

INSPECTION REPORT

**KIRKBY AND GREAT BROUGHTON CHURCH
OF ENGLAND PRIMARY SCHOOL**

Kirkby-in-Cleveland, Stokesley

LEA area: North Yorkshire

Unique reference number: 121611

Headteacher: Mrs J Yendall

Reporting inspector: Mrs J Randall
1471

Dates of inspection: 24 – 25 March 2003

Inspection number: 248276

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 Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Kirkby-in-Cleveland

Stokesley

Middlesbrough

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Telephone number:

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Appropriate authority:

The Governing Body

Name of chair of governors:

Mrs A Roberts

Date of previous inspection:

2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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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?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England voluntary aided primary school with 126 boys and girls and is situated in a rural village with much commuter housing. Only one pupil comes from an ethnic minority background and no pupils speak English as an additional language, are Travellers or refugees. No pupils are in receipt of free school meals. There are five pupils on the school's register of special educational needs (3.9 per cent, well below average) and one pupil has a statement of special educational need for physical learning difficulties. Attainment on entry is well above national and local education authority averages. The school has just emerged from a troubled and unstable time during which there were three part-time acting headteachers in the year previous to April 2002 when the present headteacher took up the permanent post. Two teachers left the school in the last two years and three were appointed.

HOW GOOD THE SCHOOL IS

This is a satisfactory school that is improving rapidly under the guidance of the very effective new headteacher. She has the vision and determination to develop the school successfully. Standards in English, mathematics and science at the end of Year 6 are well above average. The quality of teaching is improving, particularly in Years 3-6, where it is good. Many initiatives are in now place to drive the school forward, significantly so in extending and developing the curriculum to provide increased challenge and interest and to further the professional development of all staff. Pupils are willing learners and behave very well. Their attitudes to learning contribute considerably to the standards achieved. The school offers satisfactory value for money.

What the school does well

- Standards in English, mathematics and science are well above average by the end of Year 6.
- The very good leadership of the headteacher is ensuring that the school improves rapidly.
- Pupils are mature, have very good attitudes to their learning and behave very well.
- Provision for extra-curricular activities and enrichment of school life is good overall.

What could be improved

- The provision, teaching and learning in the Foundation Stage (Reception class).
- The quality of the weaker teaching to equal that seen in the most effective lessons.
- Full access to the school hall throughout the school day to provide pupils with the range of opportunities to which they are entitled.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Since this time the school has made satisfactory improvement overall and is now emerging from a period of difficulties and instability. The very high standards in English, mathematics and science in the test results at the end of Year 6 have been maintained. Resources, teaching and learning in information and communication technology have recently improved significantly. Improvement in the key issues for development in the previous report has been rapid since the arrival of the new headteacher. All issues are now being addressed and further work is securely embedded within school improvement planning. Many systems are now in place that have not had time to become fully effective but there is significant evidence to show that they are already driving the school forward. Checking and evaluating the quality of teaching and learning and the curriculum and supporting improvements through the required system of performance management are key features of recent development. Teachers are now becoming involved in this process through an emerging system of subject leadership. Systems to track pupils' progress are successfully helping the school to identify those who need extra support or more challenge in their work. Lesson, curriculum and improvement planning are now well in place and a significant factor in the emerging school improvement. Work has begun on developing an appropriate curriculum for Reception children in line with the latest

national guidance but so far this has been limited to visiting centres of excellence and remains a major issue for future attention.

