

INSPECTION REPORT

SAXLINGHAM NETHERGATE CE PRIMARY SCHOOL

Saxlingham Nethergate, Norwich

LEA area: Norfolk

Unique reference number: 121054

Headteacher: Mrs C Gibson

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 7-8 July 2003

Inspection number: 248218

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Church Hill Saxlingham Nethergate Norwich
Postcode:	NR14 1TD
Telephone number:	01508 499271
Fax number:	01508 499271
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Kirby
Date of previous inspection:	6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21552	Mr P B McAlpine	Registered inspector
19320	Mrs B Attaway	Lay inspector

The inspection contractor was:

PBM Inspection Services Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most. It has 71 pupils, all of them full-time, organised into three classes. The school is popular and it has doubled in size since the previous inspection. The social and economic circumstances within the immediate locality are very favourable. Few pupils, about seven per cent, are eligible for a free school meal; this is well below average. Almost all of the pupils are from white British backgrounds. A few pupils are from minority ethnic and mixed ethnic families, some are bilingual, and all of them speak English fluently as their home language. A few pupils join or leave the school at other than the normal times but the level of this pupil mobility is low. The proportion of pupils with special educational needs is well below average and no pupil has a statement of special educational needs. The range of individual attainment on entry is wide. The general standard on entry varies considerably from year to year, reflecting the very small number of pupils involved; in some years, it is well above average, in others it is well below average. Overall, the standard on entry is average.

HOW GOOD THE SCHOOL IS

This effective school provides good value for money. Test results are sometimes excellent and pupils generally achieve well. In broad terms, average standards on entry rise to above average by the age of eleven and pupils' success over time is good. Almost all pupils like the school, attend regularly, work hard in lessons, have very good relationships with other pupils and with their teachers, and behave very well at all times. The teaching is good and helps pupils to give of their best. The headteacher leads very effectively through the example of her teaching and, overall, the leadership and the management of the headteacher and key staff are good.

What the school does well

- Standards in Year 6 are above average in English, mathematics, and science and achievement is good.
- Standards in Year 2 are excellent in reading, writing, and mathematics and achievement is good.
- Provision for pupils with special educational needs is good.
- The pupils' attitudes to learning, behaviour, and rate of attendance are very good.
- The teaching is good.

What could be improved

- Limitations to the accommodation and a lack of resources are constraining the curriculum for pupils in the Foundation Stage.
- Relationships with a significant minority of parents are ineffective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection was in October 1997. Improvement since then has been good. Standards have risen in the core subjects and the achievement of the pupils is above average. The school has acted effectively to improve those shortcomings identified at the previous inspection. The teachers have increased the opportunities for pupils to use research skills and developed a satisfactory library and classroom book corners. Good emphasis is placed on collaborative, experimental and investigative work in science. The school has sufficient resources to teach the National Curriculum though shortcomings remain in resources to teach the nationally agreed curriculum for the Foundation Stage.

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	E*	B	A*	A*
mathematics	E*	C	A*	A*
science	E*	A	A*	A*

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

Results vary widely because the number of pupils in each year group is very small and, in this context, one or two pupils experiencing learning difficulties, or with exceptional abilities, can affect results disproportionately. Even so, the improvements shown in the table are significant and the overall rate of improvement is better than the national rate. Test results in 2002 were excellent in Year 6 and in Year 2, being in the top five per cent of schools nationally for both year groups. Results were also excellent in both year groups when compared to similar schools. Current standards in Year 6 are above average in English, mathematics, and science and the achievement of these pupils is good when compared to their attainment when they were aged seven. Current standards in Year 2 are excellent in reading, writing, and mathematics; these pupils attained highly when aged four and their achievement since then is good. The early indications of the national test results for 2003 in Year 6 are that they are above average, but lower than 2002 mainly because of disrupted teaching at the beginning of the school year affecting the most able pupils; nevertheless, the present Year 6 pupils are doing well overall. The early indications for Year 2 are that the 2003 results are again excellent and likely to be in the top five per cent of schools nationally. The differences in standards between Year 6 and Year 2 do not mean that pupils make significantly less progress in the juniors¹ compared to the infants². The pupils currently in Year 6 entered the juniors in 1999 with lower overall standards than currently found in Year 2 and the Year 6 group has changed because of pupil mobility. The school met its targets for Year 6 in 2002. The Year 6 pupils are on course to exceed the targets for 2003 in English but not in mathematics. Their targets are challenging and broadly appropriate although they were set before some pupils either left or joined the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils are keen to come to school, interested in lessons and work hard.
Behaviour, in and out of classrooms	Very good throughout the school day; pupils behave very well in lessons, at lunch, and at playtimes.
Personal development and relationships	Very good; pupils show increasing independence as they mature, are willing to work collaboratively, show courtesy and respect for others, and good levels of initiative, particularly in Years 5 and 6. Pupils relate very well to each other and to their teachers.
Attendance	Very good, with attendance well above average and no absence that is unauthorised.

