children's learning. The unsatisfactory planning for classroom assistants and helpers contrasts sharply with the high quality information provided in Years 1 to 6.

27. The monitoring of children's progress is underdeveloped. Assessment opportunities are not detailed in the teachers' planning. It is unclear from documentation how information about children's progress is recorded and how it is used when teachers plan future lessons. The initial assessment profile completed when children start school provides a clear picture of their attainment, but further tracking of their progress in relation to small steps of learning is limited.
28. The co-ordinator and classroom assistant have worked hard to introduce the recent national recommendations for children in the reception year; however, the development of the curriculum for children of this age does not feature sufficiently in the school improvement plan.

### **The internal accommodation is unsatisfactory.**

29. At the last inspection there were 38 pupils on roll and classrooms were described as being 'tight'. Due to the popularity of the school, the number of children on roll has increased to 53 pupils. The space available now for pupils in the classroom is unsatisfactory, and well below the area per pupil recommended by the local education authority. The size of the internal accommodation does not allow governors to use specific funding, such as grants for information and communication technology, creatively, and this has a negative impact on the number of computers and other information and communication technological equipment available for use by pupils.
30. The increased number of pupils in Years 3 to 6 has led to one class being taught in the hall for much of the day. This is unsatisfactory as the hall is also used for physical education, assemblies and lunches. This requires staff and pupils to spend valuable teaching and learning time moving furniture in preparation for these activities. Much good will of the staff and careful training of pupils ensure that this is accomplished quickly and safely. The use of the hall for physical and creative development for children of reception age and physical education is restricted, and this has a limiting effect on their achievements. In addition, the small size of the hall, with no adequate storage areas, is reduced further by the need to keep desks, classroom and physical education equipment and dining tables round its edges.
31. The reception to Year 2 classroom is very small and does not provide suitable accommodation for the needs of the mixed-age class. Teachers found difficulties, for example, ensuring that Years 1 and 2 pupils concentrated in literacy and numeracy lessons whilst the reception children were actively and, occasionally, exuberantly engaged in their practical activities. Insufficient storage for the resources required for this very wide age range results in a cluttered appearance to the room.
32. The size of the cloakrooms is totally inadequate for the number of pupils in each class. It is to the credit of the staff, parents and pupils that the arrangements result in the safe keeping of coats and bags in the cloakrooms, as well as, the safety of pupils whilst in these areas.
33. The office, rest and toilet facilities for staff are poor. There is a lack of privacy for discussions with parents or outside agencies. There is no staff room and this creates difficulties at breaktimes and lunchtimes. No facilities are available for children or staff who are ill apart from sitting in the office.
34. Parents express the view that the internal accommodation of the school is unsatisfactory, showing particular concern for the Year 3 to 6 class when it is not split into two groups. They consider each child has insufficient space resulting in a hot and stuffy environment. Inspectors endorse the view that the accommodation is unsatisfactory.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. The governors and staff should take the following action:

(1) improve the provision for children of reception age further in these ways:

- link the planning of the curriculum to the small steps of learning in the recent curriculum guidance for the foundation stage;
- ensure that they have sufficient use of available accommodation for physical and creative development;
- ensure that the guidance to classroom assistants and other helpers provides clear details of the objectives of the lesson and activities to support children's learning;
- provide information in the school improvement plan of planned developments.

*(See paragraphs 26, 27,28, 30)*

(2) seek ways to improve the internal accommodation.\*

*(See paragraphs 29 – 34)*

\*Staff and governors have already identified this area for development.



## 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	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	1	5	0	0	0
Percentage	0	54	8	38	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

Number of pupils on the school's roll (FTE for part-time pupils)	YR – Y6
Number of full-time pupils known to be eligible for free school meals	53
	1

FTE means full-time equivalent.

#### Special educational needs

Number of pupils with statements of special educational needs	YR – Y6
Number of pupils on the school's special educational needs register	9
	2

#### English as an additional language

Number of pupils with English as an additional language	No of pupils
	0

#### Pupil mobility in the last school year

Pupils who joined the school other than at the usual time of first admission	No of pupils
Pupils who left the school other than at the usual time of leaving	10
	1

### Attendance

#### Authorised absence

	%
School data	4.3

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001			12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	12	12
Percentage of pupils at NC level 2 or above	School	83 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

\*Details of the number of boys and girls achieving Level 2 and above have not been included because fewer than 11 boys or girls were in the year group.

\*\*The table for the attainment of pupils by the end of Key Stage 2 (Year 6) have not been included as fewer than 11 pupils were 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	47
Any other minority ethnic group	0

*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)	2.7
Number of pupils per qualified teacher	19.6
Average class size	26.5

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	41

### **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	2000-2001
	£
Total income	156,831
Total expenditure	147,315
Expenditure per pupil	3,027
Balance brought forward from previous year	8,727
Balance carried forward to next year	18,243

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	
Number of teachers appointed to the school during the last two years	
Total number of vacant teaching posts (FTE)	
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	53
Number of questionnaires returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	62	31	0	2	5
Behaviour in the school is good.	53	40	5	2	0
My child gets the right amount of work to do at home.	40	55	5	0	0
The teaching is good.	69	26	0	0	5
I am kept well informed about how my child is getting on.	60	31	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	82	14	2	0	2
The school expects my child to work hard and achieve his or her best.	79	19	0	0	2
The school works closely with parents.	64	29	5	0	2
The school is well led and managed.	73	17	5	0	5
The school is helping my child become mature and responsible.	60	33	5	0	2
The school provides an interesting range of activities outside lessons.	55	33	10	0	2