

INSPECTION REPORT

WHITCHURCH PRIMARY SCHOOL

Whitchurch, Tavistock

LEA area: Devon

Unique reference number: 113267

Headteacher: Mrs A O'Shea-Warman

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 17th – 18th March 2003

Inspection number: 247337

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: 5 - 11

Gender of pupils: Mixed

School address: School Road
Whitchurch
Tavistock
Devon

Postcode: PL19 9DF

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Appropriate authority: The Governing Body

Name of chair of governors: Mr H Churchill

Date of previous inspection: February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitchurch Primary is a slightly smaller than average size primary school in the village of the same name near Tavistock on the edge of the Dartmoor National Park in Devon. The school provides good accommodation for seven classes. Pupils in Years 2, 5 and 6 are taught in single age classes. There are two Year 3 and 4 mixed age classes and two classes contain Year R and Year 1 pupils. There are 213 children on the school roll aged four to eleven which is eleven less than at the time of the last inspection in 1998. There is an average of 30 pupils per class. Pupils are drawn mostly from the immediate area. Most of the pupils attend some kind of pre-school group (many at the on-site independent facility) before starting Year R. Their attainment on entry to the school, aged four, varies, but usually is above average. The headteacher is new to the school since the last inspection and has been in post for two years. There are six full time teachers and four part time teachers. There are 34 pupils on the special educational needs register. This is slightly above average. Three pupils have formal statements under the terms of the DfES Code of Practice¹, which proportionally is above average. Five children are known to be eligible for free school meals, which is well below the national average. No pupils require extra support as a consequence of having English as an additional language. During the inspection one teacher was absent on long term sick leave. Her duties were covered by a supply teacher already known to the school.

HOW GOOD THE SCHOOL IS

Whitchurch Primary is a very good school. As a result of the excellent leadership of the head and deputy, provision is very well managed. Good, and often very good, teaching, particularly in Years 2 to 6 helps pupils to achieve well and many reach standards in English, mathematics and science which are well above average by the time they leave the school. Pupils and staff get on very well together. Relationships are excellent and the school's very strong commitment to the 'whole child' ensures very good personal development and the school's excellent ethos. Pupils enjoy coming to school. Very good progress since the last report in February 1998 now means the school gives very good value for money.

What the school does well

- The school is very effectively led and managed. As a result it presents a very good learning environment.
- Good (and often very good) teaching based on a well planned curriculum leads to good (and often very good) learning, and results in well above average standards in English, mathematics and science by the end of Year 6.
- Assessment is developing well and is now used to identify how well pupils are doing and to set targets for further development. This works particularly well for pupils with special educational needs and higher attainers, and complements the school's very good care of pupils.
- The school very successfully encourages pupils' very positive attitudes and very good personal development. Relationships are excellent and pupils behave very well in and out of class.

¹ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

In the context of this very good school this inspection raises no key issues for improvement. The school is already planning to improve pupils' awareness of multicultural issues; and aspects of provision in some Year R and 1 lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection raised five key issues for improvement. The school has made very good progress in addressing these, especially since the head was appointed two years ago. Behaviour is now very good as opposed to unsatisfactory. Acts of worship fully meet requirements and make a strong contribution to pupils' spiritual development. Governors have made efforts to improve classroom ventilation and influence parents' driving and parking habits outside the school gate. Planning, resourcing and standards for both music and information and communication technology (ICT), found to be lacking in the last report, have been improved substantially. National Strategies for Literacy and Numeracy have been successfully introduced and pupils are achieving well. Accommodation has been markedly improved with the addition of a new ICT suite and library. Younger children have been moved out of temporary, outdoor classrooms into the main building with positive effects. The school's aims and policies have been successfully redefined since the head was appointed and the commitment to staff development has been recognised through the 'Investor in People' award. The school is judged very well placed for future development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores² in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ³
	2000	2001	2002	2002
English	A	A	A	B
Mathematics	A	B	A	A
Science	A	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that the school's performance has been sustained over a three year period (significantly improved since 1999) and is well above average. Analysis shows that nearly all pupils reached at least average levels in 2002 in all subjects tested. Well above average proportions of pupils achieved higher levels, and progress for Year 6 pupils compared with their own performance aged seven, was very good. Standards of pupils currently in Year 6 are equally high if not better, with attainment in reading, writing, mathematics and science particularly noteworthy.

