

# INSPECTION REPORT

## **KIRKBY FLEETHAM CHURCH OF ENGLAND PRIMARY SCHOOL**

Kirkby Fleetham, Northallerton

LEA area: North Yorkshire

Unique reference number: 121505

Headteacher: Mrs V Farby

Reporting inspector: Mrs E M D Mackie  
23482

Dates of inspection: 6 –7 May 2003

Inspection number: 248266

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: Voluntary controlled

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Forge Lane  
Kirkby Fleetham  
Northallerton

Postcode: DL7 0SA

Telephone number: 01609 748431

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Appropriate authority: Governing body

Name of chair of governors: Ms C Byrne

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Kirkby Fleetham CE Primary School is a popular small village school about seven miles west of Northallerton. Pupils come from the immediate neighbourhood and the villages close by. They live mostly in owner-occupied properties. There are 40 pupils on roll, seven of whom are in the Reception year. The pupils are taught in two classes, known as the infant and junior classes. Children start school with a wide range of attainment but overall their attainment is above that usually seen for this age group. All pupils are from White British families. No pupils are eligible for free school meals. Four per cent of pupils have special educational needs for learning difficulties. This is well below the national average. There are no pupils with statements of special educational need.

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

This is a highly effective school that provides an excellent education for its pupils. Pupils achieve very high standards in English, mathematics and science by the end of Year 6, and their behaviour and attitudes to school are excellent. The quality of teaching is very good and there are examples of excellent teaching. The headteacher provides outstanding leadership that inspires all who work and learn in the school. The leadership and management of the school are of high quality and the governing body fulfils its role with exemplary commitment and effectiveness. Despite the high level of funding per pupil, the school provides good value for money.

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

- The pupils' excellent behaviour and extremely positive attitudes to school help them to achieve well throughout the school and attain high standards in English, mathematics and science by the end of Year 6. Standards in music and art and design are very good.
- Pupils benefit from the high quality of the teaching and curricular provision.
- The school's successful links with parents and the local community contribute significantly to the secure and supportive background that underpins the pupils' very good personal development.
- The quality of leadership and management is excellent. It drives the school forward very effectively and sustains the high standards achieved by the pupils.

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

- No significant areas for improvement were identified.

*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 very good improvement since the last inspection of February 1998. Curricular planning is now very good so that pupils acquire knowledge and skills in a systematic way. Pupils' writing and handwriting are now of a high standard. Teachers assess pupils' attainment and progress on a day-to-day basis and use information from assessments to plan work that is well matched to the needs of all pupils. The scheme of work for children in the Reception year is very good, so that children achieve well in the six prescribed areas of learning. Governors monitor expenditure regularly, based on accurate information from the headteacher and the Local Education Authority. In addition to the above areas recommended for improvement at the last inspection, the pupils' overall attainment, the teaching and the overall leadership and management are now better. Also, there has been very good improvement in the accommodation, with extra teaching and administrative space having been created through the refurbishment of the cottage adjoining the

school. There is now a well-used room for music lessons, assemblies and extra-curricular activities.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	A*	A	A
mathematics	A*	A*	A*	A
science	C	A*	A*	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Caution is needed in the interpretation of these results because the numbers taking the tests each year are so small. But from the above grades it is evident that standards are consistently high and usually in the top five per cent nationally. The 2002 results compared with those in similar schools were very good. Current standards in Year 6 match the above grades. The school achieved the targets set with the Local Education Authority last year and is set to do so again this year. In Year 2, pupils achieve above average standards in reading, writing, mathematics and science. All pupils achieved national expectations in these areas of learning in 2002 and current pupils are set to do so again this year. Higher-attaining pupils are on course to exceed national expectations. In the Reception year, the children exceed the expectations outlined in the curriculum for the age group.

