

INSPECTION REPORT

DISHFORTH CHURCH OF ENGLAND VOLUNTARY CONTROLLED PRIMARY SCHOOL

Dishforth, Thirsk

LEA area: North Yorkshire

Unique reference number: 121487

Headteacher: Mrs D Jelbert

Reporting inspector: Mrs L Clark
25431

Dates of inspection: 11-12 November 2002

Inspection number: 248264

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Grange Close Dishforth Thirsk
Postcode:	YO7 3LN
Telephone number:	01845 577206
Fax number:	01845 577206
Appropriate authority:	The governing body
Name of chair of governors:	Mr T Mason
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25431	Mrs L Clark	Registered inspector
9327	Mr S Vincent	Lay inspector

The inspection contractor was:

Yorkshire Educational Services Ltd
16 Burn Hall
Darlington Road
Croxdale
DURHAM
DH1 3SR

Tel/Fax: 0191 378 4031

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WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dishforth Church of England Primary School is much smaller than average with 57 pupils between the ages of four and 11. It serves the local rural area. As the school has grown in popularity the number of pupils has increased steadily in the last few years. Pupils come from a wide mix of social backgrounds although the proportion of adults with higher education qualifications is above national averages. Most pupils are of white British heritage; none is learning English as an additional language. The proportion of pupils qualifying for free school meals is well below the national average at five per cent. The proportion of pupils who have special education needs is also much lower than average at nine per cent. No pupils at present have statements of special need. The range of special educational needs includes physical and moderate learning difficulties. Children's attainment on entry to the school varies quite widely from year to year because of the small numbers; overall it is broadly average. The attainment of the present group of children in the reception year is slightly below average. Not all pupils have had pre-school experience of nursery or playgroup. Pupils are taught in three mixed-age classes. The school was awarded the Quality Mark earlier this year for the good quality of education it offers its pupils. Since the middle of July, the Year 3/4 class has been taught by two temporary teachers. The headteacher and a newly qualified teacher teach the other two classes.

HOW GOOD THE SCHOOL IS

This is a good school in which pupils attain above average standards by the end of Year 6 because of excellent teaching in the Year 5/6 class. There is very good provision for pupils' personal development. The headteacher's leadership has inspired a marked rise in academic standards. The school is efficiently managed, with the support of a good governing body, although overly dependent on the headteacher. The school gives good value for money.

What the school does well

- Standards are above average in English, mathematics and science by the end of Year 6, and well above average in reading, because of very good teaching in the Year 5/6 class and pupils' very good attitudes to learning.
- The headteacher's leadership gives the school an excellent educational direction.
- The school makes very good provision for pupils' personal and social development, providing excellent care for all pupils and for their spiritual development.

What could be improved

- Standards in writing by the end of Year 2 are below average.
- The amount of time allocated to the headteacher to manage the school is insufficient.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in October 1997. Standards have improved overall since then. The curriculum and the teaching of children in the reception year are much better. Standards have improved in information and communication technology (ICT) because pupils have many opportunities to use the computers in the new ICT suite and staff have more expertise in teaching this subject. The quality of care the school provides for its pupils has improved, as has the monitoring of teaching and of pupils' learning. The governing body is much more involved in this process than before. The below average standards in writing, however, by the end of Year 2, remain an issue.

STANDARDS

Small numbers in each year group make the analysis of national test results unreliable. Results are not published as there were fewer than ten pupils in the age group. The school performs very well in comparison with similar schools. Standards in the present Year 6 are above average in English, mathematics and science. Standards in reading are well above average and reflect the importance the school attaches to teaching this skill. Pupils are very articulate for their age and they listen well to each other. Most pupils with special educational needs attain nationally expected levels by the end of Year 6. Standards in reading and mathematics of the present group of pupils in Year 2 are at expected levels. They have made good progress for several pupils were lower attainers at the start of Year 1. Standards in writing by the end of Year 2, however, are below average. Higher attainers have not yet learnt to write accurately and at length.