Standards achieved by Year 2 pupils in 2002 national assessments were satisfactory in reading, good in mathematics, but well below expectations in writing. Revised planning and extra provision are now in place to address this. Children's attainment on entry to the school

² Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

³ Schools with less than 8 per cent of pupils entitled to free school meals.

aged four varies, and for this particular year group was not as high as the above average standards of other years. Children in Year R usually reach the Early Learning Goals⁴ in all required elements of the Foundation Stage⁵ curriculum before they are six.

In a short inspection it is neither possible, nor intended, to make judgements in all other subjects. However, it is clear that there are strengths notably in art; the newly established programme for personal, social, health and citizenship education; and (in a good improvement since the last inspection) in music and ICT.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy school and are keen and interested.
Behaviour, in and out of classrooms	Very good and much improved in and out of class.
Personal development and relationships	Very good: pupils take responsibility, show maturity, and the quality of relationships is excellent throughout.
Attendance	Very good, well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory with good, and some very good features	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 overall profile of teaching is good with very good features. All lessons except one of the 29 sessions observed were at least satisfactory with the overwhelming majority being good or better. A very creditable thirteen sessions were very good and these featured six teachers. All teachers were observed unannounced on several occasions across a range of subjects. Highlights of teaching are in good planning and preparation, very good questioning which challenges pupils of all abilities, excellent relationships, and skilful management of pupils. Expectations of work and behaviour are high and staff are true to the school's aim to raise and maintain pupils' self esteem. Because of good quality teaching pupils learn well and often achieve above what is expected of their ages. Notable subject strengths are in literacy, numeracy and science, with strong teaching especially for seven and eleven year olds. Aspects of teaching which even in this good profile could be improved are in increasing the pace and challenge of some lessons for the youngest children, and making even more use of support staff during introductions and reviews. Special needs teaching is judged good throughout with teaching assistants making a strong contribution to pupils' learning and progress.

⁴ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

⁵ The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: broad and balanced. Significant improvements are being made to the Foundation Stage curriculum. Strengths in literacy, numeracy and science; and big improvements to music and ICT where provision is now good. Homework well used and extracurricular activities judged very good. French enhances the Year 6 curriculum.
Provision for pupils with special educational needs	Very good: such pupils are fully included and well planned for with very good individual education plans, tracking and record keeping. Teaching assistants make a strong contribution to pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: excellent social opportunities to work and play together; very good moral provision; and much improved, very good spiritual consideration. Cultural development opportunities satisfactory overall with strengths in local culture, but more to do to raise pupils' multicultural awareness and understanding.
How well the school cares for its pupils	Very good levels of physical care, and much improved good assessment, now used effectively to set targets for academic progress.

Parents are very supportive of the school. There are very effective links between home and school, especially over homework. Communication is judged very good. Parents' fundraising makes a significant contribution.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent: head, deputy and senior managers ensure excellent educational direction and that the school's aims are met. The leadership and management of the head are excellent. She has formed staff into a very good team, delegating responsibility very effectively. Co-ordinators make a good, and improving, contribution.
How well the governors fulfil their responsibilities	Very good: governors give very effective support especially in matters concerning finance, personnel and accommodation.
The school's evaluation of its performance	Very good analysis and evaluation of strengths and weaknesses lead to a very good school improvement plan. Change is managed very well.
The strategic use of resources	Very good match of finance to educational needs. The considerable overspend has been addressed. The school gives very good and improved value for money. Best value principles are followed. Day-to-day management of finances are very good

	because of the administration officers' efficient work.
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The school is well resourced and provides above average support staffing levels. Improvements to accommodation, and the very good site mean that the learning environment is very good and well used to promote 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"> • The school is approachable. • It is well led and managed. • Expectations are high. • Teaching is good. • Children are helped to become mature. 	<p>There was no consensus of negative views.</p>

Twenty-nine parents attended the pre-inspection meeting with the registered inspector and another four met with the lay inspector during the inspection. Seventy-four parents returned the Ofsted questionnaire. The overwhelming response of parents to the school is very positive. Inspectors are pleased to support these sentiments.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

‘The school is very effectively led and managed. As a result it presents a very good learning environment.’

