

INSPECTION REPORT

BUTLEIGH CE VC PRIMARY SCHOOL

Butleigh

LEA area: Somerset

Unique reference number: 123745

Headteacher: Ms Christine Glen

Reporting inspector: Ms Shirley Billington
4343

Dates of inspection: 31 March – 1 April 2003

Inspection number: 248502

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:	High St Butleigh Glastonbury
Postcode:	BA6 8SX
Telephone number:	01458 850511
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr R Morgan
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small primary school with 116 pupils on roll. There are slightly more boys than girls with the most noticeable difference in Year 6. There are four classes, each with two year groups. Year 3, 4, 5 and 6 pupils are taught in three groups for literacy and numeracy three days a week. The majority of pupils are of White British heritage with a few of mixed race. No pupils speak English as an additional language. A few children are from Traveller families and receive some additional support from the local education authority (LEA). The proportion of pupils that is eligible for free school meals is low at seven per cent.

The proportion of pupils with special educational needs is below average; one pupil has a statement of special educational needs. Most of these pupils have specific learning difficulties.

The majority of children attend a local playgroup before starting school. On entry, they have a good base for further learning; the majority have good personal and social skills and good speaking and listening skills.

Since the last inspection a new head has been appointed. There has been considerable change to staffing arrangements over the past year, with some teachers newly appointed or changing age ranges or responsibilities. Because of staff absences, there are several temporary arrangements for curriculum co-ordination.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils attain high standards in English and mathematics. Teaching is good overall and this helps pupils to achieve well. Pupils develop well personally and the oldest pupils have well established work habits. The headteacher provides good leadership and is well supported by governors and staff. The school provides good value for money.

What the school does well

- ◆ Pupils achieve well to attain high standards in English and maths
- ◆ Pupils with learning difficulties benefit from a good level of support
- ◆ The leadership of the head is good
- ◆ Pupils have very good attitudes to learning; the oldest pupils are mature and responsible
- ◆ Parents have a high degree of confidence in the school

What could be improved

- ◆ Provision for information and communication technology (ICT)
- ◆ Ensuring that all statutory requirements are met

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 November 1997 and since then has made satisfactory progress. Standards in English have improved from above to well above national averages. Standards in maths have been more erratic but currently are well above average levels as they were found to be in the last inspection.

All the weaknesses found in the last inspection have been tackled but poor accommodation and limited resources have inhibited improvement to some extent:

- It was not possible to see enough gymnastics to judge whether standards have improved but there are still limitations in terms of the hall space which is inadequate for physical education (PE)
- A scheme of work is in place for design and technology and there is evidence of some good work in this area especially for the oldest pupils

- Developments in ICT provision has been very limited and the school is still under-resourced for teaching this subject

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

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

The number of pupils that take national tests each year is small and there can be considerable variation in results. However, over the past three years the school has a strong track record in terms of results in English, with performance in 2000 and 2001 in the top five per cent of all schools nationally. Results in mathematics dipped significantly in 2002; the school quickly identified the reasons for this and has taken steps to improve some weaknesses identified in pupils' skills in mental maths. The inspection found that pupils currently in Year 6 are attaining high standards overall in both English and mathematics. Challenging targets have been set for performance in this year's national tests in these subjects. The vast majority of pupils are attaining at least average levels in science and many have good scientific knowledge. There is no significant difference in the performance of boys and girls.

The performance of seven year olds in national tests at the end of Year 2 has improved in the last two years to well above average levels in reading, writing and mathematics. Work seen during the inspection bears out these results; Year 2 pupils are achieving well in these areas.

Children in the reception year get off to a good start in learning early skills in literacy and numeracy. At the start of Year 1 they are generally achieving above the levels expected at this stage and most are working in the early stages of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in learning, well motivated and work hard.
Behaviour, in and out of classrooms	Very good. Pupils move around the site sensibly. At break times they play together very amicably.
Personal development and relationships	Very good. Pupils form very good relationships. The oldest pupils are confident in expressing ideas and opinions.
Attendance	Below average levels. This is accounted for by a few children with poor health and the number of families who take holidays in term time.