By the end of the reception year, standards in language, literacy, mathematics, knowledge and understanding of the world, personal, social, emotional, physical and creative development are broadly in line with the level expected. Standards in communication and reading are a little higher and reflect the individual attention the children receive and the opportunities they have to talk together and to share books with each other and with their teacher. The children achieve well, benefiting from working alongside older pupils as well as in their own small group. Pupils, including those pupils with special educational needs, achieve well overall throughout their time in school and fulfil their potential. The current temporary measures to staff the school have had a positive impact on pupils' rate of achievement in the Year 3/4 class. Pupils make most progress in the Year 5/6 class because much is expected of them and they rise to the challenges they are set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic and they ask many questions. They use ICT very well to find out answers for themselves.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in lessons and around the school.
Personal development and relationships	Very good. Relationships between adults and pupils are very harmonious. Boys and girls of different ages work and play together happily as good friends. At lunchtime older pupils serve at table and look after younger pupils very well. Pupils take their responsibilities seriously.
Attendance	Very good: it is well above national averages.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 teaching is good overall throughout the school. The best teaching takes place in the Year 5/6 class and in response to consistently very good and often excellent teaching, pupils' learning develops apace and they achieve above average standards as a result. Teaching methods and resources are exciting and stimulating. They capture pupils' interest leading them to work creatively and to think for themselves. Literacy and numeracy are well taught and pupils throughout the school benefit from the very small classes. The skills of ICT are taught effectively so that pupils are able to use ICT well to learn in other subjects.

The pupils in reception, Year 1 and Year 2 are together in one class. They are taught well. There

are particular strengths in planning lessons for pupils of different ages and abilities and in teaching mathematics, where there is a good pace of learning. The teaching of literacy is satisfactory overall. There are significant strengths in teaching pupils to read and in the provision of interesting and varied writing activities though not enough guidance is given to enable pupils to write more accurately and at length. Children are well prepared in the reception class for their future learning and the quality of teaching is good overall. The work for reception children is very well planned to suit their needs and they have many opportunities to learn through play and through finding out for themselves. They receive very good quality assistance from the nursery nurse. This ensures that the children make good progress in a short time in all their areas of learning, for not all have had pre-school education.

Because the leadership of the school has high expectations of pupils' work and behaviour and monitors the teaching and pupils' learning scrupulously, the quality of teaching of temporary and supply teachers is of good quality. Teachers' lesson planning throughout the school is very good and ensures that pupils of different ages and abilities including those with special educational needs learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of the curriculum are good with particular strengths in the links with the church, the educational visits and the extra curricular activities which are wide-ranging for a small school.
Provision for pupils with special educational needs	Good. Pupils are presented with appropriate work at a suitable level and have a clear understanding of the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes excellent provision for pupils' spiritual and social development through their work which is undertaken in a context of prayer, reflection and actions to help others both locally and nationally. Pupils are prepared effectively for living and for taking responsibility in a diverse society.
How well the school cares for its pupils	Excellent. The school provides excellent care for all its pupils and individuals are given excellent support and encouragement.
How well the school works in partnership with parents	The partnership is good. The school has good links with its parents and provides a very good level of information about the curriculum and about what pupils are expected to learn. Most parents contribute well to their children's learning both at home and at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, whose leadership of the school is excellent, sets a very good tone for work and learning. Because the headteacher spends so much time teaching, insufficient time is available for managing the school and so in order for it to run smoothly more time has to be spent outside school on administrative matters than is usual.
How well the governors fulfil their responsibilities	Well. The governors give good quality support and bring a range of expertise and experience to the service of the school. They have a good understanding of the school's strengths and relative weaknesses.

