

# INSPECTION REPORT

## **BURTON-on-the-WOLDS PRIMARY SCHOOL**

Burton-on-the-Wolds, Loughborough

LEA area: Leicestershire

Unique reference number: 119912

Headteacher: Mr. John Craig

Reporting inspector: Lynne Wright  
22398

Dates of inspection: September 30<sup>th</sup> – October 2<sup>nd</sup> 2002

Inspection number: 248059

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:	Burton-on-the-Wolds Primary School Barrow Road Burton-on-the-Wolds LOUGHBOROUGH Leics
Postcode:	LE12 5TB
Telephone / fax number:	01509 880298
Appropriate authority:	The governing body
Name of chair of governors:	Anne Sissling
Date of previous inspection:	2/2/98

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22398	Lynne Wright	Registered inspector
9056	Valerie Cain	Lay inspector
4262	Tony Taylor	Team inspector

The inspection contractor was:

Evenlode Associates Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

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London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 9</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10 - 12</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15 - 19</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Burton-on-the-Wolds is a smaller than average primary school with 100 full-time pupils aged from 4 to 11. All are from white UK ethnic backgrounds. Traveller pupils, from showmen families, make up eight per cent of the school's roll, attending for half the school year, or less. At the time of the inspection none were present in school. Although there are almost equal numbers of boys and girls, the gender balance fluctuates from year to year so that in the present Reception class and in Years 1 and 6 boys far outnumber the girls. Pupils enter the school in the September or January nearest to their fifth birthday. Baseline assessments and inspection evidence show that, on entry to the Reception class, pupils' attainment broadly matches the national average. Most of the children have pre-school experience, either in play group or nursery. The school mostly serves families from the village, but a few pupils take the school bus from nearby villages. The local area is socially and economically more advantaged than national averages, and no pupils are eligible for free school meals. Fifteen percent of pupils, broadly in line with the average nationally, have additional support for their special educational needs. The range of special educational needs includes general and specific learning difficulties and emotional and behavioural difficulties. No pupil has a statement of special educational needs.

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

This is a good school with many very good features and few areas for improvement. The headteacher provides the school with very good leadership and management and is very well supported by the senior teacher, governing body and the rest of the staff. Good quality teaching enables pupils of all groups and all levels of prior attainment to make effective progress at each stage and to achieve good, and sometimes very good, academic and personal standards. The school provides good value for money.

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

- Pupils make good progress due to good quality teaching so that they attain high standards in English, mathematics and science at age 11.
- Good relationships within the school and the good support of parents help pupils to develop very good attitudes to school, and to learning.
- The leadership provided by the headteacher, senior teacher and the governing body is very good and ensures the good development of the school.
- The school provides very well for the pupils' social and moral development.

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

- Teachers should involve pupils more fully in assessing their own progress and in setting personal targets for the next steps in their learning.
- The school does not pay enough attention to the development of the pupils' awareness and understanding of the multicultural society in which they live.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been good improvement since the school was last inspected in February, 1998. All key issues in the previous report have been addressed. The issues related to the unsatisfactory teaching have been fully resolved and all staff are working together to bring about continuous improvement. Senior staff monitor standards and teaching in English and mathematics effectively and new staff are being trained in their curriculum management responsibilities. Curriculum plans now provide all pupils with clear purposes for learning within a developmental teaching programme. A much improved range of regular tests and tracking systems ensures that all pupils make good progress in their learning, so that overall standards in the end of Key Stage 2 tests have risen steadily since 1998. Performance management is fully in place, to good effect. Information in the school prospectus and governors' annual report meets all statutory requirements. In addition, there have been other significant features in the school's overall improvements. Provision for pupils with special educational needs is now very good. Provision for the social and moral development of all pupils is also very good. The range of extra-curricular opportunities is excellent, and makes a very good contribution to the pupils' social development. Learning resources and accommodation

are of good quality and outdoor resources are very good. However, pupils are still given too few opportunities to develop insights into other cultural traditions.

## 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	C	A	A*	A*
mathematics	C	A	A	B
science	A	B	A	A

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average well	D
below average	E

The impact of small cohort sizes is evident in the fluctuations in test results from year to year, and interpretations need to take account of other data. In this context the heading 'similar schools' refers to schools having similar percentages of pupils eligible for free school meals, and few of them will have pupils who only attend for part of each year.