Pupils' positive attitudes to learning and very good behaviour create a strong foundation for their successful learning.

TEACHING AND LEARNING

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

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

Lessons are well planned and prepared; teachers generally make good use of resources, explanations and demonstrations to help pupils to learn. Expectations of what pupils might achieve are generally high, but occasionally they are given some low-level activities. Time in lessons is not wasted, but occasionally it is not used as effectively as it might be to help pupils make good gains in their learning. Learning support assistants provide a good level of support in many lessons.

Teaching of English and mathematics is good throughout the school. Pupils make particularly good gains in their learning in Year 2 and Year 6. Good marking and assessment information is used effectively to set targets for the oldest pupils so that they are aware of what they need to do to improve their learning.

Teaching of the youngest children is good. They are provided with a good range of interesting activities to help them to learn from practical experience and play.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school makes good use of national guidance to plan work in all subjects. Provision for some important aspects of the curriculum is inhibited by limitations in the accommodation.
Provision for pupils with special educational needs	Good. Pupils are given a good level of support and make good progress as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for social and moral development. Pupils respond well to the very positive ethos and opportunities to work together. Art work and environmental studies contribute to spiritual and cultural development but there is scope to further extend provision for these areas.
How well the school cares for its pupils	Pupils are well known and cared for well but there are weaknesses in health and safety procedures.

The school makes the best possible use of facilities available. However, the accommodation severely limits some aspects of the curriculum. There is no outdoor play area or large play equipment for reception children. The hall is small and has to be used as a classroom for part of the week. This inhibits provision for PE. A small computer suite has been created in the library area and is well used to teach pupils in groups but the machines available are old and outdated. The use of the library is limited because of its dual use and this limits pupils' abilities to carry out independent research. The mobile classrooms used for pupils in Years 3 to 6 are small and organising practical activities in subjects such as science is extremely difficult.

Although the level of support for pupils with special educational needs is good, there are some weaknesses in the management of the provision. The school is not yet meeting all the requirements of the Code of Practice for pupils with special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and has ensured that the school has moved forward despite some significant staffing problems.
How well the governors fulfil their responsibilities	Governors are well organised and very supportive of the school. There are weaknesses in meeting some important statutory requirements.
The school's evaluation of its performance	Good. Data from national tests and assessment information on individual pupils are used to identify areas of weakness and take effective action.
The strategic use of resources	Good. The school makes effective use of all available resources.

The school considers a range of options in making important spending decisions, although there is no specific policy for ensuring best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents (95% or more) feel that:</p> <ul style="list-style-type: none"> • The school is well led and managed • Children are expected to work hard and make good progress • Children like school, their behaviour is good and they are helped to become mature and responsible • Teaching is good • They would feel comfortable approaching the school with questions or a problem 	<p>A minority of parents (20%) feel that the school could provide a more interesting range of activities outside of lessons</p>

The inspection found that parents' high degree of confidence in the school is fully justified. The range of extra-curricular activities provided by staff and parents is reasonable for a small school. The taught curriculum is effectively enhanced by visits, visitors to school and specific events organised by the local cluster of small schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well to attain high standards in English and mathematics

Throughout the school pupils make good progress in English. Children get off to a good start in the reception year where there is a strong focus on promoting early literacy and numeracy skills. Most children learn to recognise commonly used words and the sounds that letters make. They know that pictures help to tell the story in a book. They use these skills as they read simple stories and write captions to go with their pictures. These skills are effectively built on in Year 1 and 2. The vast majority of pupils in Year 2 read with understanding and higher attainers use good expression. Pupils can extract information from a non-fiction book and many are able to use dictionaries to help them with their spellings. Written work is also of a good standard. Pupils write well-structured accounts, stories and simple descriptions. Spelling of high frequency words is generally accurate, though some average and lower attaining children make errors, for example in writing 'lik' instead of 'like'. Pupils begin to use their skills across the curriculum, for example, in labelling diagrams and categorising information in science and expressing thoughts about 'special people' in religious education.