Throughout the school, standards are above average in music and art and design. Instrumentalists perform confidently, pupils sing very well and examples of pupils' work in art and design demonstrate pupils' very good skills in working with a wide range of materials.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils' mature attitudes contribute significantly to the high standards achieved. Pupils settle down to work conscientiously and are keen to learn and do well.
Behaviour, in and out of classrooms	Excellent. Pupils follow the school's simple and fair rules both in and out of lessons. The school's strong moral code, based on the Christian ethos, supports pupils' understanding of what is right and what is wrong.
Personal development and relationships	Excellent. Pupils grow increasingly considerate and thoughtful for other people. They relate very well to one another and to adults.
Attendance	Very good, and well above the national average.

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching was never less than good during the inspection. Most of the teaching was very good and there were examples of excellent teaching. Throughout the school, teachers

manage pupils very well and this leads to excellent behaviour. In the Reception year, children are taught very well so that they get a very good start to their schooling. The teacher includes a sense of fun so that the children enjoy lessons and achieve at a good rate. In the infant and junior classes, the teachers prepare work meticulously to ensure that pupils of different ages make good progress and build step by step on what they already know. Lessons are interesting, as teachers use a variety of methods and resources to challenge and motivate pupils. As a result, pupils are keen to learn, work productively and learn at a very good rate. Literacy is taught very well. In the infant class, the teacher ensures that pupils learn letter sounds and shapes so that they are able to sound out words in their reading. In the junior class, the teacher challenges the pupils with probing questions that make pupils think hard and consider different aspects of what they are learning. Numeracy is taught very well and teachers provide many opportunities for pupils to use their mathematical knowledge in practical and relevant activities. The classroom assistant plays a significant role during practical activities when pupils consolidate and extend what has been taught. Teachers provide very well for pupils with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. In addition to the required curriculum, the school provides a wealth of experiences that stimulate and extend pupils' learning.
Provision for pupils with special educational needs	Very good. The teachers' skill in providing well-matched work for all pupils ensures that these pupils make very good progress and usually achieve national expectations for their age by the end of Year 6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Pupils' personal welfare is considered in all aspects of school work, including the teaching of subjects. The staff, governors, parents and local community work hard to ensure that pupils are very well supported in order to become increasingly mature and responsible.
How well the school cares for its pupils	Very well. There are very good procedures for child protection and for ensuring pupils' welfare. The governors regularly check that health and safety procedures are followed appropriately

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The head teacher provides educational direction of very high quality and teachers with key responsibilities fulfil them very well.
How well the governors fulfil their responsibilities	Excellent. The governing body focuses clearly on providing education of high quality for the pupils. Governors with particular responsibilities fulfil their roles with significant levels of knowledge and commitment. All statutory requirements are met.
The school's evaluation of its performance	Very good. The school's reflective approach ensures that priorities in the school development plan are based on thorough analysis of strengths and weaknesses identified through detailed evaluation.
The strategic use of resources	Very good. Specific funding is directed appropriately and the headteacher and governors ensure that the budget is used very well to achieve the goals identified in the school development plan. Governors look ahead, beyond the current year, and plan effectively to meet known needs.



The school applies the principles of best value in its management of the school budget to ensure that pupils gain maximum benefit from all spending.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Behaviour is good.</li><li>• The school has high expectations of the pupils.</li><li>• The school is well led and managed.</li><li>• The teaching is good.</li><li>• The pupils make good progress</li><li>• The school works closely with parents.</li><li>• Pupils are helped to become mature and responsible</li></ul>	<ul style="list-style-type: none"><li>• A few parents would like to know more about their children's progress.</li></ul>

The inspectors agree wholeheartedly with the parents' positive views of the school. Results of the school's own parental questionnaire, distributed and completed shortly before the inspection, gave a similar picture. As a result, parents were invited to a highly successful 'book day', when parents could see how their children had progressed with their work. The event was attended by at least one parent of every child. The school provides ample opportunities for parents to find out about their children's progress. There are termly open evenings and parents are always welcome to ask questions at the beginning and end of the school day. In addition, parents can make appointments by telephone.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**The pupils' excellent behaviour and extremely positive attitudes to school help them to achieve well throughout the school and attain high standards in English, mathematics and science by the end of Year 6. Standards in music and art and design are very good.**