1. The headteacher provides excellent leadership. She has drawn the staff together as a very good team with a very strong commitment to raising and maintaining standards. The school makes very good use of the principles of being an ‘Investor in People’, an award it achieved in 2001.

2. The head has made excellent use of contributions from staff, governors, parents and pupils to formulate an improvement plan for the school that strikes a very good balance between pupils’ personal and academic needs. She very successfully ensures that there is very good review of the school’s strengths and weaknesses in order to determine clear educational direction. This is well communicated to all concerned and used to measure progress against.

3. The school improvement plan forms a very good basis to manage the school. It specifies criteria for success, highlights who is to be responsible, and outlines financial implications. Head and governors have done particularly well to manage considerable improvements to the quality and quantity of accommodation and resources (most obviously in a new ICT suite and library) whilst overcoming the large overspend which accrued since the last inspection. Governors are well informed by the head and administrative officers and finances are well used and monitored. The most recent local education authority audit was complimentary about the school’s procedures and good standards of financial management, with few areas for improvement.

4. As a result of good spending not only has accommodation been enhanced: for example with most external surfaces repainted and the quality of toilet areas improved; but resources have been increased. The school uses effectively the principles of best value to evaluate spending in terms of quality: for example thoroughly researching pros and cons before equipping the ICT suite.

5. Together staff and governors have ensured that the school presents a very good learning environment, taking very good advantage of excellent grounds. Teachers take great care to display pupils’ work well to stimulate and encourage others as well as recognise good work. For example annotating Year 3 and 4 science work on fair testing with questions to prompt discussion.

6. On the basis of high standards achieved for below average spending per child, and considering good and very good quality provision (not least of which is in teaching) the school is judged as giving very good value for money. This is an improvement since the last inspection and in a more difficult financial climate a real credit to the school.

7. The last inspection raised five key issues all related to management. These have all been addressed as far as was possible within the school’s field of influence (car parking in the street being outside the school’s control). Particularly successful have been improvements to the way behaviour has been managed. The school’s policy and procedures are now clearly established, well communicated and widely understood. Staff, under the strong influence of the head, are consistent in their approach and are committed to accentuating the positive wherever legitimate. Efforts to raise pupils’ self esteem continue to be very successful in managing behaviour and standards have been improved from unsatisfactory to very good.

8. Staff play a good part in the management of the school taking responsibilities for subjects and aspects. Good job descriptions give them clear guidance and good progress has been made in:

- Planning which reflects National Curriculum requirements: for example improving the profile of music and ICT in the school;
- Managing subject budgets to ensure good resources;
- Supporting colleagues with planning, and through monitoring standards in teaching to assess strengths and weaknesses;
- Improving assessment procedures (especially in English, mathematics and science) with a view to setting individual targets for pupils.

9. Overall the quality of leadership and management of the school is judged excellent, having very positive effects on pupils' learning.

'Good (and often very good) teaching based on a well planned curriculum leads to good (and often very good) learning, and results in well above average standards in English, mathematics and science by the end of Year 6.'

10. During this short inspection 29 lessons were observed. All teachers were seen teaching unannounced on a variety of occasions across a range of subjects. All but one lesson was at least satisfactory with 25 being good or better. A very creditable 13 lessons (45 per cent) were very good, featuring six teachers across all age groups. The overall quality of teaching is judged good with very good features.

11. This positive profile has very clear effects on the quality of pupils' learning which is good overall and in many cases, particularly (but not exclusively) in Years 2 to 6 very good.