At the end of Year 2 standards in national tests were good, overall, in reading, writing and mathematics from 1998 – 2001. Results were in the top five per cent nationally in mathematics in 1998 and in writing in 2000. Standards in national tests in Year 6 have improved over the years so that overall attainment in 2001 was well above the national average. This represented overall good progress compared with prior attainment at age 7. Progress in mathematics was very good. Results of the 2002 end of Key Stage 2 national tests show a further overall improvement in standards. Attainment in English was very high, in the top five per cent, nationally. In mathematics and science, attainment was well above average. Overall attainment was in the top five per cent, nationally, and well above average compared to similar schools. The percentage of pupils attaining at the higher level in English was in the top five per cent nationally, and well above the national average in mathematics and science. This confirms the good, and often very good progress, made by individual pupils in this cohort. The Year 2 2002 cohort was very small, with a larger than usual number having identified general learning difficulties. National comparisons showed that well above average standards in reading were maintained, as were average standards in writing. In mathematics, standards were lower than in previous years, just below the national average, as a lower proportion of pupils attained at the higher level. Overall attainment was above average when compared to schools nationally. Inspection evidence indicates that the standards achieved by the present Year 6 group are above average in English, mathematics and science. Targets set for 2003 indicate that the school continues to have high expectations of its pupils. Standards in other National Curriculum subjects are in line with national expectations and some good quality work was seen in art and design, history and information and communications technology (ICT). Children in the Reception class learn effectively and make good progress in many areas of their learning and development, so that they cope well with the increased demands of the National Curriculum in subsequent years. Pupils in the current Year 2 are making good progress in their learning and achieve well so that standards in reading, mathematics and science are above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to come to school, enjoy learning and approach lessons with confidence and enthusiasm.
Behaviour, in and out of classrooms	Good. Pupils are spontaneously courteous and helpful. The occasional challenging behaviour of a small number of pupils sometimes slows the pace of some lessons.
Personal development and relationships	Good. Pupils develop an increasingly independent approach to learning as they move through the school.



Attendance	Attendance is below the national average. However, school records show that the attendance rate of the full-time pupils and of the Traveller pupils, when they are present, is very good. There are no unauthorised absences.
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## TEACHING AND LEARNING

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

Overall, the quality of teaching is good, so that the pupils enjoy school and want to learn. High standards of provision in the Reception class have been maintained. Standards of teaching in the rest of the school have improved and no unsatisfactory lessons were observed during the inspection, or during the school's own monitoring. The teachers are enthusiastic, work hard and plan well-structured lessons that interest and involve all their pupils. These plans take good account of progress and learning in previous lessons. Lessons often proceed at a brisk pace and the teachers have high expectations that their pupils will concentrate and work hard. On the few occasions that these expectations are not met, and a small number of pupils are challenging, the pace of learning slows. Expectations are particularly high in the Reception class and the teachers' management of the children is very good. Here, lessons are thoroughly evaluated to ensure that the next step in each child's learning is just right. In every class, teachers and teaching assistants make very effective teams, communicating well so that pupils who need extra help, either because they are experiencing problems or because they are progressing faster than the others, make good progress and understand what they are doing. Literacy and numeracy skills are taught effectively as teachers have good understanding and knowledge in these subjects, and particularly of reading. Boys, who score less well overall in baseline assessments, make particularly good progress so that their attainment matches that of the girls by the end of Year 6, and some achieve very high standards in English, maths and science. Teachers do not follow the marking policy consistently so that, although there is some good practice across the school, pupils are not given enough guidance on the strengths and weaknesses in their work and what they need to do to improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory, covering all required aspects. It is very good in the Foundation Stage, where it is interesting and appropriate to the needs of young children. There is an excellent range of extra-curricular opportunities.
Provision for pupils with special educational needs	Very good. Well focused support and guidance enables this group to make good progress towards their learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' spiritual development is good and for their moral and social development it is very good. Cultural development is satisfactory; pupils are not aware enough of the multicultural dimensions of the society in which they live.
How well the school cares for its pupils	Good. The pastoral care of pupils has some very good features. Excellent procedures prevent bullying. There are very good formal assessment systems, but teachers' marking is inconsistent so that pupils do not have consistent educational guidance on how to improve.