The school's evaluation	Good. The school's monitoring of its performance in English,
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of its performance	mathematics and science is carried out efficiently and is one of the reasons why pupils achieve above average standards. Governors play a good supportive role.
The strategic use of resources	Good. Spending decisions are based on the well-constructed school development plan. Expenditure proposals are carefully considered, after suitable consultation and comparison to ensure that the school obtains good value. The accommodation has been thoughtfully extended to accommodate the additional class and there is a good level of resources for all subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school and they behave well. • Parents feel comfortable about coming to the school with any questions or problems. • Teaching is good and the children are helped to become more mature and responsible. • The school has high expectations of their children. 	<ul style="list-style-type: none"> • More information about their children's progress. • The amount of homework their children receive. • The range of activities available outside lessons.

The inspection team agrees with parents' positive views that this is a good school. In the team's view, however, the level of information parents receive from the school about their children's progress is good. Through regular newsletters parents receive information about what their children are learning and at the start of each year parents receive details of what their children are expected to achieve in English and mathematics during the course of the year. End-of-year reports give clear information to parents about what their children know and understand and what they need to learn next. The amount of homework, in the inspection team's view, is also about right and is used well to help pupils learn. The range of activities outside lessons is very good considering the small size of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in English, mathematics and science by the end of Year 6, and well above average in reading, because of very good teaching in the Year 5/6 class and pupils' very good attitudes to learning.

1. Most pupils, including those with special educational needs, attain at least the standards expected of their age in English, mathematics and science and a sizeable proportion exceed them. Pupils achieve well throughout their time in school but most put on a spurt in the Year 5/6 class because of the very dynamic teaching they receive and the high expectations and demands made of all pupils in that class.

2. The well above average standards in reading by the end of Year 6 reflect the amount of time the school gives to developing the skills of reading and its centrality in many lessons. This in turn reflects the headteacher's firm belief that reading is of paramount importance. There are several reasons why pupils achieve well. Class sizes are small and teachers are adept at planning activities to develop the skills of pupils of different ages and abilities within the class. This means that most pupils follow programmes of work well matched to their needs. Furthermore, this consistent approach helps teachers who are new to the school or who are on temporary contracts to continue the school's established good practice. At the start of the autumn term, the year's targets for both English and mathematics are shared with parents and pupils so there are common goals for home and school. Regular homework also helps to involve parents in their children's learning. Pupils' targets for English and mathematics are pasted at the front of their exercise books and pupils are encouraged to tick each one they achieve so they have a clear view of what they have yet to learn. At the end of each unit of work in mathematics and science, pupils are tested on what they have learnt and the results of these are used by teachers to establish what should be taught next and what should be revised. Pupils' performance in national tests is analysed meticulously and areas of weakness, such as using mathematics to solve problems, are identified and the next year's teaching adjusted accordingly.

3. By the end of Year 6, pupils read an extract from Longfellow's poem *Hiawatha* with great ease and with well above average understanding for their years. They recognised quickly that *Hiawatha* 'has a special gift' and a higher attainer pointed out that 'he's at one with the animals'. In an excellent lesson, the teaching generated a high level of discussion in which Year 6 pupils talked animatedly, saying they liked 'the different culture in the poem' and remarking on old-fashioned words such as 'whene'er', recognising the ellipsis fitted the syllabic pattern better than the more modern 'whenever'. As a result, pupils' writing at the end of the lesson was of an above average standard. Average attainers used key information from the narrative poem to give a plausible, factual account whereas higher attainers showed the tension between the thrill of hunting and the sense of anguish *Hiawatha* felt at slaughtering his friends: 'When I go and hunt I can hear the terrified birds telling me not to shoot them with my bow and arrow.'

4. Pupils undertake a wide range of writing and they are encouraged to use interesting words. Teachers' expectations of older pupils in particular are high as they are taught to use connectives such as 'consequently', 'otherwise', 'whereas' and 'nevertheless'. Pupils' skills in literacy are developed well in other subjects, notably geography, history, ICT and religious education. They word-process their work confidently and their competence is sufficient to enable them to think about what they are writing rather than the medium which they are using. In reading lessons, which are additional to the time allocated to literacy, pupils discuss in groups questions on the book they are reading, write down the answers and comment on the accuracy of each other's responses. They work very responsibly and with evident enjoyment of reading. The skill of the teaching is such that the teacher appears as an unobtrusive organiser. Pupils talk maturely about books, giving reasons for what they like and dislike; their behaviour, independence and application and their skills in speaking and listening mature for their age.