¹ Years 3 to 6, usually referred to by teachers as Key Stage 2

² Years 1 and 2; usually referred to by teachers as Key Stage 1

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 teaching is good overall. It is good in English and mathematics, including the skills of literacy and numeracy. All pupils increase their knowledge and skills well. The teaching is motivating and relevant. Learning is consistently good in quality throughout the school. In the subjects inspected, teachers showed good subject knowledge and expertise. Planning is effective. The work closely matches the pupils' learning needs and is suitably challenging. Pupils with special educational needs benefit from the careful support provided.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, the curriculum is interesting and relevant to the pupils' learning needs, particularly for Years 1 to 6. Provision includes all subjects of the National Curriculum and religious education. The range of extra-curricular activities is good. Limitations to the accommodation and resources constrain the curriculum for pupils in the Foundation Stage.
Provision for pupils with special educational needs	Good and based primarily on individual support made possible by the small class sizes.
Provision for pupils with English as an additional language	The few pupils with English as an additional language are bilingual and speak English fluently as their home language. They make the same progress as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all aspects; the pupils have appropriate opportunities to learn about themselves, explore beliefs and values, develop social skills, and learn about British and other cultures.
How well the school cares for its pupils	Child protection procedures are very good. The school has responded appropriately to legal requirements regarding access for pupils with disabilities and to the need to combat racism.

The views of parents are mixed and contradictory; the substantial majority of parents like the school but a significant minority are dissatisfied with their relationship with the headteacher and her staff and links with parents are not as effective as they should be.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, the headteacher is providing strong leadership and a clear educational direction to the work of the school. The senior teacher and the other members of staff support the headteacher well and share her vision for the school. Appropriate management systems are largely in place and the school is an orderly establishment.
How well the governors fulfil their responsibilities	Satisfactory; the governing body has been through a period of internal division, and resignations, and have not always acted as corporately as they should. These difficulties are now resolved. Currently, governors are giving the headteacher appropriate support and helping to shape the direction of the school.

The school's evaluation of its performance	Good overall, the headteacher and senior teacher have a good understanding of how well the school is doing and what it must do to improve. Development planning is satisfactory and the headteacher makes appropriate use of performance management strategies.
The strategic use of resources	Good, budget planning is appropriate and effective. All of the money goes appropriately towards meeting pupils' learning needs and towards supporting the school's long-term development priorities. The headteacher spends money wisely, to good effect, and obtains best value.

A relatively large budget surplus has accrued. This is earmarked for improvements to the accommodation. Staffing is good, enabling small class sizes and frequent individual attention for pupils. The accommodation is unsatisfactory. Teaching space for Year 1 to Year 6 classes is barely adequate. The teaching space for Years 3 to 6 is in temporary classrooms; though just sufficient in size, they lack conveniences such as toilets, running water, and adequate cloakroom and storage facilities. The teaching space for the Foundation Stage is unsatisfactory, especially but not exclusively in respect of provision outdoors, and it is preventing the full implementation of the curriculum for this age group. This constraint on learning is largely outside the control of teachers and the headteacher; improvement here requires the support of all those with governance of the school. Resources are satisfactory for teaching the National Curriculum but insufficient for the Foundation Stage curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • standards are high and pupils make good progress; • children like school; • the pupils are well behaved and are helped to become mature and responsible; • the teaching is good; • teachers provide an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • the amount and regularity of homework; • the quality of information about children's attainment and progress; • the approachability of the headteacher and her staff; • the quality of leadership and management.