12. Strengths in teaching are in:

- Good planning and preparation which means long term that all required elements are met and that the curriculum provided is broad, balanced and relevant; and short term learning objectives are clearly identified and well communicated to pupils. For example very good planning for literacy now focuses on how writing will be extended and enhanced by work across the curriculum, and will be particularly designed to raise the performance of boys in Years 1 and 2;
- Very good questioning which challenges pupils to answer on the basis of reasoning influenced by what they already know and can do. For example in a very good Year 3 and 4 music lesson the teacher asked, "How does this piece (based on the pentatonic scale) make you feel?" Pupils answered sensitively and this made a good contribution to their spiritual development. In very good lessons staff skilfully draw in pupils who may be less confident and ready to answer, and are careful to help build pupils' self esteem with deserved praise and encouragement. This was evident in a Year R and 1 mathematics lesson where both teacher and teaching assistant got children to name different three-dimensional shapes and describe their properties. Even the least able children contributed to the discussion and their learning was good;
- Excellent relationships between all concerned, but particularly between teachers and pupils. This means pupils know their views will be listened to and considered, both formally as in the school council, and informally as part of classroom discussion. For example in a Year R and 1 religious education lesson Year 1 pupils shared their experiences of 'unfairness' with the teacher, after hearing the story of the 'Prodigal Son'. The teacher's response was effective in helping pupils to speak openly. In a very good Year 6 design and technology lesson the teacher, teaching assistant and pupils worked with a will to design and make a moving toy. The high quality of the shared learning experience reflected excellent relationships;

- Very good management of pupils. This was common to nearly all lessons, especially between Year 2 and Year 6, and made optimum use of time to follow learning objectives. As a result pupils know precisely what is expected of them and behave very well. For example in a very good Year 5 tag rugby games lesson the teacher and her assistant organised and controlled pupils very well in the wide space of the playground and field. Pupils' learning was very good because of this. Standards were above expectations and for higher attainers well above.

13. The high standards achieved by pupils at the end of Year 6 are a credit to good and very good teaching, not only in that year group (where teaching is strong) but lower down the school where routines and expectations are clearly established.

14. Standards in English, mathematics and science have been consistently above average over the last three years and for most of the time well above, compared with all and similar schools. Pupils in Year 6 in 2002 made very good progress compared with their own performance in Year 2, and the current Year 6 are on target to do better.

15. In 2002 virtually all Year 6 pupils reached at least the expected average levels in English and mathematics and everyone did so in science. In all three subjects the proportions of pupils achieving higher levels were much above average. In science almost three-fifths of pupils compared with two-fifths nationally reached the higher level, Level 5. Analysis shows that nearly all of the above average proportion of pupils with special educational needs in the year group reached at least national average levels. This represents very good achievement and reflects good quality teaching.

16. Results of pupils tested in reading, writing and mathematics in Year 2 in 2002 were not as good as those for Year 6. This is partly due to the lower attainment of the year group when they first joined the school, and to less consistent teaching over time. Observation shows that teaching in Year 2 is strong and that most of the current Year 2 pupils are on line to reach national average levels, with higher attainers doing better than this. The school is well aware of the need to improve provision especially for writing in Years R, 1 and 2, and is reviewing organisation to ensure children in mixed age classes achieve as well as they might.

17. Governors have reviewed the school's admission policy and reduced the intake number to 30 for September 2003 to allow all reception children to be taught in one class.

18. Throughout the school there are clear strengths in the teaching of literacy, numeracy and science and good improvements to ICT and music.

19. Special educational needs teaching and provision is very good. Teaching assistants and those staff involved in providing extra support for literacy in booster groups make a significant contribution to pupils' learning and personal development. For example support for additional literacy for a group of five pupils withdrawn on a regular basis by a teaching assistant was judged very good. The school takes suitable steps to ensure pupils can still be involved in all activities and receive their full entitlement to the National Curriculum.

'Assessment is developing well and is now used to identify how well pupils are doing and to set targets for further development. This works particularly well for pupils with special educational needs and higher attainers, and complements the school's very good care of pupils.'

20. Following suggestions in the last report, and a very good review of the situation when the current head was appointed, the quality of assessment has been improved. Assessment procedures and the subsequent use of data to set targets for individuals and the school, are

now judged good overall, and very effective between Years 3 and 6. This has a very positive impact on the quality of pupils' learning and has raised standards especially in Years 2 to 6.