5. Pupils enjoy the daily mathematics lesson and pit their wits against the clock in much-loved games involving mental arithmetic, trying to beat their record for speedy calculation. In an excellent lesson in the Year 5/6 class, ingenious games helped pupils to learn aspects of mathematics which they find hard to remember. The simple device of saying times tables in reverse, for example, as well as the usual order, concentrated pupils' minds and helped them to learn. Pupils have a very good rapport with their teachers. The teaching takes pains to ensure that every little step is understood; consequently, lower attainers and those with special educational needs learn well. The maxim – 'Time well spent if we end up understanding it' – is fully appreciated by pupils in Year 5/6 for an average attainer commented 'I prefer doing it this way'. Pupils are not afraid to say when they do not understand and the teacher's lively, positive approach makes learning fun as well as helping them to make progress at a fast rate.

6. Many pupils say that science is their favourite subject for they enjoy the practical investigations immensely. Because the class sizes are small, pupils get a lot of individual attention. They enthused about doing experiments and using equipment to find things out for themselves. Much of the work reflects this individuality for pupils are encouraged to record their findings in their own words, tabulating their results in a way which they find helpful. As a result, pupils remember what they learn. Lower as well as higher attainers include a great deal of detail and they like finding things out as part of a homework assignment. Pupils in Year 6 commented that the mathematics and science days they take part in at the local high school are 'great!'

7. It is quite clear that teaching of a consistently excellent quality in Years 5 and 6, in which independent learning is fostered through challenging work, enables pupils' to make rapid progress, building on the firm foundations and average attainment established in the two previous classes. The teaching's high expectations, the rapid pace of learning and above all the keen interest generated in pupils, result in above average standards by the end of Year 6.

The headteacher's leadership gives the school an excellent educational direction.

8. Standards have risen in the last four years because of the excellent educational direction of the headteacher who leads through exemplary teaching. The leadership is characterised by seemingly boundless energy and enthusiasm and the capacity to appreciate learning from the child's point of view. The headteacher has introduced measures to try to ensure that teaching and pupils' learning are of at least good quality. This was recognised nationally earlier this year when the school was awarded a Quality Mark. The school's atmosphere for learning reflects the headteacher's commitment to high standards, both academic and personal, for each individual pupil and the uncompromising belief that only the best is good enough.

9. Alterations made to the school building reflect the headteacher's keen interest in education. The result is flexible teaching space so that pupils can work independently or in groups with ease. Standards in ICT have improved throughout the school because of staff training and the appointment of a specialist ICT co-ordinator to teach in the Year 3/4 class. The new ICT suite, created as a result of successful fund-raising and financial management of available grants, has had a significant impact on standards. The involvement of outside specialists gives additional variety in terms of resources for learning to develop pupils' skills in handling data and programming sequences such as traffic lights or an alarm system for a house.

10. One of the main means by which the headteacher gives educational direction is through monitoring the work of the school. Although teaching virtually full time, the headteacher monitors the quality of teachers' planning most weeks to ensure that pupils of different ages and abilities within the same class receive suitable work. The success of this is seen in the way in which teachers new to the school or employed on a supply basis have nonetheless set work which is carefully matched to the needs of individual and groups of pupils. This has ensured considerable continuity of teaching and so of pupils' learning. Parents acknowledge that their children are learning as well now as they were before and are pleased with the progress their children are making. Through checking pupils' written work each term in at least two subjects, the leadership

knows how well pupils are progressing and what adjustments need to be made to effect improvements. The headteacher monitors lessons scrupulously and has given extremely good guidance to those newly qualified or new to the school; for example, by arranging several visits to other small schools to see how different methods and approaches can be equally successful or offering guidance on how to ascertain standards of work and how to raise these through assessing and setting targets which are then checked. This establishes a common practice but also encourages diversity to make teaching interesting and stimulating. The governors have started to contribute to monitoring teaching and pupils' learning, following the headteacher's excellent practice: their written appraisal is very helpful.