1 Children in the Reception year progress effectively in the six areas of learning prescribed for the age group. They adapt very well to the pace of lessons with older pupils, and benefit from activities that are well suited to stimulating their curiosity and developing their skills of investigation and recording. They gain confidence in expressing themselves orally, and contribute well during class discussions. In a wide range of activities, they demonstrate a high level of independence; when they record the activities they have done, for example by completing charts on the classroom wall. This is part of the general routines, well established by the teacher, to ensure that a check is kept on what all pupils do – essential when there are three different year groups in the infant class.

2 Pupils achieve well and reach above average levels in reading, writing, mathematics and science by the end of Year 2. All pupils reached the expected levels in these areas of learning in national tests and assessments in 2002, and pupils in Year 2 are on course to do so again this year, with more able pupils achieving the higher level. Because they are eager to participate, pupils learn at a very good rate during lessons. In a literacy lesson, they had fun and exercised their knowledge of sounds and spelling. They played an innovative game in which they held up cards to make words, which they altered by changing one letter; for example, by changing 'wide' to 'wise'. The teacher timed the activity and the pupils demonstrated determination and high levels of co-operation and concern as they moved quickly to improve their times. The teacher's insistence on the complete attention of all the pupils during whole-class teaching benefits pupils in all lessons; for example, in music.

3 In national tests, pupils' attainment is consistently well above national expectations by the end of Year 6, and the school's results have been in the top five per cent nationally in most tests in the past three years. In English, pupils express their ideas very well orally and in writing. They use interesting vocabulary to engage the listener's or reader's interest, and vary the pace when telling stories. In discussions, pupils ask questions of one another and of the teachers to develop ideas. The ability to listen very well supports pupils' learning in other subjects; they listen to one another attentively and take account of others' views. Their handwriting is joined and fluent and pupils use grammatical conventions, such as inverted commas for speech, correctly and consistently. In mathematics, the pupils' keenness to succeed shines through during mental arithmetic sessions. Because pupils know their multiplication tables and have a secure understanding of place value within numbers, including decimals, they solve problems confidently and systematically. Work in their exercise books shows that pupils know how to cancel fractions and multiply or divide three-digit numbers by two-digit numbers. Pupils draw and interpret graphs and achieve well because they are aware of what they are supposed to know and do. If they don't understand, they ask. A pupil wrote in her mathematics book, 'Mrs Farby, please will you show me how to draw a pie chart. Thank you'.

4 During the inspection, pupils throughout the school showed high levels of concentration, both in listening attentively to the teachers and in working with commitment during written and practical activities. The mature attitude of pupils when teachers focus on the learning and progress of specific year-groups is very good indeed. For example, in a mathematics lesson in the junior class, the teacher did brisk, well-organised mental arithmetic tests with each of the four year-groups while the rest of the class got on quietly with their own work. There were no disruptions.

5 Pupils listen very well to instructions at the beginning of lessons so that they know what to do and do not waste time or disturb other people; for example, they do not need to move about the

classroom to get things they have forgotten. Because of the high quality of the teaching, pupils have opportunities to sort out their ideas in discussions and when the teachers monitor progress during activities. The level of interaction between the teachers and the pupils is very good; it stimulates pupils' thinking and takes learning forward at a fast pace. Pupils ask thought-provoking questions that the teachers use to advance the learning of the whole class. For example, in a history lesson, a pupil asked if the divorced wives of Henry VIII outlived him. This became an investigation for everyone to solve.

6 Throughout the school pupils read well for their age and use their reading to enhance their learning in other subjects. They follow shared texts confidently and pick out salient points asked for by the teachers. In information and communication technology, they interpret instructions effectively and use CD-ROMs confidently to find information. Reading diaries are kept very well, and older pupils write mature book reviews. Even the youngest children know about authors and illustrators, and all pupils benefit from reading with their parents at home. This has a significant impact on the high standards achieved by the end of Year 6.

