

INSPECTION REPORT

CHRISTOW COMMUNITY SCHOOL

Christow, Exeter

LEA area: Devon

Unique reference number: 113193

Headteacher: Mrs M. Heath

Reporting inspector: Mrs F. Gander
21265

Dates of inspection: 2nd - 3rd April 2003

Inspection number: 247324

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Dry Lane
Christow
Exeter
Devon

Postcode: EX6 7PE

Telephone number: 01647 252542

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs F. Farley

Date of previous inspection: 20th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a smaller than average primary school situated in the village of Christow, which is on the edge of Dartmoor and close to Exeter. It is a rural school, which educates pupils between the ages of 4 and 11 who live in the villages of Christow and Bridford or nearby. The number of pupils has increased since the last inspection. There are now 74 pupils attending, with a further increase of six in the coming term. There is an equal amount of boys and girls. The percentage of pupils with special educational needs is close to the national average at 21 per cent and is increasing, as is the percentage of pupils from minority ethnic backgrounds. There are no pupils for whom English is a second language, and the school does not have any refugees or pupils from travelling families on roll. The majority of staff and all of the governing body have been appointed since the last inspection. The school has also been extensively extended and refurbished to provide new classrooms, offices and library/computer suite. These were opened in September 2002. Pupils are now taught in three classes, and the local pre-school provision is also situated in the grounds of the school. The school provides an after school club for its pupils on two days a week.

HOW GOOD THE SCHOOL IS

This is a very effective school. There is a very positive ethos for learning and as a result pupils have excellent attitudes to school and have excellent relationships with one another. They are mature and well prepared for transfer to secondary education. During the last three years, the staff, governors and parents have worked hard to improve the quality of education. As a result, there are high expectations for attainment and behaviour, teaching is very good, and standards have risen. The school also ensures that pupils with special educational needs are fully included in all aspects of school life, and are very well taught, so they make the best possible progress. In common with most small schools the unit costs are high, however, the school provides very good value for money.

What the school does well

- The quality of teaching, along with the care and support given to pupils, are very good. This enables pupils to achieve high standards.
- The leadership and management of the school are very good. This has resulted in very good improvement since the last inspection.
- The curriculum is very good, especially the provision for information and communication technology (ICT). It also includes a wide range of opportunities, which enhance the social and cultural development of pupils.

What could be improved

- The handwriting and presentation skills of pupils do not progressively improve as they mature, and there are inconsistencies in the quality of the marking of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvements have been made since the last inspection, and the key issues have been fully addressed. The standards in the school declined after the last inspection, but following the appointment of new staff, there was a renewed commitment to raising standards which have improved significantly. There has been an increase in the number of teachers in the school and this has enabled the school to establish a third class, and along with this, the allocation of curriculum responsibilities to all staff. All national initiatives have been introduced, and performance management and the setting of statutory targets are in place. All policies have been updated and now reflect the work of the school. The monitoring

of planning, and teaching and learning has been introduced. The progress pupils make is tracked and evaluated using ICT and allows the school to report to parents in detail. The provision for ICT has improved considerably. The school has introduced a wide range of social and cultural, as well as extra curricular, experiences for pupils.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A*	E	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	E	A*	A	
Science	D	E	A*	A	

When children enter reception their overall attainment is average, although there are some who are attaining above average and also some who have special educational needs. Due to the breadth of experiences provided and the very good teaching in the reception class, children make good progress and achieve well. By the time they move into Year 1, almost all are working within National Curriculum levels. The school's performance in the national tests at the end of Years 2 and 6 varies yearly, reflecting the small numbers in the year groups as well as the number with special educational needs. Overall, standards in English, mathematics, and science have improved considerably over the last three years. Pupils achieve well and by Year 6 have made very good progress. In 2002, the school's performance in the Year 6 tests was well above the national average, and the results for mathematics and science the school were in the top five per cent nationally. Compared with similar schools, the results of mathematics and science were also well above the national average, and in English they were above the average. There is no difference in the progress of pupils of different ability or background. However, the progress that pupils make, as they move through the school, in developing a handwriting style, along with improved presentation, is not satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent: Pupils are enthusiastic learners and want to achieve their best.
Behaviour, in and out of classrooms	This is very good: Pupils are aware they represent the school and are proud to belong to it. They are considerate to each other, and polite to adults and visitors.
Personal development and relationships	Relationships are excellent throughout the school. The personal development of pupils is very good, and by Year 6 they are very mature.
Attendance	This is good. Pupils are keen to come to school.