11. As a result of improving resources and giving teachers and classroom assistants relevant training, through a planned programme of staff development matched to the needs of individuals as well as to the school, standards of both teaching and learning have improved. Teachers are developing their specialist areas of interest and the school development plan shows the progress made so far. Under normal circumstances, staff share their expertise. Accordingly, ICT, Personal, Social, Health and Citizenship, art and music are taught by the co-coordinators to both junior classes. Even with the current constraints of staffing, teachers, including those on temporary contracts, are developing their specialist subjects and teaching different classes. Thus a teacher employed on a supply basis at present in the Year 3/4 class continues her regular half- day commitment to teaching history and geography in the Year 5/6 class and has responsibility for one of these subjects.

12. Perhaps the key quality which distinguishes the educational leadership of this school is the capacity to make everyone, including supply teachers, feel they make a vital contribution to the school. This makes for rewarding teaching and learning.

The school makes very good provision for pupils' personal and social development, providing excellent care for all pupils and for their spiritual development.

13. The school day gets off to a bustling, lively start with lots of parents in the infant class, helping children to settle and to get organised. In junior classes, pupils settle immediately to any work in hand and so at the start of the day pupils have already begun their various activities. At this time, homework is often discussed and jobs for the day organised but all done in an informal way with time for individuals yet purposeful so that lessons begin promptly. Pupils are known very well and concerns are noticed at a very early stage.

14. There is very considerable evidence from displays and assemblies that pupils are required to think deeply about themselves, their learning and the world around them. The use of prayer is particularly evident, to an unusual degree, and is used to foster personal and social development very effectively. The school makes excellent provision for pupils' spiritual development. The school day is framed by prayers which highlight the importance of reflection in pupils' daily lives. Pupils lead the grace, said before meals and write their own prayers, many of which are displayed around school. During the inspection, pupils stopped at 11 o'clock on Armistice Day to remember all whose lives are or have been troubled by war and then continued working as though such pauses are a part of their daily life. Assemblies are relaxed and sociable and there is a real family feeling as pupils are encouraged to participate. Issues of racism and equality are discussed and illustrated in ways which are relevant to the pupils' experience and set firmly in a Christian context, reflecting the school's church status.

15. Pupils are encouraged to work together and to learn from each other. The teaching space is so organised that pupils can be taught flexibly with many opportunities to learn in pairs or in small groups. In an art lesson, for example, pupils worked together very well, depicting scenes from Macbeth or The Secret Garden from different materials stitched on to a large canvas. They are taught to compare ideas, methods and approaches in their own and other's work. They ask each other for advice, discussing which fabrics to use, helping each other to draw straight lines. One

commented 'It's more sociable on the floor'. They have a strong sense of fair play, pointing out for example, 'It's not her fault it's snapped, she should have had more help with the bird table'.

16. Pupils' social and cultural awareness are developed very well throughout their time in school. Discussions about fund-raising for Children in Need, for example, generated much enthusiasm. Pupils had lots of ideas and were able to explain why they thought they were important. They respect others' views and are aware of practical considerations. As a result of the school's provision, pupils become mature and responsible young people who have a good understanding of the world around them.

WHAT COULD BE IMPROVED

Standards in writing by the end of Year 2 are below average.

17. Standards in writing are below average by the end of Year 2 because most pupils, including higher attainers, do not write sufficiently accurately or at length. In part, this reflects the several changes of teacher in a short time experienced by the pupils in the class and their different approaches to teaching writing. There are significant strengths in the teaching and pupils are making satisfactory progress. The weaknesses in teaching this one aspect of literacy reflect the inexperience of a newly qualified teacher whose experience to date is only six weeks.

