

INSPECTION REPORT

HOATH PRIMARY SCHOOL

Hoath, Nr Canterbury

LEA area: Kent

Unique reference number: 118361

Headteacher: Mrs A Noake

Reporting inspector: Mr T Neat
20007

Dates of inspection: 2nd and 3rd December 2002

Inspection number: 247881

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:	4-11
Gender of pupils:	Mixed
School address:	School Lane Hoath Canterbury Kent
Postcode:	CT3 4LA
Telephone number:	01227 860249
Fax number:	01227 860249
Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Browning
Date of previous inspection:	1/12/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20007	Mr T Neat	Registered inspector
14032	Mrs M Saunders	Lay inspector

The inspection contractor was:

Full Circle division of Parkman
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hoath Primary School is situated in a small village about seven miles north east of Canterbury. It is much smaller than most primary schools, having only 54 pupils on roll. The number of boys and girls is roughly similar. There are only two classes and the headteacher teaches for half the week. Pupils are drawn mainly from surrounding villages, parts of Herne Bay and some districts of Canterbury. As a result, the pupils come from a wide variety of homes, some owner-occupied and others from rented accommodation. Most have some form of pre-school experience. The ability of the groups of children joining the school in the reception class varies significantly from year to year. The school's records show that overall, it is above the level normally found. All the pupils are from a white British background. There are none for whom English is a second language.

The percentage of pupils known to be eligible for free school meals (1.9 per cent) is well below average. The percentage identified as having special educational needs (13 per cent) is below average. There are currently no pupils who have Statements of Special Educational Need. Fewer pupils join or leave the school at other than the normal times than in most other schools.

HOW GOOD THE SCHOOL IS

Hoath Primary is a good school. Pupils achieve well because the school is effectively led and managed and the quality of teaching is good. Parents value the family atmosphere and the very good knowledge that teachers have of individual pupils. This is a very caring school in which pupils build a great deal of trust with adults and their peers. Much mutual respect is evident between all those who make up the school community. The school has a good reputation in the locality and is over-subscribed. The standards achieved by pupils leaving the school over the last three years have been well above average overall.

What the school does well

- Pupils achieve well.
- Teaching and learning are good.
- Pupils' attitudes, behaviour and personal development are very good because of the school's caring, supportive nature.
- The headteacher's strong leadership and management are moving the school forward well.
- The school site has been developed very well indeed.

What could be improved

- Some aspects of the provision for information and communication technology.
- Some aspects of pupils' spiritual and cultural development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in December 1997 improvement has been good. The standards achieved at the end of Year 6 have improved at a faster rate than schools nationally. The appointment of the present headteacher almost three years ago ended a period of considerable uncertainty when the school's future was not assured. Programmes of work have been developed for all subjects and good quality planning, adapted well to cater for the different age groups in each class, now help teachers to plan the content of lessons. The role of the governing body has developed satisfactorily, despite major changes to its membership. All members of staff have successfully undertaken training in the use of

computers and much new equipment has been bought. Further work is needed to provide a full range of experience for pupils in Years 3 to 6. Training on developing spiritual awareness has also been done, and pupils are encouraged to voice their thoughts and ask questions about deeper matters. More needs to be done to extend the work already accomplished. Significant changes to both the buildings and the organization of the teaching of the class for pupils in Years 3 to 6 have provided the potential for raising standards further.

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
	2000	2001	2002	2002
English	B	A	E	E*
mathematics	A	B	A	B
science	A	A*	C	D

Key

Very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

The table above shows that, overall, pupils attain standards that are well above average by the time they leave the school. The results for 2002 reflect the high proportion of pupils in that year group with special educational needs.