7 In daily acts of worship, the quality of pupils' musical performance is very good. The pupils sing with verve and enthusiasm, sometimes singing songs in three parts. In such a small school with so few pupils, the sound created is of a commendable standard. The choir sings complicated songs with syncopated rhythms, and younger pupils join in confidently with older ones. Talented pupils play the piano, violin, cello and guitar confidently to the school audience, which listens with attention and admiration. In a lesson in the infant class, pupils clapped intricate rhythms; younger children clapped a steady beat while pupils in Years 1 and 2 added texture with more complicated patterns.

8 Examples of pupils' artwork are displayed attractively. Art is used to enhance pupils' learning in a range of subjects. In religious education, pupils have created designs for stained glass windows showing significant features from Christian stories. Pupils have used a range of materials and techniques to make interesting and well-researched designs for Islamic prayer mats. When learning about the Tudors in history, pupils studied portraits to explore the wealth and character of people such as Henry VIII and his wives. Later, they drew portraits of high quality, with careful attention to detail in the features and headwear. As they learn about significant artists, pupils draw in the style of Lowry; pictures are carefully executed, with well-drawn figures and buildings. Three-dimensional art is also of good quality. During a visit to Fountains Abbey, pupils worked with an artist to make beautiful clay tiles with raised designs inspired by features of the ancient church and its setting.

### **Pupils benefit from the high quality of the teaching and curricular provision.**

9 During the inspection, the overall quality of the teaching was very good. All of the teaching seen was good or better, and some excellent teaching was seen in the junior class. In both classes, the most significant features were the way the teachers skilfully managed the progress of a number of year groups, and the seemingly effortless way in which they drew out the best in pupils' behaviour and attitudes. Lessons included enough time for all pupils to absorb new learning; teachers ensured that there were brisk sessions when pupils were expected to recall known facts accurately, and that pupils completed tasks in a given time.

10 The teachers have a clear understanding of the way pupils learn. They know the pupils well and keep very good records of how they are progressing. The planning of lessons allows for opportunities for teachers to help pupils to overcome problems that have been identified from earlier lessons or from the checking of pupils' work. For example, in a science lesson in the junior class, the teacher noticed that pupils were not absolutely clear about the variables involved during their timing of the fall of a spiralling winged model. She noted this for exploration in the next lesson. As the result of such opportunities for solving problems through investigation, questioning and discussion, pupils become confident learners who are willing to try different ways of doing things and who are not afraid of making mistakes.

11 In the infant class, the teacher prepares challenging tasks for all pupils. Reception children enjoy interesting activities that enable them to achieve well. For example, in an activity in ICT, children were challenged to send a 'pirate ship' along a path to collect treasure. There were high expectations of children working together, following instructions, operating the toy robot and remembering arithmetical facts. They listened carefully to the classroom assistant and completed the task admirably.

12 Pupils enjoy a wide range of very well organised activities that include day-to-day lessons, extra-curricular activities, visits, visitors and events with local schools. During the school day, pupils' individual talents are challenged and shared; for example, in music. The curriculum is very well planned so that pupils receive their full entitlement to the curriculum for the Foundation Stage (the Reception year), and the National Curriculum. These are enhanced through the school's provision of interesting ways for pupils to learn; for example, when they visit a major local estate to learn about life in Victorian times, go to Durham Cathedral to enrich their knowledge of early Christian times, or visit Fountains Abbey to inspire their work in art and design. Parents and governors support these trips so that pupils gain maximum benefit from them. During the summer, the pupils take part in the village 'Feast', or festival, by doing country dancing and helping with other activities.

13 A major enhancement of pupils' learning comes from liaison with local schools for specific subject events. These are held for each year group, so that the pupils get to know other children they will meet later at secondary schools. Pupils in Years 5 and 6 take part in residential visits. This is often with pupils of a similar age from local schools. Pupils in Year 5 go to Seahouses, in Northumberland. For some pupils, this is their first trip away from home without their parents, and it provides a valuable opportunity for them to develop social skills and to strengthen their independence. Pupils in Year 6 go to a residential centre near Whitby, where they participate in outdoor activities and fieldwork linked to the National Curriculum.

