

INSPECTION REPORT

PENNINGTON C OF E PRIMARY SCHOOL

Pennington

LEA area: Cumbria

Unique reference number: 112284

Headteacher: J Boothman

Reporting inspector: R S Moseley
Rgl's OIN 16886

Dates of inspection: 1st and 2nd October 2002

Inspection number: 247208

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

© Crown copyright 2002

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:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Pennington Nr Ulverston Cumbria
Postcode:	LA12 0RR
Telephone number:	01229 894133
Fax number:	01229 894133
Appropriate authority:	The Governing Body
Name of chair of governors:	Jacqui Chisem (Acting)
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
16886	Richard S Moseley	Registered inspector
9981	Saleem Hussain	Lay inspector
10144	Mary Marriott	Team inspector

The inspection contractor was:

Serco QAA
2 Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pennington C of E Primary school is smaller than other primary schools with 148 pupils, consisting of 75 boys and 73 girls from four to 11 years. A below average number of pupils, 6.8 per cent, are entitled to free school meals. The school serves the local villages but it is a popular school and a number of parents live outside the catchment area. The school serves a wide variety of mixed social backgrounds and types of housing. Attainment on entry to the school varies, as in some years there is a lower number of pupils in a year group, sometimes as low as 12. However, the evidence indicates that it is broadly average. All pupils are white; there are no pupils speaking English as an additional language and there are no pupils from ethnic minority backgrounds. The proportion of pupils on the school's register of special educational needs is below the national average. There are three pupils with a Statement of Special Educational Needs, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

This is a very effective school, with many very good and excellent features. It has developed a challenging climate for learning through a curriculum that is excellent and based on Christian values. Pupils attain very good standards in English, mathematics and science. The quality of teaching is never less than good and is mainly very good or excellent. Pupils' attitudes to their work and their relationships are excellent. It is very well led and managed, gives very good value for money and has been awarded "Beacon Status" in recognition of the high standard of education it provides.

What the school does well

- Strong teaching helps pupils to learn very effectively. This has resulted in good or very good standards in English, mathematics and science.
- The school provides a challenging climate for learning through a curriculum that is rich and vibrant. Consequently, pupils are developing as confident and independent learners with excellent attitudes to their work.
- The school's partnership with its parents is a strength
- The headteacher, with the support of the deputy headteacher, subject leaders and governors, provides outstanding leadership and a clear educational direction for the school. She has enabled all staff, through extensive professional development, to improve their effectiveness in providing a high standard of education.

What could be improved

- No major areas for improvement were identified during the inspection. In order to continue to improve in all aspects of school life, the governors, headteacher and teachers should implement the very well thought-out school management plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. It has overcome all of the weaknesses noted in the inspection and has improved in a number of other ways. Overall, the improvement has been very good. With reference to the key issues in the last report, the school has made good progress in curricular planning and assessment in Years 3 to 6 and there is a system for monitoring and evaluating teaching, learning and curricular development. There is now good strategic management of the school's learning resources and all statutory requirements are met.

In addition, excellent leadership by the headteacher has resulted in many other improvements. For example, standards in the National Curriculum tests have been raised, often above the national trend, in English and science by the time pupils leave the school. The school has been awarded 'Beacon Status' in recognition of the high standard of education. The school is amongst the first schools in Cumbria to gain the Healthy School's Award. Improvements in provision for children in the Foundation Stage has resulted in the school obtaining the Kite Mark Award for its achievements in this area.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	B	A	A
Mathematics	A	A*	A	A*
Science	A*	A*	B	A

Key	
Very High	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
Very low	E*

The trends up to the Year 2001 although variable, show either above average results, well above average results or very high results compared to all school or to similar schools. The variability is mainly due to some years where there is a smaller number of children, sometimes as low as 12, which can influence the average result. The national tests for pupils at the end of Year 2 indicate above average standards for reading, well above average standards for writing but below average standards for mathematics. The school recognised this weakness in mathematics and targeted this area for further development and standards in mathematics have risen very well.

Although national comparative figures for 2002 are not yet confirmed, the school results indicate an increase in those pupils reaching the higher Level 5 at the end of Year 6 in English, mathematics and science. Early analysis indicates that standards are well above average. At the end of Year 2, standards were again above or well above average in reading and writing and also in mathematics and science.