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

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

In small schools each pupil represents a significant percentage of any year group making direct comparisons with national results difficult. Results in the national tests and assessments at the end of Year 2 in 2002 were in the highest five per cent of all schools nationally in reading and writing and well above average in mathematics. When compared with schools serving similar areas they were well above average in reading, in the highest five per cent in writing and above average in mathematics, although here the percentage achieving the higher Level 3 was above average. At the end of Year 6 results were well above average in English, mathematics and science when compared with all schools and well above average in English and science and above average in mathematics when compared with similar schools. In 2001 the results in mathematics were discounted by the national testing body as 'unsafe' and so recorded at the lowest level. Although the overall trend in the school's average National Curriculum points score is below the national trend, this is because of the discounted results in 2001. Otherwise the school has consistently maintained well above average results over the past four years despite considerable fluctuations in the size of year groups. Inspection findings confirm the high levels of attainment shown in the test and assessment results but in some lessons pupils have too few opportunities to use and apply their knowledge, skills and understanding in ways that fully challenge them and this limits overall achievement. Some very high achievement was demonstrated in Year 4 where lessons are imaginative and challenging. The school is likely to meet its targets for the end of Year 6 in the tests in 2003 for all pupils to achieve the average Level 4. Targets were the same in 2002 and were met in English and almost met in mathematics where one or two marks made a difference between two levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are mature and concentrate well on their work, particularly when they are involved in practical activities.
Behaviour, in and out of classrooms	Behaviour is very good at all times.
Personal development and relationships	Good – pupils work well together when required but there are not enough opportunities for pupils to think for themselves and to plan their own work and investigations.
Attendance	Average with little unauthorised absence but a number of pupils do take

	holidays in term time.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Unsatisfactory	Satisfactory	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.

Most lessons observed were at least satisfactory with about half being good or better. The most effective teaching was seen in Year 4 where lessons were very stimulating, lively, challenging and gave pupils plenty of opportunities to think for themselves. In Years 3-6 basic skills of literacy and numeracy are generally taught well and lessons are mostly matched to the learning needs of pupils with different levels of prior attainment. In Years 3-6 there is a growing understanding of the need to provide opportunities for pupils to use their skills in many different contexts and for different purposes as exemplified in the design and technology project in Years 5 and 6. Here pupils used skills and understanding from a number of subjects, including information and communication technology, to take part in a Primary Engineers project and have developed links with a theme park to produce much interesting and challenging work about fairgrounds. In lessons where teaching is only satisfactory the pace of work is too slow and there is a lack of challenge and excitement in learning. In some lessons the National Literacy and Numeracy Strategies are not always sufficiently adapted to meet the needs of these mainly able pupils and work in other subjects is not always challenging enough. There is an over-emphasis on writing at the expense of opportunities to research, use and apply skills. Teaching and learning in the Reception class, while securely ensuring that children learn the basic skills of reading, writing and number, does not incorporate the latest national guidance for this stage of learning. There are too few opportunities for children to take part in active learning experiences, to explore, imagine, to be creative or to think for themselves. Opportunities for working outside, for imaginative and creative work and for designing, making and technological development are particularly weak.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but the curriculum for Reception children does not meet the latest national guidance. Provision for extra-curricular activities is good. The lack of the use of the hall each morning restricts development in physical education, music, drama and other practical activities.
Provision for pupils with special educational needs	Satisfactory overall; the needs of pupils with statements of special educational need are met very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There are many opportunities for cultural development in literacy, art and music for example. The school is currently developing provision for learning about life in a culturally diverse society. There are too few opportunities for independence in lessons for research and for pupils to think for themselves. Provision for moral development is good.
How well the school cares for its pupils	The school cares for its pupils very well. There are recently implemented, effective procedures in place for checking pupils' progress and achievement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the new headteacher are very good. She has achieved much in the time since her appointment. She has the vision, knowledge and drive to continue the school's improvement. Some staff are beginning to take responsibility for subject leadership and this is an ongoing development.
How well the governors fulfil their responsibilities	Although many governors are new there is a good awareness of the development needs of the school. All legal requirements are met.
The school's evaluation of its performance	The new headteacher has established very good systems by which the school can evaluate itself and take effective action to improve.
The strategic use of resources	The budget is now being managed effectively and decisions are based on a clear knowledge and understanding of the needs of the school. Satisfactory attention is paid to getting best value for money. At present the school does not have access to its own hall each morning and this restricts pupils' entitlement to the full 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"> Children like school and parents feel that they make good progress. Behaviour in the school is good; pupils are developing maturity and are expected to work hard. The school is well led and managed and parents feel comfortable in approaching the school. 	<ul style="list-style-type: none"> Homework. The information available for parents and the links that the school has with them.