Inspection evidence shows that children make good progress in the reception year, due to the good teaching they get and the caring, friendly nature of the school. Many of those seen already exceeded the goals set for this age group. The results of national tests carried out over the last three years shows that by the end of Year 2 standards are well above average. Mainly due to skilful teaching, pupils at this age often gain results that are in the top five per cent in the country. Their writing skills are particularly well developed. Compared to schools working in similar circumstances, standards in reading and writing are very good. Over the last three years, most pupils at the end of Year 6 attained standards that are well above average in English, mathematics and science. In 2001, the science results were among the top five per cent in the country. The teachers' high expectations of what pupils can do and good quality marking of their work contribute strongly to what is achieved. Standards are rising faster than in most schools across the country. The school sets suitably challenging targets for raising standards.

The number of pupils taking the national tests at the end of Year 2 and Year 6 is small. Caution is needed when comparing one year's results with another, or the school's results against similar schools. The analysis of the school's results over the last few years gives the best guide to its effectiveness. Using this method, it is clear that most pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show high levels of motivation in lessons.

Behaviour, in and out of classrooms	Very good. Pupils usually behave very well in classrooms and around the school. Often their conduct in lessons is excellent.
Personal development and relationships	Very good. Pupils' relationships with each other and with adults are very good indeed. Most are very considerate and mature.
Attendance	Unsatisfactory. Nearly all pupils attend well and are punctual, but the poor attendance of a very small number results in the overall rate being below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 the lessons seen was good, with many that were very good. The teaching of English and mathematics and the skills of literacy and numeracy is good. As a result, pupils are equipped well to learn in other subjects. The teaching observed in other subjects was also good. The teachers and teaching assistants work hard and successfully to meet the needs of pupils of different abilities and ages. Their skill in dealing with several age groups in one class, and including everyone in what is done, is a strength of the school. Teachers make good use of the detailed knowledge of individuals they build up as each stays a number of years in the same class.

Children in their reception year are sometimes taught with pupils in Years 1 and 2 and at other times in a separate group led by a teaching assistant under the direction of the teacher. The clear explanation of tasks, challenging questioning and encouragement to become independent are strong features of the teaching. Good opportunities are provided for pupils to develop speaking skills, although occasionally more use could be made of open-ended questions. The teacher of the reception, Year 1 and Year 2 class is particularly skilful in planning to meet pupils' needs, linking earlier learning to what is taught and using methods that help everyone to learn. Her teaching of the basic literacy and number skills is marked by good questioning and clear instructions. Three teachers work with the pupils in Years 3 to 6 at different times during the week. Their very detailed, conscientious planning ensures that all pupils have appropriate tasks. Challenging questions and good subject knowledge help pupils to gain skills, knowledge and understanding well. Sometimes the pace of lessons slackens and some pupils temporarily lose interest.

Teaching throughout the school is marked by the very good relationships the adults develop with the pupils. Groups and individuals are treated with much respect and courtesy. This has a very good effect on their personal development. It also makes the pupils feel secure and, as a result, they become active learners, posing questions and commenting of what is taught. Their progress increases because of this.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Links with the community and local businesses enrich pupils' learning well. With the help of parents, the school provides a good range of extra-curricular activities. Pupils in Years 3 to 6 do not cover the full programme of work with computers.
Provision for pupils with special educational needs	Good. These pupils benefit greatly from the very good knowledge that teachers and teaching assistants have of the needs of individuals.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' social and moral development is very good, resulting in very good behaviour and high levels of maturity. Opportunities are missed to promote spiritual growth and increase cultural awareness.
How well the school cares for its pupils	Very well. The very good support and guidance pupils receive contribute greatly to the harmonious atmosphere of the school and the standards that pupils achieve.

The Family Liaison Officer makes a good contribution to the school's partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The clear vision the headteacher has for developing the school has brought about significant improvements to the overall provision and the standards that pupils achieve.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and very committed to helping it move forward. The governing body fulfils its statutory responsibilities well. Few governors have training in applying the principles of best value.
The school's evaluation of its performance	Good. Systematic arrangements for analysing the school's results help to raise standards. A good deal of work has been done to evaluate the quality of teaching.
The strategic use of resources	Good. The headteacher is proactive in seeking extra funds. She applies the principles of best value appropriately. Money, including funds for specific purposes, is used wisely to raise standards. The school provides good value for money.