18. Much of pupils' written work is unfinished, which suggests that not enough time has been allocated to this particular aspect of literacy or that perhaps that the demands made of pupils are too great for their current levels of skill. Pupils' spelling is erratic and even higher attainers have problems using a wide vocabulary. Because pupils are quite articulate, the teaching tends to assume a greater knowledge of vocabulary than is in fact the case. The teaching does not always explore sufficiently well the many different words that could be incorporated into a piece of writing thus helping lower and average attainers who find it hard to think what to write. Pupils take home key words each week which they learn to spell but the element of repetition required to fix these in pupils' minds so that they use them is not always sufficient. By way of contrast, in the daily mathematics lesson, the teaching is very good for it helps pupils to practise basic skills through games or testing themselves against the clock so they have good reason to be accurate and to know things off by heart. A similar strategy has not yet been incorporated into teaching writing.

19. Pupils undertake a wide range of writing tasks, including factual and creative writing. These have been carefully considered and provide lots of opportunities for pupils to write and to respond imaginatively. Some of pupils' poems reflect their response to imaginative teaching as in lines such as 'I see the birds flying south' or 'I smell pumpkins burning'. In common with the rest of the school, pupils collate their poems and other pieces of writing into a class book which they are proud to show visitors. The teaching does not yet explore other ways of encouraging writing such as writing stories and poems or instructions for children in different year groups.

The amount of time allocated to the headteacher to manage the school is insufficient.

20. The inspection team shares governors' concerns about the workload of the headteacher. At present, the headteacher has half a day in which to manage the school, including administration, monitoring the work of the school and co-ordinating most subjects. The problem is heightened by the absence of the Year 3/4 teacher and the employment of a newly qualified teacher in the reception and Year 1/2 class. Although arrangements for the management of the school are satisfactory at the present time, they are too dependent on the energies and skills of one person. At present, the time given to management to the headteacher is equal to the time given to the co-ordinator for special educational needs. This is unbalanced for only nine per cent of pupils have special educational needs, which is much lower than that usually found in schools. Additional time is found to enable the headteacher to monitor the work of the pupils, observe lessons and monitor

progress. The time is insufficient though for her to give additional support to a newly qualified teacher or to notice that the reading books for pupils in Year 2 are in fact still stored in the Year 3/4 classroom.

21. It is very difficult for the management of the school to make strategic decisions affecting future learning and progress because of the constraints of time. Although this is not critical at present, the governing body should take steps to resolve the staffing issues and to increase the amount of time given to managing the school as a matter of priority to ensure that the school continues to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22 To improve further the school should:

- (i) Raise standards in writing by the end of Year 2;
(Paragraphs 17, 18, 19)
- (ii) increase the amount of time available to the headteacher for managing the school.
(Paragraphs 20, 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	1	5	2	0	0	0
Percentage	20	10	50	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 ten 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)	57
Number of full-time pupils known to be eligible for free school meals	2

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	4

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	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

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.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
57	0	0
0		
0		
0		
0		
0		
0		
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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)	3.1
Number of pupils per qualified teacher	19
Average class size	19

Education support staff: YR –Y6

Total number of education support staff	2
Total aggregate hours worked per week	27

Financial information

Financial year	2001-2
	£
Total income	163,685
Total expenditure	161,133
Expenditure per pupil	2,827
Balance brought forward from previous year	24,720
Balance carried forward to next year	27,272

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	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	57
Number of questionnaires returned	35
Percentage response rate	61%

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	46	0	0	0
My child is making good progress in school.	49	40	11	0	0
Behaviour in the school is good.	40	60	0	0	0
My child gets the right amount of work to do at home.	43	34	9	9	6
The teaching is good.	38	59	3	0	0
I am kept well informed about how my child is getting on.	47	29	18	0	6
I would feel comfortable about approaching the school with questions or a problem.	57	43	0	0	0
The school expects my child to work hard and achieve his or her best.	57	34	6	0	3
The school works closely with parents.	51	31	17	0	0
The school is well led and managed.	51	37	11	0	0
The school is helping my child become mature and responsible.	49	46	6	0	0
The school provides an interesting range of activities outside lessons.	46	34	11	6	3