The inspection findings indicate that for this year's pupils, in Year 6, standards have been maintained at the same levels in English, mathematics and science as in 2002. Pupils in Year 2 are also working at the same standards as last year in reading, writing, mathematics and science.

All these standards indicate that overall, pupils are achieving very well in English, mathematics and science from an attainment on entry to the school that is broadly average. Standards in numeracy and in literacy are well above average.

It was not possible to make a judgement on attainment in any other subject during this short inspection but a good proportion of pupils in Year 6 are reaching above average standards in information and communication technology.

PUPILS' ATTITUDES AND VALUES

Attitudes to the school	Outstanding. Almost all pupils are very eager to learn and give of their best at all times. They are very responsive and show excellent attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour by almost all pupils in lessons and around the school is very good. Pupils are polite and courteous to each other and to adults.

Personal development and relationships	Personal development is very good. By the time pupils leave the school they have acquired many of the skills needed for independent learning as well as a great deal of confidence. Relationships are excellent throughout the school.
Attendance	Very good.

Pupils are very proud of their school. They care about each other and respect each other's views.

TEACHING AND LEARNING

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

As this was a short inspection, only a small number of lessons could be seen. Also, these were not necessarily evenly distributed throughout the school. Nevertheless, inspectors judged that the quality of teaching has improved since the last inspection. Most teaching is now either very good or excellent. Strengths are the high levels of teachers' expectations of pupils' work and behaviour and the teaching methods and ideas they use. Another strength is the way pupils are encouraged to take responsibility for their own learning with plenty of investigative work and research. This ensures that pupils become confident learners by the time they leave the school. Lessons proceed at a good pace. Teachers' assessment of pupils' capabilities is very good, especially in English and mathematics. These records are used very well to plan future work. All these strengths encourage pupils' intellectual, physical and creative effort, ensuring that lessons are productive and that pupils retain interest to the end of the lesson. Teachers' short term lesson planning is of good quality with clear learning objectives. These are shared with the pupils and they have a very clear idea of what they are to learn. The planning outlines work for the different levels of attainment in the class, especially in English and mathematics. This meets the needs of all pupils very well. Throughout the school, the teaching of literacy and numeracy is very good. The teaching provision for children in the Foundation Stage is of very good quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are outstanding. Teachers provide every opportunity to make pupils' learning rich and vibrant. The pupils experience a wide range of visits out of school and visitors into school.
Provision for pupils with special educational needs	Very good. These pupils experience a full curriculum both in class and occasionally when they are withdrawn for specialist support. The school is actively engaged at present in implementing the government's new initiatives for including all pupils in all aspects of school life and the new arrangements for the provision for pupils with special educational needs.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects of school life develop pupils' confidence and independent learning skills. The provision for pupils' social development is excellent.
How well the school cares for its pupils	The school cares for its pupils very well. It has very good assessment records, which it uses well; however, it is beginning to computerise these records to make their use even more efficient.

The procedures for child protection and ensuring pupils' welfare are very good. Parents have a very high regard for the school and there are very effective links with them.

HOW WELL IS THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. Within this, the headteacher is an excellent leader. She has developed a strong sense of purpose amongst the staff and enabled them to develop their own management and leadership roles. In this, the school's links with other schools through its 'Beacon Status', 'similar schools' link and industrial links for teacher placements, have been very effective in raising the quality of leadership even further.
How well the governors fulfil their responsibilities	Very well. The governing body fulfils all its responsibilities very well. The chair of the governing body is very supportive and works closely with the headteacher.
The school's evaluation of its performance	Outstanding. The headteacher, staff and governors are fully aware of the school's performance. They have a very clear idea of the aims, values and ethos of the school and implement them well.
The strategic use of resources	Very good. Resources are readily available and used very well. All money is spent wisely and carefully and the school applies the principles of getting best value very well.

Although the school has a negative budget at present, this is mainly because of repairs to the building and the extra money that has been spent in support of other schools through its 'Beacon Status' and the professional development of the teachers. The Local Authority is aware of this and is working with the school to improve the financial position rapidly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes the school. • Their child is making good progress • The teaching is good. • They can approach the staff with any problems. • Their child is expected to work hard and do their best. • The school is well managed. • The school helps their child to become more mature and responsible. 	<ul style="list-style-type: none"> • A very few parents felt that their child did not get the right amount of work to do at home. • A very few parents felt that the school did not provide an interesting range of activities outside lessons.