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.

The quality of teaching and learning is of a very high standard, and is consistent across the school. The significant strengths in teaching are the very high expectations teachers have for achievement and behaviour, and the very clear learning objectives they set for all pupils. Lessons are very well planned and organised, so that pupils of different attainment levels, and different ages who are taught together, are set work and tasks that match their needs. There is very good teamwork between teachers, support staff, and many other adults who offer their time and expertise to the school. The teaching of literacy and numeracy is of a high standard, which results in pupils making very good progress and attaining high standards by the age of 11. The quality of the teaching and learning in ICT is very good. However, the emphasis placed on the improvement of handwriting and the neat presentation of work is not sufficient and as a result pupils' work is not well presented.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good and is particularly enhanced by the opportunities that the school provides for social and cultural development, and the very good range of extra curricular activities. Literacy and numeracy are well implemented. The provision for ICT is very good.
Provision for pupils with special educational needs	This is good. Pupils' difficulties and their needs are well identified. Their learning needs are catered for very well through detailed lessons planning and individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. Each pupil is valued as an individual. Their personal development is given high priority within the curriculum, especially for development of their social, moral and cultural, including multicultural, awareness.
How well the school cares for its pupils	This is very good. This is a caring school where high priority is given to the physical and emotional well being of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good. The headteacher, during the last three years has ensured that the quality of education and the standards have improved considerably. There is very good teamwork in the school with all staff taking an active role in school development.
How well the governors fulfil their responsibilities	The governors offer the headteacher and the school excellent support. They work very hard, are enthusiastic, knowledgeable and committed to making the school as good as it possibly can be. Governors regularly check on the progress of area identified for development.
The school's evaluation of its performance	This is very good. The information that is gathered from the monitoring of pupils' progress and from the quality of teaching and learning has been used to set priorities for school development and improvement. They centre on raising standards and have been successful. However, this now needs to focus on the standard of handwriting and presentation of work.
The strategic use of resources	This is excellent. The school's priorities are carefully analysed in the light of the amount of resources available. The principles of best value are applied extremely well. Learning resources are high quality and have a very positive impact on pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They felt that their children were helped to become mature and responsible. • They felt the staff expected children to work hard and achieve their best. • They judged teaching as good. • They felt that the school was well led and managed. • They thought that the school worked closely with parents. • They felt comfortable about approaching the school with questions or a problem. • They judged that the school provided an interesting range of activities outside lessons 	<p>Negative comments were limited to the responses of one or two parents and included:</p> <ul style="list-style-type: none"> • The amount of homework pupils were expected to complete. • The amount of information parents had about the progress pupils were making. • The school's procedures for identifying pupils with special educational needs.

The inspection team endorses the positive views held by the parents. The amount of homework provided for pupils is similar to other schools and supports the curriculum. The information, which is provided, about progress is good. The school's systems for identifying pupils with special educational needs meet the requirements. Pupils' needs are well documented and the school ensures they are making the best possible progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching, along with the care and support given to pupils, are very good. This enables pupils to achieve high standards.

1. The quality of teaching and learning throughout the school is of a high standard. Overall, it is very good and has a positive impact on the standards that pupils attain by the age of 11. All teachers have a high level of expertise in teaching English and mathematics, and promote the use of literacy, numeracy and ICT very well when teaching other subjects. Throughout the school, there is very good teamwork between teachers, support staff, and many other adults who offer their time and expertise to the school. The monitoring and evaluating of teaching through formal classroom observations, carried out by the headteacher, subject leaders, and by governors, have had a very positive impact on the quality of teaching and learning and, as a consequence on standards. Teachers are confident with colleagues observing their teaching. All observations are followed up by a verbal and written report to indicate strengths and any areas for improvement.