There are a good number of qualified and experienced teachers and support staff. Increased levels of staffing have allowed pupils in Years 3 and 4 to be taught English, mathematics and science as a group, separately from those in Years 5 and 6. This is already helping to raise standards. The buildings are much improved and allow the curriculum to be taught effectively, except for the indoor teaching of physical education. The

school uses the nearby village hall for this purpose, but this is too small for the pupils in Years 3 to 6. This reduces the progress they make in gymnastics and dance lessons. The grounds have been developed very well indeed to encourage play and enhance its quality.

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 feel comfortable about approaching the school with questions or a problem. • The behaviour of pupils is good. • There is an interesting range of activities outside lessons. • Their children are expected to work hard and achieve their best. • Children enjoy school and make good progress. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The extent to which the school works in partnership with them. • The amount of homework. • The quality of the annual reports they receive about the progress their children make.

Inspectors agree with the positive opinions expressed by parents about the school. The inspection team found no evidence to show that the school does not work closely with parents. It judges that the school has satisfactory arrangements for the provision of homework. It agrees that improvements are needed to the annual reports sent to parents. These contain too much jargon and the information about attendance is reported incorrectly. The comments do not always give a clear enough picture of progress, especially if pupils are behind the rest of their year group.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well.

1. The results of the annual national tests taken by pupils in Years 2 and 6 at the school vary significantly because of the differing performances of the small number of pupils taking them. In 2002, only two boys and five girls took the national tests at the end of Year 2, and only three boys and five girls took those at the end of Year 6. Caution needs to be exercised when comparing the school's performance with others and the results the school obtains in successive years. The low numbers make this statistically unreliable. The analysis of the school's results over the last few years gives the best guide to its effectiveness. Using this method, it is clear that most pupils achieve well.
2. Records kept by the school show that the attainment of groups of children joining the school in the reception class varies significantly, but is above average overall. Inspection evidence shows that children make good progress in the reception year, mainly due to good teaching and the caring atmosphere in the school. Many of the children observed during the inspection already exceeded the goals set for this age group. In a lesson to develop their knowledge and understanding of the world, the children were confident in talking about features such as the church and the harbour on a large floor map.
3. Performance in the national tests over the last three years shows that Year 2 pupils attain standards that are well above average. Skilful teaching means that pupils at this age often gain results that are in the top five per cent in the country. Compared to schools with similar proportions of pupils eligible for free school meals, their standards in reading and writing are very good. The scrutiny of their work shows that in pieces such as 'A day in the castle' pupils can write in an empathetic fashion, pretending to be a child in medieval times. Pupils' science books reveal that early in Year 2 they understand the role of heat in producing metals.
4. Taken together, the standards of Year 6 pupils were well above average in English, mathematics and science in the tests of 2000 and 2001. The science results in 2001 were among the top five per cent in the country. The teachers' high expectations of what pupils can do and good quality marking of their work contribute strongly to what is achieved. The results for 2002 reflect the high proportion of pupils in that year group with special educational needs. Over the last five years standards have risen faster than in most schools across the country. The school sets suitably challenging targets for raising standards. Inspection evidence reflects the very good standards indicated by the test results. Pupils in Year 4 achieve well in using speech marks in conjunction with exclamation marks. In a mathematics lesson observed, most pupils in Year 6 began to use co-ordinates in four quadrants. Year 6 pupils compose complex sentences, ordered into paragraphs in work such as 'Biographical Recount'. More able pupils use their extended vocabulary in writing: "...an elephantine arm stretched up...." and "Her deep red lips revealed chalky white teeth."

Teaching and learning are good.

5. The quality of teaching and learning is good throughout the school. The lessons observed were at least satisfactory. Eighty per cent of lessons were good or better and 27 per cent were of very good quality. This is one of the main reasons why pupils achieve well. The core subjects of English, mathematics and science are

taught well, as are the basic skills of literacy and numeracy. This equips pupils well to learn in other subjects.