All views expressed by the parents were brought to the attention of the headteacher. Inspectors support parents' very positive views of the school. They also judged that the amount of homework was appropriate and the school provided a very good range of activities outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Strong teaching helps pupils to learn very effectively. This has resulted in good or very good standards in English, mathematics and science.

1. As this was a short inspection, only a small number of lessons could be seen. Also, these were not necessarily evenly distributed throughout the school. Nevertheless, planning indicates that teachers develop their skills well and the quality of teaching has improved greatly since the last inspection, where only a small amount of teaching was very good and there was some unsatisfactory teaching. The teaching seen in this inspection indicates that nearly all the teaching, four out of five lessons, is very good or excellent. In all lessons, teachers prepare well by identifying precise learning objectives. These are shared with pupils, which helps them to be clear about what they are expected to learn. Lessons proceed at a good pace and are well structured with a step-by-step approach. As a result, pupils are motivated and sustain their interest to the end of the lesson. These features, together with teachers' enthusiasm about their work and their very good class management and discipline, contribute significantly to the standards attained and the very good achievement made by the time pupils leave the school.
2. Teachers also plan a wide range of stimulating and well thought-out ideas. This means that pupils want to learn and thoroughly enjoy lessons. These ideas start well with children in the reception class. For example, children were seen enjoying making 'Bear Biscuits' using flour, sugar and butter. The special teaching assistant made the lesson exciting and fun by the use of humour. The recipe said "put the ingredients into a large bowl". So she proceeded to put the bag of flour and sugar and the wrapped butter into a bowl. She was quickly corrected by the children who began to understand the importance of interpreting the recipe correctly. Many of the group had only been in the school two or three weeks but the lesson was helping them to develop their language and social skills and a basic understanding of how things change when mixing, melting and heating. The reception teacher has created a very good, stimulating environment for these children which encourages rapid learning.
3. The teaching of basic skills in literacy and numeracy is very good in most lessons. For example, developing a good scientific vocabulary was an essential part of a science lesson on food chains for pupils in Year 6. Words such as, 'invertebrate, interdependent, consumers and habitat' were used confidently by the pupils. In most mathematics lessons, a list of appropriate words is displayed around the room or on the white board. The quality of pupils' writing is a strength of the school. This is because pupils are encouraged to write regularly from an early age and to use full sentences in all subjects as soon as possible. Also, good presentation and handwriting skills are developed early. Constructions seen around the school, often made in design and technology lessons, indicate that numeracy and measurement skills are regularly used.
4. Teachers' subject knowledge in many areas is very good and this enables them both to ask appropriate questions and effectively challenge pupils with differing levels of attainment. For example, in a science lesson on electrical circuits and switches for pupils in Year 4, the teacher's very good knowledge of electricity helped her to ensure that all aspects of the lesson were constantly linked to the value and applications of electricity in everyday life.
5. One outstanding feature of the teaching is the way teachers ensure that pupils are given every opportunity to develop their skills of research and independent learning. This is linked closely to the ethos of the school and the development of mature and confident pupils. For example, in a geography lesson for pupils in Year 6, the teacher had provided a very wide range of resources suitable for individual research. The lesson was about mountains. Computer programs, books, documents and photographs were all available and pupils obtained a wide range of information and remained fully focused and interested for long sessions. They made excellent progress in their understanding of the formation, climate and agriculture of mountains and how humans adapt to living there. It was very obvious that pupils were very accustomed to this type of individual research and most are very confident learners.