2. During the inspection, the quality of teaching and learning was very good or excellent in over three quarters of the lessons observed. The teaching meets the needs of all pupils, including those with special educational needs and gifted and talented youngsters. All teachers have very high expectations of their pupils, both in terms of achievement and behaviour. Teachers take a great deal of time to celebrate a special piece of work and throughout the inspection there were many examples of teachers praising pupils for high quality work. A very stimulating climate for learning is evident throughout the entire school, with displays of pupils' written work, artwork, and photographs of educational visits that celebrate achievement and remind pupils of their experiences. Children and pupils, therefore, have excellent attitudes to their work. They enjoy coming to school, are very eager to learn, feel very secure, and are proud to belong to the school. All staff expect high standards of behaviour, and this is achieved through mutual respect for each other.

3. All teachers ensure that all activities are planned to meet the needs of the different attainment levels and of different ages of pupils. This ensures that all pupils are fully involved in lessons. In the best lessons, teachers are very skilled at setting challenges, posing questions at different levels and, as a result, pupils are eager to answer questions, and achieve well. Teachers use a wide range of learning resources well to support pupils' learning, including the newly installed ICT area. Here pupils use the computers confidently to support the work they are doing in lessons, and teachers use the interactive whiteboard to fully explain learning intentions to pupils in a logical and clear way. Teachers have become confident users of this new technology in a short time, and have received excellent training and support from the ICT co-ordinator. The majority of lessons are therefore planned with an ICT element to the lesson and this contributes to the overall skills of pupils. For example, pupils from Year 4 use spreadsheets 'to enter data about pupils' different heights and produce bar charts, and Year 6 pupils independently draft stories and insert pictures.

4. In the class for reception children and Year 1 pupils, lessons are exciting, full of suspense, and highly motivating. The younger children and pupils work confidently in small groups, pairs or individually. In an excellent literacy session in this class on rhyming, the teacher placed a lot of emphasis on the objective of the lesson, which was 'to listen' and 'to look', constantly referring to this throughout the lesson. The teacher communicates with the pupils in a clear and precise way, sometimes using a quiet voice, sometimes whispering, and with lots of expectant pauses. This creates suspense, so that pupils listen very attentively and are eager to take part in the lesson. There is excellent use of specific words

connected with the teaching of literacy, and as a result, younger children identify a letter 'sound', and older pupils identify that 'sp' in the word 'Spain', and the 'sl' in the word 'slot' is a 'blend'. There are excellent relationships between the teacher and the pupils, and those who the teacher realises are struggling with new work are expertly guided so that they arrive at the correct answer. This enables them to achieve and ensures that the pace of the lesson does not slow down too much and pupils do not lose concentration.

5. Teachers move around the class evaluating pupils' work. This enables them to understand strengths and the areas that needing further improvement. However, the quality of the marking in the books is not as consistent as it could be and there are examples of differences between subjects, such as literacy and numeracy. While some examples contain detailed comments on the quality of the work, including helpful suggestions on what they need to do to improve, teachers do not always make very clear to pupils why they are unhappy with a piece of work. There is a strong emphasis placed on pupils' independent learning, and reporting back to the rest of the class at the end of the lesson. Pupils are given increased responsibilities to assess and evaluate their own work as they move through the school, and by the age of 11, pupils take far more responsibility for their learning, for example, using the Internet to research a topic. Many pupils support each other with helpful suggestions and ideas.

The leadership and management of the school are very good. This has resulted in very good improvement since the last inspection.