14 The quality of curricular provision for pupils is over-arching. It includes aspects of academic and personal development that are carefully considered by staff and governors to ensure that pupils leave the school as confident young people with skills that they can further hone and share.

**The school's successful links with parents and the local community contribute significantly to the secure and supportive background that underpins the pupils' very good personal development.**

15 Pupils show high levels of maturity in the way they relate to other people, taking responsibility for their own actions and working very well independently. The school has a very well co-ordinated and consistent approach to developing pupils' spiritual, moral, social and cultural development. There are well-defined standards of acceptable behaviour that pupils know and follow. Appropriate behaviour is taught through promoting principles rather than through fear of punishment. The systems of rewards and sanctions are seen by the pupils to be fair, and they are applied justly. The curriculum often focuses on moral themes; for example, when pupils in Year 6 discussed the ill effects of smoking, or when they talked about the many marriages of Henry VIII.

16 Adults in the community provide very good role models for the pupils. They give their time willingly to enhance the school's work and support extra-curricular activities. Dedicated parish members run a popular weekly 'Monday club', the equivalent of a Sunday school. A governor organises sporting activities, including occasional angling trips. Parents run a 'wrap-around' service, so that pupils can be looked after before and after school from eight o'clock in the morning until six o'clock in the evening. Working parents appreciate this service enormously. Pupils benefit greatly from the adults' example. They see how care, service and commitment can make a difference. Older pupils care considerably for younger ones and set good examples for them. They treat other people with respect, play fairly in the playground, help anyone who needs support,

concentrate in lessons, do their music practice and contribute enthusiastically to the singing in collective worship. Skills in citizenship develop very effectively as pupils organise and support charitable events to raise funds for people less fortunate than themselves.

17 The school forges excellent links with parents and the local community and this contributes very well to the pupils' good achievement. The headteacher and governors respond very quickly and effectively to any parental concerns; for example, when a few parents said they would like to know more about how their children were getting on. Parents were immediately invited to a 'book day' when they looked at all their children's work and went away satisfied after a highly successful event. Pupils were able to share their work with their parents and celebrate what they had done well – a valuable opportunity for raising self-esteem. The school's partnership with parents is very strong. Parents are encouraged to come into school before or after school to let teachers know about any small matters concerning their children. Problems are not allowed to build up. Parents support their children very well with reading at home and with general homework. The parishioners and other local people in Kirkby Fleetham and the local villages value the place of the school in the community. They cherish the children, support them and contribute significantly to the success of the school.

18 There is a strong Christian ethos in the school, and the school's emphasis on respect, fairness and justice for all leads to very good levels of multicultural education. Throughout the day, pupils are reminded of the many ways in which people of a range of cultures and world faiths live their lives according to a variety of rules and customs. Teaching materials include interesting and informative books, pictures, posters and artefacts. Pupils know about a good range of religions, including Islam and Judaism, and are well prepared for life in contemporary British society.

**The quality of leadership and management is excellent. It drives the school forward very effectively and sustains the high standards achieved by the pupils.**

19 The headteacher provides inspiring educational leadership for the school. Her commitment and determination, together with her quiet and encouraging manner, promote confidence in all who work and learn in the school. Parents and governors, too, admire her approach to everyday management and longer-term planning. During difficult times, for example when building work at the school has caused problems, the headteacher has continued with her almost full-time teaching commitment and enabled pupils to attain very high standards in their work. Together with the governors, she keeps the school on a steady path with a clear vision. The school demonstrably achieves its written aim 'to serve the community by providing education of the highest quality within the context of Christian belief and practice'.