6. Procedures for assessing pupils' attainment and progress and the use of all assessment records to guide curriculum planning are very good. This is a very good improvement on the judgements made at the last inspection, where some aspects were unsatisfactory. The school has many good procedures and they are very good in English and mathematics. In English, these include regular assessments in reading and writing, which are used well to set individual targets that are clearly displayed in pupils' books. Pupils are involved in the setting of these targets so they fully understand them and try hard to reach them. There are similar arrangements in mathematics and these are used well to predict National Curriculum levels by the end of Year 2 and Year 6 to put strategies in place if difficulties are identified. In addition, there are yearly assessments of each pupil in English, mathematics and science. These are again used to target areas where difficulties are identified. For example, assessments indicated that slightly more development was needed in experimental and investigative science, so this area received a specific focus and support. Teachers analyse all the results of the National Curriculum tests and use this information to target certain areas. For example, results in mathematics for pupils in Year 2 were weaker in the tests in 2001. This weakness was addressed and standards have risen.
7. Baseline assessments are used very well to establish what children can do when they start school, to group them appropriately and to set future targets. Very good procedures for the assessment of pupils with special educational needs are in place. Children are identified at an early age and very good individual educational plans are prepared.
8. The school is determined now, however, to bring together all assessment records in a form that is both manageable and more easily assessed by using one of the latest computer programs specially designed for this purpose. The Year 6 teacher who is preparing for this has put together a comprehensive development plan. This includes training for all staff in order that they may contribute to the records and access them if required. This will not only speed up the process but will also give a clear picture of each child's progress and attainment. This should ensure that teachers' lesson planning is even more focused on the needs of each pupil. It will predict future trends in the National Curriculum tests and indicate more clearly if targets have been met.
9. All these assessment procedures ensure that all pupils of all levels of attainment are challenged. Parents indicated at the pre-inspection parents' evening that the teachers help pupils, whatever their attainment level, to learn and make progress. Teachers' planning indicates appropriate work for the higher-attaining pupils, as well as the pupils with special educational needs.
10. The provision for pupils with special educational needs is very good and the school is implementing the new policies that relate to this area very well. The special educational needs co-ordinator has taken an effective role in this development. She has discussed and formulated policies at a small school consortium meeting and presented the new policy to her own staff during special training days. She is now helping all staff to be more closely involved in the preparation of individual education plans for these pupils. The present plans are of high quality but it is a new requirement that class teachers are more closely involved with their production.
11. Teaching assistants are of high quality. They work closely with the class teachers and are aware of the individual needs of the pupils. They are therefore particularly supportive to pupils with special educational needs and help them make very good progress.
12. Only two lessons were seen in the reception class, but a discussion with the teacher indicates that these children experience a very good early years curriculum based on the early learning goals. The teacher and special teacher assistants have a strong understanding of how young children learn, a consistent approach and provide a rich environment. Relationships are warm and supportive and children are quickly assimilated into school life.
13. The very effective teaching, together with the attitudes of the pupils has resulted in high standards. For example, in the 2001 National Curriculum tests, pupils in Year 6 attained above average standards in science and well above average results in mathematics and English. In 2002, although there are not yet any confirmed national results for comparison, the Year 6 pupils

exceeded the 2001 results in all areas with many more attaining the higher Level 5. Analysis of the work of pupils in the present Year 6 indicates that pupils are already working at levels which are likely to result in well above average results in English, science and mathematics by the end of the school year. As attainment on entry to the school is broadly average, the standards indicate that pupils achieve very well in all three subjects.

The school provides a challenging climate for learning through a curriculum that is rich and vibrant. Consequently, pupils are developing as confident and independent learners with excellent attitudes to their work.