The school has an effective working partnership with parents, who are kept well informed about what is going on and make a good contribution to the progress their children are making, particularly in reading. Racial equality is promoted satisfactorily throughout the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior teacher make a very effective team. All teachers have new key roles and have been enabled to make a good start to their roles through very good support and information systems.
How well the governors fulfil their responsibilities	The governing body is very hard working, committed and knowledgeable. They play a key role in the school's development.
The school's evaluation of its performance	Monitoring and evaluation procedures are very effective and enable senior managers and governors to have a clear understanding of the strengths and weaknesses of the school and strategies for improvement. They are well supported by a good improvement plan.
The strategic use of resources	The school makes very good use of the resources at its disposal. Funding supports all planned developments. The school currently has a very large contingency reserve, due to uncertainties, now resolved, of funding salaries of teachers on long-term absence. Prudent financial management through this period ensured that resources and the learning environment continued to improve. The principles of best value are very well understood and applied. The recent increase in the number of teaching assistants is already improving support to pupils who need it most and is beginning to have a beneficial effect on their 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"> <li>• Their children are expected to work hard and to try their best.</li> <li>• Their children enjoy coming to school.</li> <li>• Behaviour in the school is good.</li> <li>• The school is approachable should they have any problems or questions.</li> <li>• The teaching is good.</li> <li>• Their children make good progress at school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework set.</li> </ul>

The inspection team agrees with all the aspects identified by parents as strengths. Arrangements for homework are satisfactory, although the range could be wider in the upper junior class.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress due to good quality teaching so that they attain high standards in English, mathematics and science at age 11.**

1. Children come to school shortly before their fifth birthday. They have average attainment on entry. The Reception class curriculum is very well structured and taught. It is interesting and relevant to the needs of young children. Many activities, such as organising birthday parties in the imaginative play area, support good speaking skills. The teaching team take every opportunity to develop correct speech patterns. They nurture an excitement in learning and the children make good progress. By the time they enter Key Stage 1 the children have wide general knowledge, good learning habits and are making a start on the National Curriculum learning programmes.
2. Good teaching at Key Stage 1 builds on this secure start successfully. Lessons are planned thoroughly so that they are well-structured. Activities and ways of recording their learning are suited to the age and ability of each group of pupils so that they achieve success. Pupils who can do more are given extension tasks that challenge their thinking and give them extra opportunities to solve problems. Teachers have high expectations that the pupils will put their best efforts into their work and, mostly, they do, concentrating for long periods. Lessons are planned to interest and involve the pupils so that they get started quickly and work hard to complete the tasks. Pupils in Year 1 'buzzed' in a mathematics lesson designed to help them see the need to measure, when making, with careful guidance, clothes for the Paper Bag Princess. These factors contribute to the good progress the pupils make. They say that school is 'brilliant' and that they 'like learning new things'. They are excited by many aspects of learning, such as life cycles of insects. Good attitudes to reading fostered in the Reception class are built on so that the pupils' attainment is good.
3. The good progress pupils make, results in above average standards in reading, writing, mathematics and science at age seven. Despite a slight downturn in the 2002 national test results, where the very small cohort contained a higher than usual proportion of pupils with special educational needs, the trend shows that at age seven, performance is above the national average in reading, writing and mathematics.
4. Teaching at Key Stage 2 is also good. Sometimes, where teachers have even higher expectations of their pupils' efforts, it is very good. The teachers' good knowledge of English, mathematics and science ensure that good progress is maintained. Lessons are pacy, and no time is lost. Pupils are expected to use their initiative in solving problems, which helps them to achieve well in lessons. They make good progress at each stage of the school.
5. The teaching of reading is particularly well-informed and effective, due to the very good guidance of the English co-ordinator. The pupils read individually to an adult frequently. Daily silent reading sessions help the pupils gain a wide knowledge of stories and styles and add to their love of reading. The school is working hard to further raise standards in writing and many pupils already write with flair and imagination in a variety of genres.
6. Teaching assistants and teachers work very closely together so that pupils are given well-focused support when they need it. Pupils who need more time to work through their thinking and recording can talk things through with an adult. Those who work at a quicker pace and higher level are given work that extends and stretches their thinking. Traveller children, who are in school for half the year, or less, are supported well. Carefully targeted teaching ensures that they make good progress. Pupils with special educational needs make good progress towards the targets in the very good quality individual education plans.