The inspectors agree with all of the positive views of parents. The quality of homework is generally good and the arrangements overall meet requirements but teachers give homework inconsistently and provide parents with too little information about its content or the distribution arrangements. The annual reports on pupils' progress are typical of many schools in quality and the arrangements for providing information about progress are consistent with the minimum required nationally. Parents, within reason, can arrange appointments to talk with the headteacher and with teachers at any time during the school year. The headteacher and her staff are available in the mornings, and at home time, to talk briefly and informally and several parents did so during the inspection. This level of approachability is typical of most schools and is satisfactory. Inspectors do not agree with parents about the school's leadership and management. The headteacher provides good leadership and the school is well managed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in Year 6 are above average in English, mathematics and science and achievement is good

1. All of the pupils currently in Year 6 are attaining or exceeding the nationally expected level for their age in English and science; almost all of them are doing so in mathematics. In all three subjects, these proportions are considerably bigger than in the typical school. Standards in writing are particularly good; all pupils are exceeding the nationally expected level in this aspect and this is much better than most other schools. About a third of the pupils are exceeding the expected level in reading, mathematics, and science; this is broadly the same as the typical school. These good standards reflect the effective teaching they currently receive, which is enabling pupils to give of their best and learn quickly.
2. Current standards are broadly consistent with test results from previous years. The early indications of the national test results in Year 6 for 2003 are that they will be above average though not as high as in 2002 because of a greater incidence this year of pupils with special educational needs and because of disruptions to learning early in the school year. A long-term teacher absence and difficulties finding a consistent replacement led to slower progress for these pupils during autumn 2002. The headteacher has now remedied this temporary difficulty. The current Year 6 is larger than in 2002, when there were only three pupils, and two of the pupils this year have special educational needs; both are doing well in relation to the difficulties they face.
3. The achievement of the pupils in Year 6 is generally good. Some of the Year 6 pupils have joined the school relatively recently. All of those who entered the juniors³ in 1999 were then attaining at least the nationally expected level for their age and are now attaining or exceeding the level expected of a typical eleven-year-old having completed the nationally expected amount of progress, or more, over the four junior years. Several pupils with average attainment at age seven have made more progress in reading and science than is expected nationally. However, a few of the pupils who had high attainment at age seven, though they have done reasonably well, have not made as much progress as they should during the current year, reflecting the disrupted teaching in Year 6 early in the school year. Teachers provide good support for pupils who join the school at other than the usual time and for pupils with low attainment.
4. All of the pupils in Year 6 read fluently and independently. They tackle unfamiliar words quickly and accurately, showing good ability to predict the meaning of these words from clues within the text. Levels of comprehension are high. The more able pupils are reading books of an adult level of difficulty. All pupils have a good knowledge of the language; for example, they can explain clearly differences between direct and reported speech and know that speech marks used to punctuate direct speech can vary in style and yet remain grammatically correct. Writing is invariably organised well to suit its purpose, whether story, letter, or poem, and grammar is mostly very accurate. Pupils write using a very wide vocabulary and often make good use of adjectives and adverbs when constructing complex sentences. All pupils use paragraphing appropriately. Speaking and listening skills are particularly good, with pupils able to sustain explanations and commentary on their work at length, often using a wide vocabulary and varied expression. They listen attentively and show good understanding of main themes and points in discussions.
5. In mathematics, the typical pupil in Year 6 can successfully apply knowledge of addition, subtraction, multiplication, and division to problem solving and is competent when carrying out calculations using long multiplication and division, and addition and subtraction with decimals to two places. In addition to these skills, the more able pupils can, for example, calculate area using the formula of length x breadth; find fractional proportions and percentages of large quantities; simplify fractions; understand and use negative numbers; and measure angles accurately. In the current Year 6, boys, as a group, have made better progress than have girls, particularly among the more able pupils. Over the past three

³ Years 3 to 6, or Key Stage 2

years, differences in attainment between boys and girls have been less pronounced than is the case in the typical school nationally.