The inspection team fully agrees with most of the very positive views of parents but pupils' achievement is limited by too few opportunities for independent working and thinking for themselves although this aspect of learning is improving. A policy for homework and the intention to give parents better information about their children's progress is a very early priority in the school's current development planning. This will be greatly facilitated by the recent developments in the establishment of secure systems by which the school can now track pupils' progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above average by the end of Year 6.

1. In 2002 results in the National Curriculum tests at the end of Year 6 were well above average in English, mathematics and science when compared with all schools. They were well above average in English and science and above average in mathematics when compared with similar schools. In 2001 the results in mathematics were discounted by the national testing body as 'unsafe' and so recorded at the lowest level. Although the overall trend in the school's average National Curriculum points score is below the national trend, this is because of the discounted results in 2001 and otherwise the school has consistently maintained well above average results over the past four years despite considerable fluctuations in the size of year groups in a small school. Inspection findings confirm the standards shown in the test and assessment results.
2. In English Year 6 pupils wrote haiku poems with understanding and sensitivity and showed very good use of creative vocabulary. They created a series of these poems to fit a chosen theme. These were read with confidence to the whole class at the end of the lesson demonstrating well above average speaking and listening skills. Pupils read very well for their age and higher-attaining pupils in Year 6 had no hesitation in reading, understanding and explaining words such as 'chronological', 'alliteration', 'subheadings' or 'synthetic'. Discussion included consideration of work of artists such as Van Gogh. In this lesson work was demanding for higher-attaining pupils and homework included research and writing. Pupils were expected and challenged to think for themselves. Pupils use writing skills very well in other subjects, clearly demonstrated in the displayed work on the Victorians and in the science lesson. Many class books show a wide range of styles of writing including class newspaper books and 'Simile and Metaphor' poems.
3. In mathematics most Year 6 pupils are already achieving the average Level 4 and average and higher-attainers are working well within the higher Level 5. Pupils have very good mental skills, for example higher-attainers work out 28 per cent of a group of numbers or and lower-attainers 10 per cent of a number and then add 4.5. In mental arithmetic bingo they are adept at finding factors of numbers. All pupils know divisibility rules for two, four, three and nine and have a secure knowledge and understanding of factors and multiples. Higher-attainers learned by the end of the lesson observed how to check for divisibility by eight. Lower-attainers have a good grasp of multiplication tables and can halve numbers such as 1644 mentally. The fairground project gives pupils a good practical basis on which to develop a very good understanding of ratio, proportion, measurement and scale.
4. In science all pupils in Year 6 demonstrate a secure understanding of the concept of a fair test. All understand well and articulate the key conditions for seed germination and devise a fair test in relation to this. They record the purpose of their experiment in their own words using very good writing skills. They record predictions well and have a clear understanding of how to test these. There are strong links with design and technology when pupils develop and use a good understanding of electrical circuits, gears, motors and pulleys in their work on designing and making fairground rides.

The very good leadership of the headteacher is ensuring that the school improves rapidly.

5. Since the arrival of the new headteacher the school has made rapid progress. She has the vision, presence and determination to develop the school successfully. Staff and governors now have a growing awareness of the strengths and weaknesses of the school and the way forward. A careful and professional evaluation of the school and its needs has led to a very detailed school improvement plan and outline planning for the next few years. Further detail is being added to future planning all the time and the plan is a very effective tool for managing the changes necessary, ensuring staff development and for allocating priorities in the budget. Many new systems are already in place to drive the school forward. All staff now have job descriptions. The legally required system of performance management is now in place and there is an increasing shared understanding of priorities for improvement. The headteacher checks and evaluates the quality of teaching and learning. There are effective systems to support change and development, such as visits for staff to centres of excellence and the use of expertise from the local education authority. Teachers are slowly becoming involved in school improvement through an emerging system of subject leadership. The subject leaders for English and mathematics have attended courses and are developing subject improvement files. New systems for curriculum planning are ensuring a clear development of skills as pupils move up the school. Systems to track pupils' progress are now well developed and these are being used successfully to target those pupils who need extra help or extra challenge and to set targets. Lesson planning is improving and in English and mathematics is satisfactorily beginning to identify different levels of work for pupils' differing needs. Information and communication technology resources have been improved and the headteacher has developed links to support these with the local secondary school. Interesting and innovative experiences for pupils have been introduced, such as the visit to the offices of a local newspaper to link with literacy work and a number of visits and visitors have enriched the taught curriculum. The headteacher leads by example and work in her lessons is very well structured, challenging and exciting.