Pupils in Year 6 show very good skills in all aspects of English. They are confident and articulate speakers, listening carefully to others and taking account of their views. They adapt talk to suit different contexts, understanding that when it is appropriate to use Standard English. When they read they show understanding of key points. They can refer to the text to explain their views and appreciate how an author uses vocabulary and imagery to create effect. Written work is well structured and pupils make good use of descriptive vocabulary and dialogue to enliven their work. Good teaching ensures that they understand the specific structure and language that is used in different types of material, for example, a newspaper article or a persuasive argument. Higher attainers begin to use what they have learned to good effect, writing, for example, 'animals are not always free even in their own environment because of poachers and predators'. Spelling is generally accurate, most pupils use a range of punctuation and work is well presented with handwriting legible and well-formed.

The oldest pupils are enthusiastic readers; they enjoy a good range of books and are particularly keen on adventure and mystery stories. They have a good knowledge of authors, their current favourites include Phillip Pullman, JR Tolkein and Jacqueline Wilson. They also enjoy Harry Potter, generally preferring the books to the films because, as one girl said, 'I imagine it in my head,.....it draws you in'. Pupils are also very confident about using books to research information. They understand how to use contents and indexes and supplement this with some experience of researching using the internet.

Pupils make good progress in mathematics as they move through the school. Everyday activities in the reception year help the youngest children to learn how to sort and categorise objects in a variety of ways. They learn to count and match groups of objects to 10 and sometimes beyond. Practical tasks in the sand and water help to promote children's mathematical vocabulary. Their knowledge is steadily built on so that by the time they are in Year 2, the vast majority is working at average levels and often beyond. Most pupils successfully tackle addition and subtraction of two digit numbers; they are beginning to show awareness of the values of tens and units. They use their knowledge of number facts and strategies such as doubling to calculate answers to simple problems. They use standard units of measure and know some of the properties of two and three dimensional shapes.

By the time pupils leave the school they have a good level of numeracy and a good grasp of how numbers work. Eleven year olds are very confident working with high numbers and they

use the four operations to solve problems. The higher attaining pupils solve problems that involve several operations and are very sharp in identifying the nature of the calculations that need to be done when confronted with problems. For example, in a good Year 6 lesson the pupils were working out proportions and ratios. The work was very challenging with pupils having to calculate using fractions and decimals. The pupils worked very hard and showed a great deal of perseverance and determination when faced with the complex problems.

In Year 6, pupils' good literacy and numeracy skills are used well to support learning across the curriculum. In studies of St Lucia in geography, pupils summarise the pros and cons of tourism. They write well from the perspective of a tour guide. In science, they write structured accounts of experiments using vocabulary with precision to note their observations: 'it went a lighter colour and stank of vinegar'. Tables are used well to record findings in experiments and most pupils learn to write good detailed conclusions.

Pupils with learning difficulties benefit from a good level of support

The school makes very good arrangements to support pupils who are experiencing learning difficulties. A variety of support programmes is used to help pupils who are not achieving expected levels in literacy and numeracy. Many pupils make good progress through these programmes, often catching up with their peers and reaching at least average levels in national tests at the end of Year 6. Where pupils are experiencing significant difficulties, advice is sought from a range of outside agencies such as a learning support teacher, the occupational therapist or the educational psychologist. This advice is used well to inform planning to meet a child's needs; in some instances individual programmes are set up for children to help them to overcome specific difficulties.

In lessons throughout the school, support staff play a valuable role in helping pupils with learning difficulties. In introductory sessions, these staff often sit with children who have difficulty in concentrating or who need some extra help to understand the teacher's explanations and questions. During group activities, good quality support is helpful in ensuring that pupils tackle tasks successfully. This was apparent in a mathematics lesson in which Year 3 pupils were working on fractions; the good guidance given by the learning support assistant (LSA) helped pupils to see what proportion of a square needed to be shaded to show, for instance, a quarter of the whole. The pupils' confidence noticeably increased as the activity progressed and they became quicker at recognising how much of each shape they needed to colour to represent a particular fraction. Teachers are very aware of individual pupils' difficulties and ensure that they are fully included in class activities. Questions in introductory sessions are sometimes modified so that a child with special needs is able to contribute to the whole class discussion. In review sessions, the work of those pupils who have worked with an LSA is sometimes used as an example to share with the rest of the class, thus boosting pupils' self-esteem and reinforcing their understanding of what they have learned.