6. Since her appointment in May 2000, the headteacher has provided a very focused and clear direction for improving the school. The school, at the time of the last inspection, was a good school but there were difficulties with the size of the school and hence the space available for teaching and learning. As a result the number of pupils applying to the school dropped, and with it the financial resources. The headteacher brought to the school a very strong belief that the school should provide the best quality education; that it should be a pleasant, exciting and safe place for all to work and learn in it, and that pupils should achieve the highest standards. In order to achieve this, the headteacher, along with new staff, and the governors embarked on a rigorous school self-evaluation, and successfully pursued ways in which the school could be extended and modernised. The process of self-evaluation, in conjunction with performance management, is used very effectively to guide school development and improvement, both in the long and short term. As a result, standards over the last three years have risen, with the results of the tests for pupils aged 11 in the Year 2002 being well above the national average, and for mathematics and science in the top five percent nationally. Pupil numbers have increased by 30 percent. The school now has three new classrooms, a refurbished hall, a library, and ICT room, inside toilets, new offices and storage space, as well as enhanced and improved play areas.

7. In addition, the headteacher has established effective teamwork between all staff, governors, and support from parent helpers. The school is run very well on a day-to-day basis, such as the organisation of time for part-time staff to plan together, so that staff uphold the ethos for learning and expectations of high standards. There is good sense of unity in the school, with all staff, most of whom are new to the school, leading their areas of responsibility very well and feeling very valued by the headteacher, governors and parents. In a very short time, and in the midst of the disruption caused by the refurbishment of the school, new initiatives have been developed. These have included national initiatives, such as the implementation of the literacy and numeracy strategies, and where staff work to specific targets for improvement as well as addressing the issues from the last inspection. In addition, the school has undertaken its training for ICT, which it completed by using one of its own staff as the trainer, thus ensuring that all staff were well supported and that the training was tailored to the needs of the school and the pupils. It is now used effectively by staff to

raise standards of attainment in subjects, and to support teaching and learning in other subjects. There have also been school-initiated developments. For example, there has been emphasis placed on the personal development of pupils with the introduction of residential experiences, the introduction of a school council, an increase in the number and range of visiting artists to the school, such as for an arts week. An excellent initiative has also been introduced whereby strong links have been developed with a school in an inner city area where pupils are from different cultures. This has led to pupils from the other school, of which the majority have Muslim beliefs, visiting the school and staying with pupils' families.

8. The school has become a self-evaluating school, where the views of all people connected with the school community are gathered and reflected on. Curriculum co-ordinators have clear areas of responsibility for their subjects. This is an improvement from the last inspection and has a positive impact on standards of attainment and teaching and learning. Pupils are also seen as important 'stake holders', and their opinions are listened to and acted on, such as for making the school a safer place. In addition, the self-evaluation has also identified areas for priority, such as developing and raising of standards in art and design, physical education, music and personal and social education, along with maximising the use of the school environment for constructive play. The many recommendations of the local educational audit report in the year 2000 have also been part of whole school development and been adopted by the school. However, although the self-evaluation identified that there could be an increase in the opportunities for pupils to become independent learners, it did not identify that pupils' handwriting and presentation skills were in need of improvement.

9. The Governing Body is very supportive of the work of the school. The school is in the fortunate position of having very dedicated governors, of whom all have been appointed since the last inspection. They take their roles very seriously, set themselves targets, and many support on a daily basis. There is a good balance of professional backgrounds, which the school draws upon for advice and as a critical friend. There are specific governors for most curriculum areas, and they meet with subject co-ordinators as part of their monitoring and evaluation role, and report to the full governing body. For example, the governor for ICT has been actively involved in all the recent development and spent time observing lessons, reporting back to governors and making suggestions for improvements, such as the use of headphones to reduce the noise in the room, and the financial implications of linking to 'Broadband'. School target setting is carried out each year and governors are involved in all decisions about the financial planning, analysis of results and in strategic planning. They are very aware of the implications of losses or gains in the number of pupils on the total budget and how they would deal with different situations in order to balance the budget. The amount of income to the school in the last financial, and the 10 per cent underspend at the end of it, includes identified amounts connected with the refurbishment of the school. They use the principles of best value very well and regularly compare the results with others, challenge themselves to do better, consult with all who are involved in the school, and ensure that they choose the best value when choosing suppliers and contractors. This has ensured that the new building and the refurbishment of the older parts has been to the highest quality, and has created an aesthetically pleasing school which pupils are very proud of.