Pupils are mature, have very good attitudes to their learning and behave very well.

6. In lessons, around school and in the playground, pupils demonstrate very good behaviour. They are pleasant and courteous to adults and to each other. In lessons they listen well and willingly answer questions. When required they work sensibly together in pairs or in groups. These attitudes contribute well to learning as little time is wasted in classroom management. Boys and girls play together well in the playground and are friendly with the supervising staff. A 'buddy' scheme operates at playtimes and older pupils care for those younger than themselves. Very few sanctions are needed and there are very few entries in the 'behaviour book'. When necessary, pupils write an account of incidents and a 'sorry' letter. Very little bullying takes place and on the rare occasion when it does happen it is dealt with immediately. The school keeps the required racial incident book but no entries have been necessary. Pupils are punctual in arrival for school and attendance is satisfactory, with little unauthorised absence. Some pupils take holidays in term time, which prevents attendance being higher than average. The new headteacher is securely developing the curriculum for personal, social and health education and this is supported well by visits from outside agencies such as the police and health professionals. Pupils learn to care for others less fortunate than themselves and support and learn about a number of charities. Parents report that their children enjoy school and feel safe and happy.

Provision for extra-curricular activities and enrichment of school life is good overall.

7. Extra-curricular provision is good, particularly in the context of a small school. Recent initiatives have included National Book Week and Poetry Day to extend pupils' literacy skills and appreciation. Live theatre in school and a visit from a Philippine dance workshop add well to pupils' cultural development. Musical appreciation and skills are enhanced by violin and cello recitals and a keyboard demonstration, for example. The school celebrated pupils' national culture and joined with the community when they celebrated the Queen's Jubilee and the school was opened to the whole village in the half-term holiday for local people to see its work. Strong links with the local parish church are fostered through the annual leavers' service and Harvest Festival, Easter and Christmas services in church, for example. Community professionals such as the police and fire service provided citizenship education in a 'Crucial Crew' event for Years 5 and 6 and a poet worked with the whole school on a road safety theme. Artwork around the school demonstrates pupils' growing awareness of the work of artists such as Piet Mondrian in Year 2, where pupils created interesting pictures in this style using a computer program, and in Year 3 where work in the style of Monet and Hockney was of good quality. Mexican artwork in Year 2 demonstrates good learning about art and design in other cultures.
8. Many visits take place to add to the quality of the curriculum in different subjects. These have included visits to Eden Camp as part of a study of World War 2 for Years 3 and 4 and the North Yorkshire Moors Park to enrich geographical studies in Year 2. The visit to the offices of a local newspaper for Years 4, 5 and 6 provided an exciting stimulus for literacy work and pupils are now able to set their work in writing in the style of a reporter in a real context because of this. Pupils in Year 4 entered a textile designing competition thus enhancing their understanding of the place of art and design in real life.
9. The interesting fairground project and the resulting links with a local theme park as part of the Primary Engineers project is a very good example of the way in which learning from many subjects can be brought together to improve and enrich knowledge, skills and understanding in many ways. This work enlarges on pupils' own local culture and historical knowledge by designing their fairground to a Victorian theme and by basing this on the local annual historic fair. Science, design and technology and art and design skills join together when pupils plan and create their models. Mathematics skills are also used significantly in these models. Pupils gain valuable experience in working together towards a common goal. Literacy and information and communication technology skills are a vital part of the project. Pupils produce posters and leaflets to add to their work using a word processing and other design programs. A strong link, forged with the local secondary technology college, has brought computer control equipment and skills to the project.
10. Extra musical opportunities include lessons in brass, violin, guitar and woodwind and an orchestra. A range of clubs gives social, cultural and sporting opportunities. These include French, chess, football, multi-sports club and cycling proficiency. The school is now aiming to develop this curriculum enrichment still further and seeking all possible opportunities to do so.