Pupils with significant and long term learning difficulties are well integrated into classes and, where LSAs are specifically deployed to meet their needs, these pupils benefit from good support. Some LSAs have had specific training on conditions such as autism so that they are well informed about the nature of the difficulties that individual pupils may encounter. They play a key role in ensuring the successful inclusion of these pupils in a range of activities; in a science lesson, for example, the support of the LSA for one child within a mixed ability group ensured that he played a full part in the practical work. In many lessons, the work that is undertaken by the class is successfully modified to enable pupils with significant difficulties to participate at an appropriate level. Assessment arrangements are adapted so that the small steps in their learning can be monitored and targets set for the next stage. LSAs often play an important role in assessing progress through keeping a detailed log of pupils' responses, successes and difficulties in each activity that they undertake.

The leadership of the head is good

The head provides the school with a clear sense of direction. Areas for improvement are clearly identified and appropriate action taken. For example, when the results of mathematics tests taken by Year 6 pupils in 2002 fell to well below average levels, the head undertook a very detailed analysis of pupils' performance. She identified some individual pupils who had not attained the levels expected in the tests and checked on the reasons for this. She also identified some common weakness in the responses to questions in the test papers; these were shared with staff and steps were taken to improve aspects of teaching and pupils' skills in specific areas.

The school improvement plan is formulated by the headteacher in consultation with the staff and governors. It covers all aspects of the school's work, including curriculum developments, management systems, links with parents and personnel issues. The plan considers specific action needed and resource implications and identifies personnel responsible and target dates for completion of tasks. This is helpful in ensuring that staff and governors are well informed and involved in school development; teachers are supported in devising action plans for specific initiatives for the curriculum areas for which they are responsible.

The head provides good support to staff to further their professional development. She has recognised that the role of curriculum co-ordinators needs enhancement and specific training has been provided to help them to fulfil their responsibilities more effectively. Teachers new to the school or taking on new responsibilities are given a very good level of support and this has helped to ensure stability during a time of considerable staff change. There is a strong emphasis throughout the school on teamwork and the headteacher has applied for the Investors in People (IIP) award as a recognition of this. The initial assessment for IIP has been used effectively to inform areas for improvement, such as the need for new job descriptions and the implementation of appraisal arrangements for support staff.

The school is involved in a range of initiatives to enhance provision for the curriculum. The head effectively uses links with other small schools to extend provision, for example through a cluster arts project for pupils in Year 5. Links with the local secondary school have been used to set up a 'challenge day' for able pupils and to seek advice on provision for Year 6 pupils who need extension activities in specific curriculum areas. Specific subject expertise has been sought to enhance provision and to support staff development in music and ICT.

Parents and governors show a high degree of confidence in the head's leadership. She places a strong emphasis on being available to those who have queries or concerns and parents are very positive about the accessibility of all staff. The profile of the school is raised in the community through links with the church, fundraising activities, an annual open day and regular articles about the school's activities in the parish magazine.

Pupils have very good attitudes to learning; the oldest pupils are mature and responsible

From the earliest stage, children show very good attitudes to learning and develop good skills in working independently and with their peers. Reception children listen attentively in class discussions and are eager to answer the teacher's questions. In a literacy lesson which started with shared reading of 'My Monster and Me', children were very keen to contribute their ideas on the events in the story and make suggestions for what the monster might eat. When they moved on to group activities, children worked well independently of the teacher, organising and sharing resources very amicably. They showed very good skills in collaborating, for example, to tell a story using puppets.