**Good relationships within the school and the good support of parents help pupils to develop very good attitudes to school, and to learning, from the beginning.**

7. Despite the difficulties the school has faced in the last few years the vast majority of the parents have remained supportive. The good support that parents and the community provide can be seen in, for example, the large sums of money they have raised to provide the school with 'extras' to enhance the learning environment, such as bright new curtains in the hall. They also give time and effort willingly, as their outdoor mural testifies. The support given by parents signals to their children that the school is a good place to be, and they start with positive attitudes.
8. Many parents work, or have other commitments, so relatively few can support activities in the classroom regularly. However, they give a great deal of support to the work their children do at home by ensuring homework is done and given in on time and in hearing their children read. Parents welcome the school's termly curriculum news-sheet as it gives them a clear idea of topics to be covered in school. Parents often support these by taking their children on visits to extend the learning in school. Good relationships between parents and teachers are evident in the ease with which many take the offered opportunities to talk informally to each other at the end of the school day, sharing the high and low spots in their child's day. This helps foster good relationships between teachers and pupils as pupils quickly come to realise that the teachers work hard on their behalf, and have their best interests at heart. The school is a happy place, where children feel relaxed and well cared for. The warm ethos supports the pupils well in becoming successful learners. They want to learn. When interviewed, both Key Stage 1 and Key Stage 2 pupils said they felt they were treated fairly at school, and that they could 'tell the teacher or headteacher' if they felt they were not.
9. Adults throughout the school community provide good role models because they work together harmoniously in productive partnerships. For example, the school is kept clean and gleaming by the hard-working caretaker, and the secretarial, catering and supervisory staff are considerate, caring and helpful.

**The leadership provided by the headteacher, senior teacher and the governing body is very good and ensures the good development of the school.**

10. The headteacher, strongly supported by the governing body and established teachers, has brought about good school improvement despite the difficulties and uncertainties of the last few years. Throughout this time they acted with discretion and dignity so that the school continued to provide its pupils with a good education. The quality of leadership and management provided by the headteacher is now very good. In this, he is very ably supported by the senior teacher, and together they make a very effective team. With the increased stability in staffing there is clearly capacity for further improvement.
11. All aspects of the school's management are dealt with thoroughly and efficiently; nothing is left to chance. The school improvement plan is a carefully considered and well-written document that gives very clear guidance to the work of the school. All members of the school community, including, indirectly, the pupils, have an opportunity to contribute so that they are fully involved in the school's development. Monitoring has become an established part of school self-evaluation so that all staff know how well they, and the school, are doing. They also have a clear idea of how to develop further. Staff relationships are open and honest, based on a shared commitment to do well by all the pupils. This, and good appraisal systems, ensure that new teachers have very good support in tackling their new management roles. The governors also play an active part in monitoring lessons and welcome the close involvement with the teachers and pupils.
12. The headteacher is meticulous in analysing test results to ensure that no pupil is underachieving. He is vigilant in checking the progress of all groups of pupils and action is taken to address any perceived imbalances. This has resulted in a good improvement in boys' achievement and they

- attain at least as well as the girls from a slightly lower start-line. The school sets itself high standards. The close partnership with the governing body ensures that although the school rightly considers it is doing a good job, there is no complacency as they strive to do even better.
13. Governors give their time unstintingly. The governing body is very involved in every facet of the school. Governors are very hard-working and committed and make sure they are very well informed through attendance at courses and good communication networks. They guide decision making very effectively and have a clear understanding of the strengths and weaknesses of the school, sharing a determination to make good any relative weaknesses. Governors have a very clear understanding of the principles of best value and ensure that all decisions, including financial ones, are fully considered before taking action. The effects of these decisions on school improvement are evaluated thoroughly. Very good use is made of the school's resources. Prudent financial management has enabled the school to weather a difficult financial issue associated with long-term staff absences. The accommodation and resources continued to be improved, with subsequent benefits to the learning environment and quality of the curriculum. The decision to employ a classroom assistant in every classroom is already paying dividends for all pupils, particularly those who need extra help. The school's aims and values are fully reflected in its every day work.