6. In science, the Year 6 pupils have a broad knowledge of life processes and living things; materials and their properties; and physical processes. For example, they know about the permeability of rocks and soils, and that sound varies in pitch relative to the tension of a wire. In one lesson in Year 6, the pupils demonstrated good knowledge of light. They were aware that light travels in straight lines and that some surfaces, but not others, reflect it. Much of their learning is through experimental and investigative science and these skills are generally good.

Standards in Year 2 are excellent in reading, writing, and mathematics and achievement is good

7. All of the pupils currently in Year 2 are attaining or exceeding the nationally expected level for their age in reading, writing, and mathematics, with more than half of the pupils exceeding the expectations for each of these subjects. This is significantly better than in the typical school nationally and is excellent overall. Current standards are consistent with previous test results. On entry, all of these pupils had typical or better attainment for their age. All of them have made or exceeded the expected progress since entry to the reception year and they are working at their capacity. The good achievement reflects the challenging, consistent, and effective teaching they receive and the well-organised curriculum.
8. Pupils in Year 2 are becoming independent readers and all of them are a year or more ahead of the typical seven-year-old nationally. They read fluently, expressively, with good comprehension of main themes and, for example in stories, the characters' motives. All of the pupils currently in Year 2 organise their writing appropriately to reflect the purpose; for example, a well composed fable that appropriately captures the genre. Most pupils are beginning to use adjectives, adverbs, and a wide range of connectives to join clauses and compose complex sentences. Levels of grammar, spelling, punctuation, and handwriting are consistently good and generally better for all pupils than is the case on average nationally. In mathematics, the Year 2 pupils are developing their knowledge of place value well for their age and they are very confident with number facts to 20.

Provision for pupils with special educational needs is good

9. Pupils with learning difficulties have their needs clearly identified at an early stage. The small class sizes and teaching groups enable teachers and their assistants to provide pupils with regular individual support. They effectively match work in lessons to individual learning needs so that pupils experiencing learning difficulties mostly catch up with national expectations before transferring to secondary education. Many do so much sooner than that. All those on the list of pupils with special educational needs have individual education plans. These plans are of good quality, with precise and achievable learning targets, and are reviewed each school term. Parents are involved appropriately as partners in the process of assessing and providing for pupils with special educational needs.

The pupils' attitudes to learning, behaviour, and rate of attendance are very good

10. Pupils are very keen to come to school. This reflects the efforts of teachers to make learning interesting and worthwhile. For example, in a good science lesson in Years 3 and 4, the teacher provided an exciting range of materials for pupils to use when exploring how different foods might affect teeth, which stimulated the pupils into observing closely and talking at length about the outcomes. Teachers also provide a very good range of extra-curricular activities; these, too, help motivate pupils and make them interested in school.
11. Teachers manage pupils well, giving them responsibility and opportunities for their views to be known and influence the direction of the school. In lessons, assembly time, at midday, and at playtimes, pupils are confident and at ease with teachers and each other, mainly because of the very appropriate levels of mutual respect. Pupils are helpful, considerate, and consistently behave well. Lessons provide good opportunities for pupils to learn to work collaboratively. The school council, informative assemblies, the personal, social and health education programme, and religious education lessons all help to promote and support good attitudes to school and to each other. They provide opportunities for pupils to learn about themselves, and each other, and to contribute to the wider school community.

Teachers clearly and consistently apply the framework of rules and behaviour expectations and, as a result, pupils learn how different forms of behaviour affect the lives of others. Pupils help create the framework of expectations and apologise when they do something wrong.

12. The level of attendance is high. It has been consistently high for the past three years. The amount of authorised absence is half the national rate and no absence is unauthorised.