20 The curriculum is managed very well. The headteacher and the infant teacher each co-ordinate several subjects, and this presents a heavy workload. The infant teacher takes on significant managerial responsibility, managing two key stages of education – the Foundation Stage and Key Stage 1. The two part-time teachers fulfil their roles very well, taking responsibility for science and design and technology. Professional training for teachers, to keep abreast of current information and practice, is enhanced through excellent links with other local small schools so that teachers group together for training sessions. This ensures that pupils benefit from up-to-date methods of teaching.

21 The governors monitor the work of the school very closely; they are well informed and have high expectations of the staff. The governors and staff constantly look for how they can make the school better. Because so few pupils take the national tests each year, sharp changes from year to year can occur; the high or low ability of one pupil can make a big difference to the school's results. Comparisons with national results could be misleading, but by the end of Year 6, this school achieves at the highest levels year on year. Not content with this, the governors and teachers look at how the school compares with local small schools. If there is any indication that the teaching or curricular provision could be better, measures are taken immediately to improve matters. There are close links with the church, which plays a central role in village life; foundation governors

maintain a keen interest in the personal, spiritual, moral and social aspects of the pupils' development. The headteacher and governors listen to what the parents and the community have to say about the school; if there are minor concerns, everyone works together to find solutions.

22 The staff and governors are not afraid of facing up to problems and sorting them out frankly and systematically. There is a strong culture of school self-evaluation, based on well-set criteria, which ensures that decisions leading to priorities in the school development plan are followed through. Governors ask whether pupils have benefited from the developments, if money has been spent effectively and what they need to do next. They are supportive of the teachers' work but also act as critical friends, assuring teaching and curricular provision of high quality for the pupils. As a result, work is now well matched to pupils' needs because improved assessment procedures help teachers to build effectively on what each pupil knows, understands and can do. Standards in pupils' writing have improved, multicultural education has developed very effectively and the curriculum for the Reception year is very well organised so that the children have their entitlement to appropriate activities. Because the governors visit the school frequently, they have their 'ears to the ground'. They pick up snags quickly, deal with them and move on, constantly supporting the school's work.

23 The governors continually look to the future to see how they can improve provision for the pupils. Strategic planning is difficult when a difference of one or two pupils could affect the size of the budget significantly. However, there are flexible plans for school development for the next three years, and plans for further development of the accommodation are already in hand. This is symptomatic of a confident and achieving school. The inspectors agree with the parents' overwhelming view that the school is well led and managed. Both the leadership and the management are excellent.

## **WHAT COULD BE IMPROVED?**

24 No significant areas for improvement were identified.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	4	0	0	0	0
Percentage	18	45	36	0	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 just over nine percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	40
Number of full-time pupils known to be eligible for free school meals	N/A	0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	2

#### 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	8

### Attendance

#### Authorised absence

	%
School data	2.2
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	3	3	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
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	*	*	*
	Girls	*	*	*
	Total	*	*	*
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.*

\*As there were fewer than ten pupils, figures are not given, to avoid identifying specific pupils.

### **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	5	3	8

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

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

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

\*As there were fewer than ten pupils, figures are not given, to avoid identifying specific pupils.

### ***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

No of pupils on roll
40
0
0
0
0
0
0
0
0
0
0
0
0
0
0
0
0

### ***Exclusions in the last school year***

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	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)	2.3
Number of pupils per qualified teacher	17.4
Average class size	20

#### **Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	10

#### **Qualified teachers and support staff: nursery**

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

### ***Financial information***

Financial year	2001-02
	£
Total income	140,753
Total expenditure	140, 971
Expenditure per pupil	3,710
Balance brought forward from previous year	1,569
Balance carried forward to next year	1,351

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
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	41
Number of questionnaires returned	35

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	54	43	0	0	3
Behaviour in the school is good.	29	71	0	0	0
My child gets the right amount of work to do at home.	29	66	6	0	0
The teaching is good.	69	29	0	0	3
I am kept well informed about how my child is getting on.	37	51	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	17	6	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	46	51	0	0	3
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	63	34	3	0	0
The school provides an interesting range of activities outside lessons.	57	31	9	0	3