14. The headteacher and staff have created an atmosphere in the school where pupils want to learn. Classrooms, hall and corridors are laid out to stimulate learning and every area of the school, including the school grounds, creates interest and enjoyment. For example, in the Year 6 classroom, there is a very good display of photographs of mountains linked to the pupils' geographical topic. The display challenges pupils to extend their understanding because alongside there is a set of words, such as ridge, summit, source, glacier etc. Pupils have to match the word to the appropriate picture. This is typical of the school's approach to learning. Pupils are also expected to take a great pride in their written work in their books and in every aspect of work displayed on the walls. Pupils' successes are always celebrated. Regular assemblies, often with parents present, are held where these achievements are shared. All staff display a caring attitude within a strong Christian tradition, which enables each individual to feel that he or she is important and can succeed. This encourages the pupils' self-esteem and confidence. For example, during a mathematics lesson for pupils in Year 5, the teacher's challenging questions were at the appropriate level for the ability of each individual pupil addressed. This enabled all pupils to grow in confidence and deal with more difficult questions by the end of the lesson.
15. Pupils' attitudes to their learning are outstanding. Pupils are very interested in their work and will persevere and concentrate for long periods, working on their own or with a partner very productively. Independent and research work using books, documents and computer is encouraged at every opportunity. They can be left unsupervised. They are trusted and they respond well to this trust. This relationship, based on trust and respect, is central to the whole ethos of the school and one of the main reasons why it is such a successful school.
16. Pupils enjoy a very wide and varied curriculum. Although the school recognises the importance of developing basic skills in reading, writing, number and information and communication technology, the quality and wide range of learning opportunities is outstanding. The curriculum is enhanced by many rich experiences, including visits out of school to places of educational interest, as well as visitors into school. For example, pupils make visits to such places as Tilberthwaite, Wastwater, Grizedale, Holker Hall and Kendal. In these areas they may study history, develop their art skills, investigate aspects of geography and design and technology. Often they work in challenging areas experiencing education out of doors, which stimulates self-reliance and decision making. Pupils have the opportunity to meet visiting adults who have great skills, such as in dance with the visit of Albie, an Afro-Caribbean dancer, or in art, with the visit of Ros Waites, who worked with the pupils to produce a high-quality wall hanging in ceramics based on the development of the Furness Peninsular. Pupils are given every opportunity to study their local village and surrounding area and the many photographs on display demonstrate that they participate in local life and community. For example, the whole school enters a float in the Ulverston street carnival and participates enthusiastically in making clothes and scenery linked to the particular theme of the year. Curricular links with the local environment are outstanding. The school ensures that all pupils are involved in all aspects of the curriculum within a framework of equal opportunities. The school is actively engaged at present in implementing the governors' new initiatives for Inclusion.

The school's partnership with its parents is a strength

17. The school has very good links with the parents and their support is a strength of the school. In the response to the parents' questionnaires, the parents indicated that they appreciate the school and are very pleased with the progress made by their children. The parents are very well informed of their children's progress through good annual reports and parents' evenings. The governors' annual report is a very informative document and meets statutory requirements. The parents are kept informed about school events through the attractive, regular newsletters and correspondence. The school prospectus is an attractive and useful document. There is a home/school agreement and parents support their children's reading and homework very well. There is an active parents' association. This association raises a great deal of money to help the school. For example, they help to raise almost £3,000 each year for school resources, including computer equipment. A number of parents and grandparents, friends and relatives help regularly in the school and on educational visits. The school is particularly indebted to some parents who work in school, listening to pupils read, working with groups of pupils or doing specific work with pupils with special educational needs or especially gifted pupils. Many of the parents who attended the Ofsted Parents' Meeting expressed their pleasure at the many improvements that had taken place at the school over the last three or four years. They were particularly pleased about the details they now receive about the subjects pupils are studying. This helps them to support all aspects of their children's learning. The school works consistently hard to improve its relationship with parents and has carried out its own survey of parents' views through an extensive questionnaire. Parents are invited to many school activities. For example, they regularly attend assemblies to watch their children perform and participate in special events, such as the Afro-caribbean dancing experience with teachers and pupils.

The headteacher, with the support of the deputy headteacher, subject leaders and governors, provides outstanding leadership and a clear educational direction for the school. She has enabled all staff, through extensive professional development, to improve their effectiveness in providing a high standard of education.

18. The headteacher is a very effective leader of the school. She has developed a strong sense of purpose amongst the staff and encourages all staff to feel part of a team, involved in moving the school forward in a clear educational direction. There is an excellent shared commitment to strive for constant improvement. The headteacher works very closely with her deputy headteacher. This is a very effective partnership. She is also very effective in enabling all staff to develop their own leadership roles. For example, all subject leaders are expected to be very active in reviewing and evaluating their subjects. All monitor teaching and learning, planning and curricular development and they regularly scrutinise pupils' work. Most leaders are given opportunities to observe and work with other teachers. The work of all subject leaders is a strength of the school. The headteacher monitors and supports the work of the subject leaders by helping to identify subject strengths and suggesting areas for further development.
19. The headteacher and deputy headteacher also monitor the quality of the teaching and learning. The deputy headteacher also has overall responsibility for this area. There is an agreed timetable of observations set against an established range of criteria. Written feedback has been provided and the outcome of the observation is discussed with teachers. This has been effective, as the quality of the teaching has improved considerably since the last inspection. Teachers' planning is also examined on a regular basis.
20. The governing body is very supportive in many ways. The chair of the governors is fully committed to the school. She is fully involved in the life of the school, visits often and engages in professional dialogue with the headteacher. Most other governors support the school well. Some have been appointed to give specific support for literacy, numeracy and special educational needs. These appointments have been effective in helping to raise standards, as the governors have worked closely with the subject leaders and the special educational needs co-ordinator.
21. Constant professional development is a regular feature and a strength of the school. For example, two years ago the school became the first in Cumbria to be granted "Beacon Status", in