The teaching is good

13. Teaching is good overall; all of it is satisfactory or better including three-quarters that is good or very good. The good teaching reflects the effective leadership of the headteacher. She is guiding and supporting the development of teaching through her monitoring and through the strong example of her own teaching. Teaching in the core subjects of English, mathematics and science is effective, with good teaching of phonics and basic number skills. Teaching is consistent in quality and effectiveness throughout the school resulting in learning that is broadly consistent in pace and quality in every class. Staffing absences earlier in the school year affected progress in Years 5 and 6 temporarily but learning now is good. In all classes, pupils extend their knowledge and skills at least consistently with expectations and often more quickly than this. They can generally explain confidently what they have learned, apply their knowledge to new situations, and show good capacity to work either independently or collaboratively.
14. The good teaching results in all pupils making worthwhile gains in knowledge and understanding during lessons. In these lessons, teachers organise learning well, ensuring appropriate pace, progress, and level of interest. For example, in a good English lesson in Years 5 and 6, the teacher implemented effectively the recommendations of the National Literacy Strategy. The lesson began with the teacher explaining its purpose and content; this gave pupils a helpful overview to use later when checking on how well they had done. Shared work involved practising reading skills and increasing the pupils' knowledge of grammar and punctuation and particularly paragraphing in extended text. Good use was made of resources, such as a projector connected to a computer, to illustrate ideas and to provide the pupils with useful writing models. Individual and group practical work enabled pupils to put their learning into practice. The pupils worked hard and completed their tasks in the time available. The closing part of the lesson brought pupils together again to discuss what they had achieved and check understanding of the main points. All of them had achieved the learning objectives for that lesson.
15. In the subjects inspected the teachers showed good knowledge and understanding. All of the teachers explain ideas clearly, making them easily understandable, and ask challenging questions. A good feature is the practical and first-hand nature of much of the learning. For example, in a good science lesson in Years 3 and 4, the pupils learned about making test situations fair, and about the corrosive effect that some soft drinks have on particular food substances, through practical experimentation. Teachers' planning is effective, showing clear learning objectives, and their teaching invariably interests pupils and engages them intellectually. Methods are appropriate and teachers make good use of time and of learning support assistants.
16. Teachers know pupils well and take account of this knowledge when planning lessons. Much of this knowledge comes from marking pupils' work and talking to them. Formalised assessments conducted periodically through the school year supplement this day-to-day knowledge of what pupils know and can do. The maintenance of records of assessments is appropriate and used effectively by the headteacher to check pupils' progress. The quality of homework is mostly good. For example in Years 5 and 6, the pupils had to edit and redraft where necessary a story they were writing. However, the frequency with which homework is given varies from class to class.

WHAT COULD BE IMPROVED

Limitations to the accommodation and a lack of resources are constraining the curriculum for pupils in the Foundation Stage

17. The accommodation has not been adapted sufficiently to meet the needs of children in the reception year. This does not constrain provision in literacy and numeracy, these being effective aspects and children quickly learn to read, write, and use numbers, achieving to their capacity. The greatest constraint is on the provision for children's physical development and for them to extend their knowledge and understanding of the world together with skills in other relevant areas of learning through physical activity outdoors. The children in the reception year work separately from Years 1 and 2 every morning in the hall. This is a sensible decision. It enables teachers to focus specifically on literacy and numeracy skills in a way that is well suited to the pupils' individual learning needs. However, the hall serves a range of other purposes and this prevents development of specific areas for the reception children to use in the mornings for independent activity such as role-play, imaginative play, and self-determined exploration. In the afternoon, the reception pupils rejoin Years 1 and 2 and space in the combined classroom is at a premium. Very little specific provision outside is made for the reception children and, for example, they do not have daily access outdoors to large wheeled toys, large climbing and construction equipment, or natural and other materials relevant to their learning and curricular needs. The school grounds, though large enough, do not have a secure area dedicated for use by pupils in the Foundation Stage. The school has acquired too few resources to meet the specific needs of the four and five-year-olds and this is particularly acute in respect of their physical development. Overall, these constraints on learning are preventing teachers from implementing in full the nationally agreed curriculum for children in the Foundation Stage.