21. Staff keep detailed records of each pupil's performance in English, mathematics and science and are developing the range of information and procedures in other subjects. Good use is made of 'progress books' to preserve and annotate examples of pupils' work. The school makes regular assessments in addition to statutory National Curriculum tests to gauge progress. These include:

- Assessments of children when they first arrive to serve as a benchmark for future progress;
- Testing of pupils at the end of elements of work to evaluate what they know and understand;
- Optional National Curriculum standardised assessment tests in Years 1, 3, 4, and 5 to identify areas for further improvement (for example through additional literacy and numeracy support) and to predict pupils' performance.

22. Information from testing is used effectively to identify pupils with special educational needs and potentially higher attaining pupils. The school manages provision very well (although there has been a tendency, with the best of intentions, to include some pupils on the special educational needs register who might not be on such a list elsewhere). Teaching assistants make a strong contribution and provide extra support accordingly.

23. Overall good assessment makes a very important contribution to the school's very good care for pupils. This complements very effective procedures that take physical care of pupils. Record keeping takes into account pupils' progress in personal development and how pupils respond in terms of attitudes, participation and behaviour. Although a small minority of parents would like more, this information forms the basis of reports to parents. These reports are of good quality. They confirm pupils' performance against levels of the National Curriculum in English, mathematics and science. Reports are being developed to tell parents more about how pupils achieve in other subjects compared with national expectations.

24. The school has appointed an assessment co-ordinator since the last inspection. She supports colleagues very effectively and maintains a very good overview of procedures, both for testing and record keeping. A very good initiative is in the detail of tracking information kept on every child to make target setting even more meaningful. The school has good plans for developing assessment procedures in other subjects and has made a good start, notably in ICT and design and technology.

'The school very successfully encourages pupils' very positive attitudes and very good personal development. Relationships are excellent and pupils behave very well in and out of class.'

25. Throughout the inspection pupils were keen and interested. They came in to school ready to get started and moved smoothly to lessons.

26. Children in Year R clearly understand school routines and this is developed in terms of independence as pupils move up through year groups. For example in a Year 3 and 4 good literacy lesson the teacher and teaching assistant were able to work effectively with target groups (more able and least able respectively) without being distracted by other children. Pupils in the non focus groups were well challenged by the planned activities and supported each other when stuck.

27. Children in the Foundation Stage show that they can share and take turns; and that they are considerate to others. They usually show respect for adults, resources and the accommodation. These very positive attitudes are successfully fostered throughout the

school and result in very good behaviour and facilitate good and in many cases very good learning. For example in a very well taught numeracy session Year 3 and 4 pupils predicted and checked their answers working very effectively with group members. They enjoyed the challenge of the activity and the opportunity to determine for themselves strategies to solve problems.

28. Pupils' response particularly in terms of behaviour was criticised in the last inspection and became a key issue for improvement. This has been very successfully overcome, notably since the head was appointed and formed a very good partnership with the deputy, senior management team and staff. Behaviour is now managed very effectively with emphasis on positively reinforcing good standards. For example, Year R children's behaviour when involved in outdoor activities is very good. Pupils throughout the school earn the admiration of staff and other children and obviously want to do well. The school's commitment to raising and maintaining pupils' self esteem works!

29. Relationships throughout the school are excellent. Staff set a very good example and demonstrate that pupils' opinions and concerns matter. They are prepared to listen and this forms the basis of the high level of trust which clearly exists in all classes. Pupils are confident that they will be well treated and volunteer answers without worrying about making mistakes. For example in a very good Year 2 ICT lesson pupils made estimates which were wildly exaggerated. The teacher acknowledged pupils' efforts and used this as a teaching point. This healthy atmosphere has a very positive impact on the quality of learning.

30. A very positive feature of pupils' social development is in the recent appointment of older pupils as playleaders. In the playground they take responsibility for gathering up and organising children who seem to have nothing to do, and entertaining them with playground games. There is an excellent system, managed by older pupils themselves, to give out and collect equipment which makes playtimes much more interesting.

31. Scrutiny of pupils' work books and an evaluation of homework show that pupils care about their work and make an effort with presentation. The school pays very good attention to detail, evident in the very good quality of display and very well arranged and stored resources. This is a very good example to pupils that planning and organisation matter.