### **The school provides very well for the pupils' social and moral development.**

14. The school provides very well for the pupils' social and moral development. There is a friendly and caring attitude and a sense of community throughout the school helps to promote the pupils' social development very successfully.
15. Discussions with pupils reveal that the pupils themselves feel that they have many opportunities to take responsibility for aspects of the school's life and work, which help them to become increasingly mature in their approaches. The older pupils willingly help the younger ones. They are encouraged to join in the general organisation of activities by, for example, helping to clear up at lunchtimes and playtimes, organising resources or by becoming team leaders. They enjoy these opportunities very much and take them wholeheartedly.
16. Teachers encourage the pupils to work co-operatively at all times and they do so happily. They work together effectively in lessons, for example in a lesson in Year 2 when they make a metre measure and use it to check their estimates of length. The school's involvement with local primary schools in social and curriculum events enables pupils to enjoy a wider social mix within a wider peer group. Team activities and school productions also give the pupils extra opportunities to develop and practise their social skills. The excellent range of extra-curricular activities further aids the pupils' social development by giving them opportunities to work and play with pupils of different ages. The annual residential visit, for pupils in Year 6, offers still more opportunities to develop team spirit in new and exciting contexts, such as the zip wire. It also deepens pupils' understanding of their own inner resources. They build confidence and self-esteem as they conquer apprehensions on the climbing wall and the assault course, and get to know themselves better.
17. The school has established a clear moral code as a background to its work. It gives the pupils opportunities to explore and develop appropriate values, to know about what is right and what is wrong, to learn about justice, and to be involved in decisions about life in school. It encourages the pupils to be responsible for their actions and to care for others. Assemblies are used as good opportunities to learn about events in the wider world, and to promote values such as care of the environment, respect for property, and how the feelings, needs and interests of others may be considered, respected and fostered.
18. There are many opportunities for pupils to commend the work and actions of others, indicating careful provision for this facet of the school's work. For example, the team points system and 'Pupil of the Week' certificates encourage pupils to see themselves as part of the class and school

community. The good example set by the adults, of warm, trusting relationships, and the firm expectations of moral behaviour help to ensure the pupils' very good moral development.

## WHAT COULD BE IMPROVED

### **Teachers should involve pupils more fully in assessing their own progress and in setting personal targets for the next steps in their learning.**

19. Teachers' lesson plans are firmly based upon clear purposes for learning. In the better lessons the teachers start by sharing these purposes with the pupils. They make sure that the pupils understand what they are expected to learn by the end of the lesson and review how they got on against these objectives at the end. In an English lesson in Year 6 this was done very effectively so that all pupils achieved very good results rewriting an extract from Macbeth in a modern, humorous American style. Class discussion at the end of the lesson, very skilfully led by the teacher, enabled the pupils to appraise their own, and others', writing. This clearly brought out where it was successful and where it could be improved in the next draft. However, teachers are not consistent in their approaches and opportunities to give the pupils a very clear focus to their work and an insight into whether they are on the right track are thereby lost.
20. In the Reception class, both the teacher and teaching assistant give the children accurate and measured comments on how well they are doing so that they know when they have worked hard, done well or need to do something extra. In the other classes, practice varies. It is inconsistent, although there is good practice in every class. The teachers are generally better at explaining to pupils how their work could be improved. They are very supportive of their pupils' efforts and aim to encourage them by such comments as 'brilliant' or 'fabulous', even when the work, or the answer offered, is merely satisfactory. These comments are rarely expanded upon so that pupils do not know what is 'fabulous' about it. This does not help pupils to accurately assess their own progress and sometimes removes any incentive to do better.
21. Teachers' written marking of work is similarly inconsistent. The marking is regular and encouraging, sometimes in a gently humorous way. It is at its best in English, mathematics and science, but there is not yet consistent practice within subjects, even in the same class. At its best, strengths and weaknesses are identified, pertinent questions asked and comments made so that pupils of all abilities are left with a clear understanding of what they do well, where they need to improve and the help they need. Quite often, though, elements of information are given that tend to be fragmented and inconsistent. For example, the comment "You have produced some excellent work about the Normans and show a good understanding" does not explain to that pupil why the work is excellent and what it is about their understanding that makes it good. Comments such as this do not offer suggestions for the next stage in the learning, any challenges or accurate descriptions of the quality of the work. Many pupils are capable of responding maturely so that a dialogue could be set up to show the development of the pupils' understanding.
22. Teachers set individual termly targets for achievement in English and mathematics. However, they are not regularly reviewed in the marking comments or by the pupils. Specific targets are not set at the end of pieces of written work as the focus for the next piece of work. This prevents the pupils from becoming skilled in analysing their own successes and increasing their pleasure in learning. Pupils' annual reports generally give a good indication of standards and progress in English, mathematics and science, but do not consistently set clear enough targets for improvement. In the other curriculum subjects comments vary in their usefulness, but are frequently general and descriptive.