Relationships with a significant minority of parents are ineffective

18. The views of parents are mixed and contradictory. The school has doubled in size in recent years because it is popular. The questionnaire shows some very positive views. For example, almost all parents think that their children like school; make good progress; behave well; are expected to work hard; helped to become mature and responsible; experience good teaching; and have access to an interesting range of activities outside lessons. Yet a significant minority of parents, often the same parents as those holding these positive views, express concerns about homework; the information they get about their children's progress; approaching the school; and its leadership and management.
19. Inspectors do not agree with the negative views of a minority of parents about the school's leadership and management. The children like school, make good progress, behave well and experience good teaching precisely because the leadership and the management of the headteacher are effective. The headteacher and her staff have very good relationships with the pupils and give appropriate priority to raising standards and helping them achieve well.
20. The school is meeting statutory requirements regarding the provision of information and for opportunities for parents to learn about and discuss their children's progress. Even so, that such a large minority of parents have concerns is unsatisfactory and governors and senior management should do more to explore parental opinion and reduce dissatisfaction. Currently, no systems are in place regularly to ascertain parental opinion. Many schools regularly exceed the minimum requirements to provide information because they have identified a need for more frequent and earlier communication with parents about their children's progress and the work they are doing. Parents, however, should not expect unlimited access to teachers or their children's work, nor can they have access on demand; the school, rightly, must manage these aspects of their responsibilities to avoid disruption to teaching and learning and ensure efficiency.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The headteacher and her staff, with the support of the governing body, should:

a. improve the provision for pupils in the Foundation Stage to learn through physical activity outdoors by:

- i. increasing the frequency and range of outdoor opportunities and the level of challenge provided, basing the provision on the nationally agreed curriculum for this age group and on national best practice;*
- ii. providing a secure, dedicated area outdoors for the four and five-year-olds to use;*
- iii. increasing the quantity, quality and range of equipment and resources for this age group, particularly for their physical development;*
(Discussed in paragraph 17)

b. improve relationships with parents by:

- i. establishing effective arrangements for consulting with them and assessing their levels of satisfaction with the school and with the progress of their children;*
- ii. periodically providing governors and parents with a summary of parental opinion and, where relevant, incorporating priorities for action into the development programme for the school.*
(Discussed in paragraphs 18-20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	5	2	0	0	0
Percentage	0	12	63	25	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 10 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)	71
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	0
Number of pupils on the school's special educational needs register	3

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	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	2.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	2	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	2	2	2
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	2	2	2
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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	2	1	3

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	1	1	1
	Total	3	3	3
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (86)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	1	1	1
	Total	3	3	3
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (86)	100 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. For reasons of confidentiality, schools do not have to publish results when pupil numbers in Year 6 are below 10. However, in 2002, all pupils in Year 6 were equally successful and so confidentiality is not an issue.

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	68	0	0
White – Irish	0	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	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	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)	4.2
Number of pupils per qualified teacher	16.9
Average class size	24

Education support staff: YR-Y6

Total number of education support staff	4
Total aggregate hours worked per week	79

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	209,407
Total expenditure	217,634
Expenditure per pupil (56 pupils on roll)	3,886
Balance brought forward from previous year	49,328
Balance carried forward to next year	41,101

Recruitment of teachers

Number of teachers who left the school during the last two years	2.9
Number of teachers appointed to the school during the last two years	3.1
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	71
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.	41	48	11	0	0
My child is making good progress in school.	48	37	4	0	11
Behaviour in the school is good.	41	41	4	0	14
My child gets the right amount of work to do at home.	22	41	26	11	0
The teaching is good.	41	48	7	0	4
I am kept well informed about how my child is getting on.	22	34	22	22	0
I would feel comfortable about approaching the school with questions or a problem.	26	37	15	18	4
The school expects my child to work hard and achieve his or her best.	59	26	15	0	0
The school works closely with parents.	11	37	19	33	0
The school is well led and managed.	33	30	7	15	15
The school is helping my child become mature and responsible.	48	30	4	4	14
The school provides an interesting range of activities outside lessons.	38	58	4	0	0

Other issues raised by parents

Parents raised no other issues.