recognition of its high standard of education. Money is therefore available for teachers to work with and support teachers from other schools and to share expertise. This ensures that they develop their own practice to a high standard and are fully aware of all the latest educational research and development. The school is involved in the "Similar Schools" project and is closely linked with a number of similar schools in the area. This also widens teachers' experiences and gives many opportunities to gain and develop fresh ideas. A particular beneficial project has been the industrial placement scheme. At least one teacher per year spends up to one week working in industry. This has many benefits, not only for the teachers' professional development but also for the pupils. For example, one teacher recently visited a local firm that makes children's large play equipment for parks and schools. This link with industry proved to be of immense benefit. All the pupils visited the site to observe the large play structures. This enabled them to design and construct models made out of a variety of materials. All pupils then spent a very successful design and technology week completing and displaying these constructions. The progress made by all pupils in design and technology was very good and the standard of many of the designs and constructions was of high quality. Finally, the firm provided a superb adventure playground for the school grounds.

22. The leadership has developed an excellent ethos in the school, within a shared Christian tradition. This is exemplified by the outstanding attitudes to work, excellent relationships and the commitment by all to raise standards further. There is a commitment to equal opportunities and inclusion for all pupils in all aspects of school life. The leadership is also determined to maintain the rich, vibrant and wide curriculum, as well as providing a very high quality range of learning opportunities in English, mathematics and science. Very careful financial planning effectively supports educational development and priorities. For example, although the school has a negative budget at present, this is because of the high costs involved in the links with other schools and the refurbishment of the school environment. This has been partially offset by appropriate help from the local education authority, who recognise the value of these links to all the schools involved. The governors have clear plans to correct the deficit within two years. The headteacher, school secretary and governors' financial committee have spent all money wisely and are aware of the need to get best value for the present pupils in the school. The school management plan is a high quality document identifying a very good framework for action over the next few years, with very appropriate educational developments. The management systems now in place, including the excellent leadership by the headteacher and support from the dedicated team of teachers, assistant teachers, support staff and governors, have ensured many improvements and an outstanding school. They have a very good capacity to maintain this effectiveness and to develop further.

WHAT COULD BE IMPROVED

23. No major areas for improvement were identified during the inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to continue to improve in all aspects of school life, the governors, headteacher and teachers should implement the very well thought-out school management plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	7	3	0	0	0	0
Percentage	33	47	20	0	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	148
Number of full-time pupils known to be eligible for free school meals	10
Special educational needs	YR– Y 6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	12
English as an additional language	No of pupils
Number of pupils with English as an additional language	NIL
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	1.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	86 (100)	93 (96)	93 (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	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (91)	93 (100)	100 (91)
	National	85 (84)	89 (88)	89 (88)

- Percentages in brackets refer to the year before the latest reporting year.
- Boys and girls are not reported separately as there are less than ten children of each gender

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	14	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	14	14	14
	Total	25	26	26
Percentage of pupils at NC level 4 or above	School	96 (88)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	14	14	14
	Total	25	26	26
Percentage of pupils at NC level 4 or above	School	96 (81)	100 (94)	100 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	148	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

This table refers to pupils of compulsory school age only.

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 – Y 6

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	19
Average class size	24

Education support staff: YR – Y 6

Total number of education support staff	3
Total aggregate hours worked per week	54

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	350,000
Total expenditure	394,000
Expenditure per pupil	2,774
Balance brought forward from previous year	11,751
Balance carried forward to next year	-44,000

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	55	40	3	0	1
My child gets the right amount of work to do at home.	32	56	12	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	48	45	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	24	4	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	45	48	6	0	1
The school is well led and managed.	64	34	1	0	0
The school is helping my child become mature and responsible.	64	33	1	0	1
The school provides an interesting range of activities outside lessons.	37	40	15	1	6