32. The school makes very good provision in consideration of the 'whole child'. It meets its aims to promote pupils' personal development well. There are very good opportunities for pupils to work together in ways which develop self assessment and encourage relationships. For example in a very good Year 6 literacy lesson pupils read each others' writing in flashback style and feedback very constructively to the writer. This resulted in very good consideration and very effective progress in the use of complex sentences.

33. By virtue of their active involvement in debating rules and routines, not only in personal, social and health education sessions in class, but through the school council, pupils develop a good understanding of right and wrong and what is socially acceptable.

34. The school plans to develop still further cultural opportunities. Currently these are considered satisfactory. Spiritual development, found lacking in the school during the last inspection, is now very good. The school is successful: for example in encouraging an appreciation of the beauty of nature, music and art; looking at lifestyles in India; and Year 3 and 4 excellent work based on The Pilgrim's Progress.

WHAT COULD BE IMPROVED

‘In the context of this very good school this inspection raises no key issues for improvement. The school is already planning to improve pupils’ awareness of multicultural issues; and aspects of provision in some Year R and 1 lessons.’

35. The school is good at evaluating its strengths and weaknesses and managing change accordingly. There is now good planning: for example in geography, religious education and personal, social, health and citizenship education to encourage pupils to consider customs and traditions from other cultures and countries. However, the school is aware that pupils are still lacking experience from these points of view and is seeking to address this. Inspectors agree that this is an appropriate priority and that when coupled with developing school policy and procedures to overcome racism, it will further enhance pupils’ awareness of multicultural issues.

36. Senior managers are aware of a need to review the cost effectiveness of staff use in some Year R and 1 mixed age sessions when more than one teacher and teaching assistant are present. During the inspection, whilst teaching was usually satisfactory and sometimes very good, one lesson (a Year R music session) was unsatisfactory because of insufficient challenge, resulting in insufficient learning. In a variety of lessons for mixed aged classes for the youngest children supporting teachers and teaching assistants too often play passive roles during introductions and plenary sessions. However, it is to be noted that the overall quality of teaching and provision for Year R and Year 1 is judged satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. Although there are no key issues, this inspection recognises the very good quality of the school’s own improvement plan and encourages head, staff and governors to continue with the good work!

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
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	0	13	12	3	1	0	0
Percentage	0	45	41	10	3	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 three percentage points.

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)	213
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	34

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	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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
	2002	21	16	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	13	19
	Girls	16	15	16
	Total	33	28	35
Percentage of pupils at NC level 2 or above	School	89 (74)	76 (78)	95 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	21
	Girls	16	16	16
	Total	31	35	37
Percentage of pupils at NC level 2 or above	School	84 (83)	95 (78)	100 (87)
	National	85 (85)	89 (89)	89 (89)

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

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
	2002	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	13
	Girls	18	18	18
	Total	27	29	31
Percentage of pupils at NC level 4 or above	School	87 (80)	94 (77)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	13
	Girls	18	18	18
	Total	27	29	31
Percentage of pupils at NC level 4 or above	School	87 (80)	94 (83)	100 (91)
	National	73 (72)	74 (74)	82 (82)

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	173	0	0
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	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	1	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**Financial information****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.45
Number of pupils per qualified teacher	22.5
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	154

FTE means full-time equivalent.

Financial year	2001 – 2
	£
Total income	351676
Total expenditure	353464
Expenditure per pupil	1587
Balance brought forward from previous year	0
Balance carried forward to next year	-1788

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)	1
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	213
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	45	3	0	0
My child is making good progress in school.	45	43	9	0	3
Behaviour in the school is good.	39	55	3	3	0
My child gets the right amount of work to do at home.	36	59	4	0	0
The teaching is good.	47	50	1	0	1
I am kept well informed about how my child is getting on.	34	55	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	1	0	0
The school expects my child to work hard and achieve his or her best.	58	41	1	0	0
The school works closely with parents.	39	53	7	1	0
The school is well led and managed.	61	36	1	0	1
The school is helping my child become mature and responsible.	48	51	1	0	0
The school provides an interesting range of activities outside lessons.	36	53	7	0	4

Due to rounding percentages do not always total 100.