WHAT COULD BE IMPROVED

Improve the provision, teaching and learning in the Foundation Stage (Reception class).

11. The provision and teaching in the Reception class do not meet the requirements of the latest national guidance. Whilst careful attention is paid to the teaching and learning of basic skills of reading, writing and number, and children make good progress in these aspects of their learning, the curriculum is narrow. The full developmental needs for children of this age group within the six nationally required areas of learning known as personal, social and motional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development are not being met. Children spend too much time drawing, writing and doing number work at the expense of practical and exploratory activity. They do not have enough chances to develop a secure understanding of, for example capacity by working in the water and sand areas or experimenting with how things work. There are too few opportunities for social and language development through working in pairs and groups to design and construct or to make models, for example. Opportunities for scientific and technological exploration are particularly limited. The classroom does not have suitably organised role-play areas such as a home corner, office or other activity areas where children can imagine, talk and set their learning in a real context. The resources available are mainly old and uninviting but those that are available are not used effectively. 'Small world' activity equipment is not used sufficiently to generate talk, vocabulary development and to help children in their understanding of the outside world. There are too few opportunities for children to plan their own work, investigate, experiment, imagine or to think and create for themselves.
12. The classroom has difficulties in that there is dividing wall between two areas and too much furniture that is not suitable for a Reception class. There is no dedicated outdoor play area and outdoor equipment is limited and dated. However the resources that are available are not planned for and used daily. Planning for the work of the teaching assistant is not good enough to overcome the limitations of the teaching area and she is underused to maximise the learning of children sufficiently well. The planning of the curriculum and for lessons is largely based on the teaching of basic skills. There is not enough attention paid to meeting the requirements of the full curriculum. There is not sufficient checking and recording of children's learning and progress in all the required areas of learning towards the national targets known as the Early Learning Goals for the end of the Reception year.
13. Since the arrival of the new headteacher the school has begun work to improve the provision in the Reception class. Staff have visited centres of excellence and the expertise and advice of the local education authority has been sought. Resources have been a focus for improvement but the continuing development of resources, teaching and learning and the curriculum is rightly an urgent and ongoing priority in the current school improvement planning.

Raise the quality of the weaker teaching to equal that seen in the most effective lessons.

14. The basic skills of literacy and numeracy are mainly taught effectively but work is not always sufficiently well matched to the needs of these mainly able pupils. However there are now secure planning procedures in place to ensure that some different work is planned in lessons to meet the needs of pupils with different levels of prior attainment

in English and mathematics. Currently this is achieved better in Years 3-6 than it is in Years 1-2 and more needs to be done in mathematics. The new headteacher is working hard with staff to develop this practice in other subjects. In the least effective lessons, the pace of work is too slow; teachers do not have high enough expectations of pupils and do not challenge the highest-attainers sufficiently well. Some lessons are dull and mundane and pupils spend too much time writing up notes or completing exercises at the expense of opportunities to research, investigate and to plan and think for themselves. For example in a mathematics lesson, pupils were told the rule for divisibility by three instead of the teacher presenting it in such a way that pupils could work it out and so understand and remember it better. There are too few opportunities for pupils to use and apply their skills, knowledge and understanding in a variety of real, relevant and interesting contexts. On occasion, the class control is overpowering and unsuitable for very young pupils.