The curriculum is very good, especially the provision for ICT. It also includes a wide range of opportunities, which enhance the social and cultural development of pupils.

10. The previous inspection found that the curriculum was broad, balanced and satisfactorily met the needs of all pupils except on a few occasions where, because of the wide range of ages and attainment levels in each class, the planning and teaching became unmanageable. Due to the provision of a third classroom, this situation does not now exist. In addition, although there are pupils from three year groups in two of the three classes,

improved planning and teaching strategies ensures that the needs of all pupils are met. For example, activities are planned so that the learning outcomes are at three, and sometimes four, different levels. It is now very good for pupils of all ages and abilities. Updated policies exist for subjects, and these, along with improved subject co-ordination, have enabled all teachers to be confident with the quality of their planning, teaching, monitoring and assessment.

11. Significant improvement has been made since the last inspection to the provision for ICT. It is now a strength of the school and an area where pupils of all ages are achieving very well. The curriculum now includes the direct teaching of the subjects, as well as it being used as part of almost all lessons, either by staff for teaching concepts, or by pupils for presentation or to support their learning. This makes a positive impact on the standards pupils achieve. Since the last inspection, the school has created an impressive ICT suite that includes up-to-date computers and peripherals that are networked and linked to the Internet. Resources include an interactive whiteboard and digital projector, and good quality printers that allow pupils to quickly print copies of their work for displays or their work files. In addition there are computers in each classroom that pupils use independently and with great care. All staff have completed the national in-service training programme for teachers.

12. As a result of the school's attitude to, and the use of, ICT in teaching and learning, pupils across the school achieve very well and groups of pupils are attaining above nationally expected levels. For example, by the age of eleven pupils are confident and competent users of ICT for presenting work, monitoring changes, researching information, and displaying data. They are extremely confident when using the Internet and working with applications, such as spreadsheets, word processing, and manipulating digital photographs, or producing the school newsletter using a desktop publishing program. With the very good support from the ICT co-ordinator, the pupils are actively involved in designing the school's web site. Across the rest of the school, skills are developing well and younger pupils use ICT as a natural extension of their learning.

13. Creative curriculum management is ensuring that pupils develop skills and knowledge in other aspects of the curriculum, and in developing their social skills and cultural awareness. Teachers and other staff are very good role models who remind pupils, when necessary, about their responsibilities to themselves and each other. Social and moral development underpins much of the work of the school. Pupils' cultural development has improved significantly from the last inspection, when it was judged satisfactory. Parents are particularly pleased and praise the emphasis that is placed on creative, physical and personal development. Music and art and design plays an important role within the life of the school. For example, pupils learn to play musical instruments, and pupils have been invited to sing at the South Devon Proms. The school places great emphasis on pupils learning from others outside the school. For example, while investigating the life of the Ancient Greeks in history, an archaeologist visited the school and conducted some group workshops where pupils had to identify objects, and while studying the Victorians they had a visit from a 'Victorian' storyteller. In addition, the pupils learnt a great deal about 'forces' in their science lessons from the juggling antics of 'Professor Elphic'. They have links with a school in Africa, and have received visits from staff at the school. In addition the pupils take part in many experiences outside their own locality. They have visited many educational venues that support the curriculum, such as The Eden Project, the Tutankhamun exhibition, and performances at the theatre. Through their involvement in producing the termly newsletter, they are encouraged to write reports, poetry and fill it with digital photographs of their experiences. Opportunities for pupils to develop creative thinking are included in planning for English, music, art and design, dance, drama and science.