6. There are many strong features to the teaching and learning, the most important are:
 - (a) the high expectations of teachers result in pupils trying to achieve their best. In a science lesson for Years 5 and 6, the teacher's challenging questions, such as "How would you compare the brightness of the bulb under different test conditions?", meant that pupils had to think hard;
 - (b) very good planning ensures that even with four year groups in the same class, all pupils are included and given tasks appropriate to their needs;
 - (c) teachers and other adults relate very well to their classes and individual pupils. This makes pupils feel secure and want to work hard;
 - (d) teachers use good strategies to make learning easier. In a lesson for pupils in Years 1 and 2, the playing of a target game gave pupils a real reason for mastering addition skills;
 - (e) very good marking of pupils' written work helps them to know what they must do to improve. Pupils in Years 1 and 2 are told to "keep the stick for 't' tall", and those in Years 5 and 6 – "You really must add some description of action....",
 - (f) the caring, supportive environment created by the adults gives the pupils the confidence to become proactive learners. In most of the lessons seen pupils asked questions, discussed matters earnestly or commented on how well they were learning.
7. The teachers' skill in handling several year groups in one class and making good use of the detailed knowledge of individuals they build up is a strength of the school. The commitment of staff is very strong, with teachers buying resources from their own pocket and spending free time in making materials to help the pupils to learn.

Pupils' personal development is very good because of the school's caring, supportive nature.

8. The caring, supportive environment created by the adults 'rubs off' onto the pupils and they are sensible and mature. The way in which pupils are treated with much respect and courtesy has a very good effect on their personal development. As in a mathematics lesson for pupils in Years 1 and 2, teachers place great emphasis on giving reasons for rules. "Why should we not call out?" led to a discussion about fairness which increased pupils' moral growth. The teaching assistant leading reception year children on a walk to look for living things, took the time to explain that any stones that were lifted must be replaced in order to protect the creatures underneath.
9. High expectations of pupils' behaviour result in very good conduct whether or not pupils are under the direct supervision of adults. In lessons, behaviour is often excellent. This allows everyone to concentrate fully on the tasks in hand. On the playground and around the school pupils' behaviour is very good. Boys and girls play together well, even in games of football. The pupils develop very constructive relationships with their classmates, emulating the excellent model provided by the adults who work with them.
10. Attitudes to learning are very positive. In a gymnastics lesson, the teacher said that the class would be getting out the apparatus. "Yes!" was the enthusiastic response given by the pupils. In a Year 5 and 6 mathematics lesson, tough questioning by the teacher was taxing the pupils. One said, "This is getting complicated now". The pupils thrived on this. They remained keen to learn and very attentive. By the end of

this phase of the lesson nearly all were jiggling about hoping to be chosen to answer the teacher's questions.

11. Pupils show many good qualities. They do not ask for help unnecessarily in lessons, preferring to think things out for themselves. They show very good levels of consideration towards others, apologizing readily if they inconvenience someone. Older pupils look after younger ones and take time to play with them. A Year 5 girl was seen leading a playtime game in which 14 or 15 others of all ages took part happily. The very good behaviour, attitudes and values of pupils are due in large part to the excellent example set by all teachers, teaching assistants, clerical and lunchtime staff.

The headteacher's strong leadership and management are moving the school forward well.