15. The school has the capacity to develop the quality of its teaching further through the sharing of the good practice that already takes place in some classes. Some good examples of very effective teaching were observed when pupils were given for example, the opportunity to plan and write their own scripts for a 'television' production. They presented these to others by making video recordings and using a computer presentation package. The work on fairgrounds for the Primary Engineers project is a good example of the way in which skills from a number of subjects can be combined in an interesting, meaningful and exciting way to challenge pupils fully. Good use of a game played in groups stimulated discussion and understanding of world climates and how they related to dress. This also contributed well to vocabulary and social development. Pupils in Year 4 used information and communication technology skills well to write stories with multiple-choice solutions. The school is working to build on this good practice to develop and improve the overall quality of its teaching, learning and curriculum and the development of a greater variety of teaching strategies and challenge is a significant feature of current and longer-term development planning.

Ensure full access to the school hall throughout the school day to provide pupils with the range of opportunities to which they are entitled.

16. The school is used each morning by an outside agency each day of the week. This limits the amount of time that is available for use by pupils for curriculum purposes to less than ten hours per week and so pupils do not receive the full range of their curriculum entitlement. Opportunities for physical education, drama, music and other practical and active experiences are considerably restricted by this lack of space. This is significant in the light of the overcrowded teaching areas and the use of practical areas such as the library have to be used to accommodate extra classes. Lessons in the morning are currently restricted to English and mathematics. More time than necessary is spent on these subjects at the expense of a broader curriculum and this is partly due to the limitations imposed by the absence of access to the hall. In addition, because staff and pupils cannot use the hall for access to parts of the school, this increases the flow of people through the teaching areas, restricting even further the use of the limited practical areas and causing disruption to quiet lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. In order to improve and develop the school further, the headteacher, staff and governors should:

(1) improve the provision, teaching and learning in the Foundation stage (Reception class) by:

- providing more opportunities for children to plan, think and initiate learning for themselves and to experiment, explore, imagine and create;
 - planning the curriculum, teaching and learning in line with the latest national guidance;
 - developing and using an outside activity area and planning carefully for the learning generated by this;
 - developing and using the existing classroom space and resources more effectively to provide for all the required aspects of learning;
 - planning for and using the teaching support available more effectively to maximise children's learning;
 - improving the quality and range of resources available;
- (paragraphs 11-13)

(2) raise the quality of the weaker teaching to that seen in the most effective lessons by:

- developing a wider range of teaching strategies;
 - ensuring more opportunities for pupils to work practically, to research and to use and apply skills in meaningful ways;
 - planning for a greater pace, challenge and excitement in learning and a better match of work to pupils' prior attainment;
 - planning for more links between subjects, particularly for information and communication technology;
- (paragraphs 14-15)

(3) ensure full access to the school hall throughout the school day in order to provide pupils with the range of opportunities to which they are entitled.

(paragraph 16)

These issues are clear priorities in current and longer-term school improvement planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	6	6	1	0	0
Percentage	0	19	38	38	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	126
Number of full-time pupils known to be eligible for free school meals	-	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	5

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	9
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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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	15	10	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	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	15	15	15
	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.

* The results of girls have been omitted in accordance with OFSTED instructions as the group numbered ten or less

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	6	2	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 (88)	88 (0)	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 (88)	100 (81)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

** The results of boys and girls have been omitted in accordance with OFSTED instructions as the year group consisted of less than ten 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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
106	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	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)	6.4
Number of pupils per qualified teacher	19.7
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	57

Qualified teachers and support staff: nursery

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

Financial information

Financial year	2001/2002
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	£
Total income	311,011
Total expenditure	319,114
Expenditure per pupil	2,533
Balance brought forward from previous year	37,939
Balance carried forward to next year	29,836

Number of pupils per FTE adult	-
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
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	126
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	56	41	3	0	0
Behaviour in the school is good.	52	44	0	0	3
My child gets the right amount of work to do at home.	36	49	11	2	2
The teaching is good.	64	31	2	2	2
I am kept well informed about how my child is getting on.	23	51	16	2	8
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	26	56	15	0	3
The school is well led and managed.	48	44	2	0	7
The school is helping my child become mature and responsible.	43	49	2	0	7
The school provides an interesting range of activities outside lessons.	33	49	8	3	7