### **The school does not pay enough attention to the development of the pupils' awareness and understanding of the multicultural society in which they live.**

23. The school works successfully to ensure that the pupils have knowledge and understanding of their own locality and of the people who live in it through, for example, visits to the local church and local studies. The pupils have numerous opportunities for social engagement in the many and varied activities, such as local visits to places of interest, inter-school sports competitions, and trips



further afield. The school has also worked hard to incorporate the needs of the Traveller (showmen) pupils who attend for part of the year only, and to ensure that their cultural traditions are known and understood by the rest of the school community.

24. Religious education studies include work on a variety of faiths in addition to Christianity. Different festivals are celebrated and the traditions of other cultures feature in the work. However, there are very few images, for example in displays, books and posters, around the school of people of other races and cultures. The library resources do not contain much in the way of multicultural information and the pupils' knowledge appears to be limited, despite this facet of their education being increasingly important in modern society. Teaching plans, for example for design and technology and art and design, do not indicate opportunities to develop a multicultural dimension. Although the school has, in the past, been involved in small-scale multicultural projects, nothing specific has happened recently and no further events are planned. The school simply does not do enough to provide the pupils with a knowledge and understanding of the many cultural traditions and beliefs present in today's society.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to further raise standards and to further improve the quality of educational provision, the governors, headteacher and staff should:

- (1) Improve the consistency and standard of the marking of pupils' work so that they have a clear understanding of its strengths and weaknesses and what they need to do to improve. (paragraphs 19, 20, 21, 22)
- (2) Identify in teaching and lesson plans opportunities to include and develop multicultural dimensions and contexts, and ensure that these are carried out. (paragraph 24 )

## 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	13

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	8	5	0	0	0
Percentage	0	13	54	33	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 6 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)	100
Number of full-time pupils known to be eligible for free school meals	0

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	15

#### **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	7.0
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0%
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	7	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	11
Percentage of pupils at NC level 2 or above	School	75 (89)	75 (89)	92 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	10	9
Percentage of pupils at NC level 2 or above	School	75 (83)	83 (89)	75 (89)
	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	7	8	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	12	14
Percentage of pupils at NC level 4 or above	School	93 (88)	80 (88)	93 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	- (n/a)	- (n/a)	- (n/a)
	Girls	- (n/a)	- (n/a)	- (n/a)
	Total	12 (n/a)	8 (n/a)	11 (n/a)
Percentage of pupils at NC level 4 or above	School	80 (n/a)	53 (n/a)	73 (n/a)
	National	75 (72)	73 (74)	86 (82)

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

\*Some data has been omitted to prevent identification of individuals within small cohorts.

***Ethnic background of pupils***

**Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	100	1	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)	4.8
Number of pupils per qualified teacher	20.8
Average class size	25

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	107

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/02
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	£
Total income	245972
Total expenditure	210234
Expenditure per pupil	2062
Balance brought forward from previous year	17482
Balance carried forward to next year	53220

**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	100
Number of questionnaires returned	80

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	4	1	0
My child is making good progress in school.	39	44	8	0	9
Behaviour in the school is good.	35	54	5	0	6
My child gets the right amount of work to do at home.	32	41	15	3	9
The teaching is good.	58	34	3	0	5
I am kept well informed about how my child is getting on.	53	31	8	1	7
I would feel comfortable about approaching the school with questions or a problem.	64	30	5	0	1
The school expects my child to work hard and achieve his or her best.	57	39	1	0	3
The school works closely with parents.	46	43	9	1	1
The school is well led and managed.	39	50	9	1	1
The school is helping my child become mature and responsible.	49	38	4	1	8
The school provides an interesting range of activities outside lessons.	55	32	9	0	4