12. The appointment of the present headteacher about three years ago followed a substantial period of uncertainty in which the future of the school was not assured. One parent at the meeting with inspectors described this time as 'horrendous'. Parents are glad that the school has settled down well under its new leadership. Many of the governors are fairly new to their responsibilities, but are very committed to the school and appreciative of the new headteacher's work. She has "boundless energy," one said. "She has made a big difference," said another.
13. The headteacher, with the support of the staff and governors has chosen priorities for development well. She has generated a shared vision of what needs to be done and given clear direction for improvements to take place. She has managed the changes that were needed well. The most important of these is the use of a system to split the large class for pupils in Years 3, 4, 5 and 6 into two when the teaching of the core subjects of English, mathematics and science takes place. This results in the pupils being taught in classes of less than 16 or 17 for these important subjects, as opposed to 31. It also means that the teachers can concentrate on meeting the needs of two year groups rather than four.
14. She has made good use of the funds available and has also successfully sought additional funding, including some from local businesses, to ensure that plans come to fruition. Significant improvements have been made to the buildings. A 'numeracy room, has been created and better provision made for children in their reception year, including a covered area for outdoor play. An outdoor toilet block has been developed to act as a resource centre to house greatly increased levels of equipment and materials for learning.
15. Good arrangements are in place to evaluate the work of the school. Clear emphasis is given to analyzing the standards that pupils achieve and adapting plans accordingly. Much work has been done by the headteacher and staff to monitor the quality of teaching and learning. Governors have also made classroom observations. The headteacher has also sought advice from the local education authority and used it well, for example, to improve the ways in which teachers judge how well pupils are learning.
16. These and other initiatives have lead to a significant improvement in standards. Over the last four years standards have risen faster in all three tested subjects of English, mathematics and science than the national rate of improvement. The improvement in mathematics is much greater than in most other schools.

The school site has been developed very well indeed.

17. The school grounds provide excellent opportunities for pupils to play and learn. The field is spacious and games such as football and hockey can easily be accommodated. An 'environmental area' which is left untended contains many examples of flora and fauna which pupils study in science lessons. The greenhouse gives further opportunities to study plants. The diverse trees, shrubs and flowers provide stimulating subjects for work in art.
18. Opportunities for play are numerous. The variety of equipment caters for the full age range. Children in the reception year can use the wooden train and playhouse to engage in all sorts of role play. Younger pupils like exploring the maze of paths through the different gardens and in fine weather the tunnels, mounds of earth and slide on the field. The older ones enjoy the challenge presented by the many climbing frames.
19. The facilities also contribute greatly to pupils' personal development. The provision of many picnic tables and benches encourages groups to sit and discuss matters of interest. The music garden which contains wind chimes and percussion instruments is a source of wonder. The open aspect of the site on the edge of the village, set among the farmers' fields, encourages pupils to reflect on the cycle of seasonal changes. The great variety of places to play fosters pupils' creativity and powers of imagination. The quality of play is high, with even the oldest pupils entering readily into role and 'letting their hair down'.
20. Parents have put in much hard work to create the gardens and to fund the purchase of much of the equipment. The pupils in the gardening club help to maintain the grounds. Plans to make even more use of the site by creating an outdoor classroom are well advanced.

WHAT COULD BE IMPROVED

The provision for information and communication technology.

21. Many improvements have been made recently to the provision for pupils to work with computers. Three years ago the school had only three computers. Modern machines, including laptops have been bought. There are now a good number of computers, with one machine for every five pupils. All members of staff, including nearly all teaching assistants have successfully completed the training provided by the government.
22. Pupils in Year 2 attain the standards expected of their age group. They enter, save and retrieve work and use computers to generate and record ideas in a variety of forms. For example, they create posters and title pages with different fonts of various colours and images which they select. Some of these are for their work on the topic 'communications', others tell parents about events such as the harvest festival. They instruct electronic toys to follow a given path and use computers in their work in other subjects such as English, mathematics and geography.
23. Pupils in Year 6 also reach the expected standard in the work they cover. They were observed producing a database to record the outcomes of an experiment they did using rain gauges set at different distances from a tree. They entered the data accurately and used it to create line graphs. Pupils also produce multimedia presentations, combining words, sound and images in their work on Easter. They

use the Internet to search for information to help their work on weather. Problems with their service provider have prevented them from using email, but this should be remedied very soon. However, they do not have the opportunity to cover all the National Curriculum Programme of Study. For example, they do not make, test, improve and refine sequences of instructions for the computer to follow. This is because the equipment to cover this part of the curriculum has only just been obtained and teachers are not yet familiar with its use. Work to use computers linked to external sensing devices, such as temperature probes, is at an early stage of development.