14. The range and quality of extra-curricular activities is excellent. Numerous clubs, including music, tag rugby, netball, art and design, computer, and choir operate for the benefit of pupils at the school. Many activities have a significant impact on pupils' learning and also allow pupils to share their experiences with the local community. The quality of pupils' work displayed around the school is very good. Selected work is thoughtfully displayed and often contains a written explanation highlighting pupils' thoughts or information about the topic or visit, such as those on the residential visit for pupils from Years 4, 5, and 6 to Hetree House. Here pupils had a range of good opportunities to experience outdoor pursuit activities.

15. The school, through this very positive ethos, ensures that pupils want to attend, learn and achieve. In this very caring and happy atmosphere pupils are confident that their efforts are valued and their views respected. There is a great emphasis on pupils becoming good citizens and a growing awareness of the implications of society's actions on their world. For example, the pupils are knowledgeable about environmental issues and the school is working towards the Eco Status Award. It also has a long established pre-school provision that is attached to the school, and as a result, many children enter the reception class confident and at ease in the school. In addition, the school has just established an 'After School Club', which is proving successful and appreciated by parents and pupils. It adds to the sense of the school being a community.

WHAT COULD BE IMPROVED

The handwriting and presentation skills of pupils do not progressively improve as they mature, and there are inconsistencies in the quality of the marking of pupils' work.

16. While the school has worked hard to raise standards of attainment in English, mathematics and science, and has concentrated on the content of written work, less emphasis has been placed on the progressive development of handwriting skills, and acceptable and expected presentation of written work. The school does not have an overall policy for ensuring that the quality of handwriting improves as pupils mature, or a policy for the introduction of writing with a pen instead of a pencil, or when pupils start using cursive writing. This shows up when looking at the work of pupils, where there is little difference between the handwriting of pupils in Years 4, 5 or 6. The presentation of pupils' work varies, and in some books, mainly in mathematics, the work is untidily laid out on the page, and has no dates, headings, or page reference numbers. This makes the work difficult to monitor for coverage and for pupils to refer back to.

17. Inconsistencies also exist in the quality of marking of pupils' work. This occurs, not only between teachers, but also between subjects that are taught by the same teacher. In the best examples, the marking consists of short evaluations of the quality of the work and how improvements could be made. This provides the pupil with support and guidance, but also contains praise, which raises pupils' self esteem. The style of handwriting is easy for pupils to read so that all pupils can understand what is written. In the poorer examples, the work is marked with a single tick at the bottom of the page. For example, in mathematics, individual answers are not marked, and therefore, teachers do not evaluate how well pupils are achieving and in which areas they need more help.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) The headteacher, staff and governing body need to:
- agree and implement whole school policies on the expected standards for handwriting and the presentation of work;
 - assess and monitor pupils' work specifically for the quality of handwriting and presentation;
 - ensure that there is consistency in the marking of pupils' work between subjects, and between teachers.
- (Paragraphs: 8, 16, 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	5
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	2	1	0	0	0	0
Percentage	40	40	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 20 per cent.

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)	74
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	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	4
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	0

National comparative data	5.4
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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)

Where the number of pupils in the year group are ten or fewer the results are not published

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

Where the number of pupils in the year group are ten or fewer the results are not published

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	56	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	1	0	0
Mixed – White and Asian	4	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	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	3.8
Number of pupils per qualified teacher	19.5
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	42

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	226 416
Total expenditure	226 770
Expenditure per pupil	3 194
Balance brought forward from previous year	24 409
Balance carried forward to next year	24 055

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	22	5	0	0
My child is making good progress in school.	65	27	5	0	3
Behaviour in the school is good.	54	41	3	0	3
My child gets the right amount of work to do at home.	57	35	8	0	0
The teaching is good.	78	19	0	3	0
I am kept well informed about how my child is getting on.	57	35	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	0	3	0
The school expects my child to work hard and achieve his or her best.	70	27	0	3	0
The school works closely with parents.	54	43	0	3	0
The school is well led and managed.	73	24	3	0	0
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	62	35	0	0	3

Other issues raised by parents

Two parents were unhappy about the school's procedures for identifying pupils with special educational needs.