24. Teaching the two classes is difficult since one contains three year groups and the other four. In the class for pupils in Years 3 to 6, one lesson is timetabled each week in which everyone takes part. This was observed during the inspection. The lesson was taught well, with clear explanations and good questioning. It was conducted at a brisk pace and the teacher's organization of the different year groups was very good. It was difficult to provide challenging activities for all the class because there were not enough computers. A teaching assistant helped those who were working independently, but some time was lost when pupils were not sure what to do next.
25. The co-ordinator is knowledgeable and very keen to improve work in this subject.

Some aspects of pupils' spiritual and cultural development.

26. The school promotes pupils' personal development well. The fostering of values, moral judgement and social skills is very good. The adults work very well to develop high standards of conduct and pupils' sense of responsibility to others. More could be done to build spiritual growth in acts of collective worship and to prepare pupils more effectively for life in modern British society.
27. In the acts of worship attended by inspectors, suitable use was made of music as pupils entered and left. No other methods or artefacts were used to create an atmosphere conducive to worship or to serve as a focus for reflection. A prayer was said by the teacher leading the assembly, but no time was given for pupils to reflect on its contents. Opportunities were missed to encourage pupils to think about the spiritual significance of Christmas, as well as its modern traditions.
28. The school takes appropriate action to combat racism and has established a link with a school in Africa. The school's rural location means that it is not close to centres of population in which the main minority ethnic groups are present in significant numbers. This results in most pupils being isolated from people of other cultures.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to further raise standards and improve provision, the headteacher, staff and governors should now:

1. improve provision for information and communication technology, by:

- ensuring that, as soon as possible, pupils in Years 3 to 6 have access to the full National Curriculum Programme of Study;
- exploring possible sources of extra adult help;
- reviewing timetabling arrangements to see whether different groups can be taught more effectively at different times, rather than the whole class at the same time;
- reducing pupils' reliance on adult help by providing visual prompts of how some procedures can be done.

[See paragraphs 23 and 24]

2. enhance pupils' spiritual and cultural development, by:

- devising ways of creating an atmosphere conducive to worship;
- providing more effective opportunities for pupils to reflect on matters of spiritual importance;
- exploring ways of bringing pupils into contact with children and adults of black and Asian cultural groups;
- reviewing the curriculum to ensure that opportunities are planned to improve pupils' knowledge, understanding and appreciation of the cultures of the main minority ethnic groups in this country.

[See paragraphs 27 and 28]

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	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	8	3	0	0	0
Percentage	0	27	53	20	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	54
Number of full-time pupils known to be eligible for free school meals	n/a	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	7

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	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment

Only two boys and five girls took the national tests for seven year olds in 2002, and only three boys and five girls took those for 11 year olds. In order that the results of individuals may not be identified, the tables showing the performance of boys and girls in the national tests have been omitted.

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	54	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

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)	3.23
Number of pupils per qualified teacher	16.7
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	59

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	None
Number of teachers appointed to the school during the last two years	0.55

Total number of vacant teaching posts (FTE)	None
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	None
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	None

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	201,630
Total expenditure	201,056
Expenditure per pupil	3,537
Balance brought forward from previous year	31,746
Balance carried forward to next year	32,320

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	22	7	4	0
My child is making good progress in school.	59	30	4	0	7
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	52	33	15	0	0
The teaching is good.	59	22	7	0	11
I am kept well informed about how my child is getting on.	55	30	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	74	19	7	0	0
The school works closely with parents.	56	18	26	0	0
The school is well led and managed.	59	26	11	0	4
The school is helping my child become mature and responsible.	56	33	0	0	11
The school provides an interesting range of activities outside lessons.	63	33	4	0	0

Not all totals will equal 100 due to rounding.