Themes discussed in assemblies and in personal, social and health education lessons (PSHE) help pupils to appreciate their own feelings and the impact that their actions might have on others. The story of 'Joseph's coat' was used to talk about jealousy and the school's golden rules used to resolve a playground incident, helping pupils to understand the importance of treating others as you want to be treated. In a 'circle time' session with Years 1 and 2, pupils listened carefully to each other as they suggested ways in which love might be shown. Almost all could identify people who cared for them and how this was demonstrated; a few made very thoughtful suggestions: "sometimes your mum or dad help you to understand why doing something is wrong". These sorts of activities make a strong contribution to pupils' personal development and contribute to the positive ethos that pervades the school.

As they move through the school, pupils develop good work habits. In all lessons they work hard and with good concentration. They are keen to succeed and often spontaneously help others who are having difficulties or who are unsure what to do. The oldest pupils have well-established work habits and are keen to explore and extend their learning. In a discussion about a poem, pupils demonstrated that they had thought carefully about the imagery that was used. Almost all hands were up to answer the teacher's questions and pupils were confident in contributing their ideas, identifying, for example, the vital nature of a web for a spider and appreciating the parallel drawn with the value of diamonds.

Year 6 pupils are mature and sensible. They are very responsible and enjoy their success. They are very appreciative of how the school has helped them. They have a great deal of confidence in the teachers and talk positively about the quality of relationships throughout the school. In discussion they mentioned that boys and girls get on with each other and that pupils of different ages also relate well to each other. The spoke very fondly about how every one helps everyone else. They are confident and articulate, they share opinions and respond to different points of view with humour and good grace.

Parents have a high level of confidence in the school

The comments from parents that attended the pre-inspection meeting and the returns from the parent questionnaires show a high level of confidence in almost all aspects of the school's work. All parents feel that the school is well led and managed, that children are expected to work hard and achieve as well as they should and that behaviour in the school is good.

Almost all parents feel that their children make good progress in school. They feel that standards are good, children get a good level of support and their individual needs are well catered for. Those whose children have moved on to secondary school commented that they were well prepared and cope well with the transition. Parents are also very positive about the attention given to promoting pupils' personal development. Children develop good social skills and the school promotes clear moral values. Children are encouraged to get involved in fund-raising and learn to appreciate other's needs.

The Friends of Butleigh School (FBS) provides strong support for the school through a range of fund-raising activities. Money raised is used to provide weekly swimming lessons, to pay for the leasing of computers and to improve facilities in the playground. A good number of parents help regularly in classrooms or with school trips. Some help with maintenance of the environmental area and run extra-curricular activities.

Although there is no formal consultation of parents' views about the school, they feel very confident about the availability of the staff and in particular the headteacher. Those at the meeting commented that she always makes time to meet and listen to any parents with

concerns. Parents appreciate the 'open door' policy of the school and the regular consultations that are held to inform them of their children's progress. They feel well informed through regular newsletters, including termly bulletins about what children in each class will be learning.

WHAT COULD BE IMPROVED

Provision for information and communication technology (ICT)

The school has inadequate resources for teaching this aspect of the curriculum. A computer suite has been created in the library, but space in this area is limited, only five machines are available and these are out-dated. Two classrooms also have computers but the overall ratio of computers is well below the recommended level. The school is not in a position to use ICT as a tool for learning across the curriculum.

Over the past three years, specific funding from the National Grid for Learning (NGfL) has been used appropriately to purchase equipment and support staff training. The amount allocated has been limited and no additional funding has been sourced to supplement the grants. The school uses what is available in a sensible manner. A skilled teaching assistant works with groups from classes throughout the school on two days a week and the oldest pupils get some specific support from a visiting teacher. All required elements of the curriculum are covered, but inevitably pupils' experiences are rather 'piecemeal'.

Displays show some good examples of work in art, where programs are used for design and experimentation, for example in the style of Matisse. Younger children learn to type captions for their pictures and to incorporate illustrations. Older pupils do some data-handling work, presenting information in graphical form. However, there is very little opportunity for pupils to use word-processing to draft and edit their work, to use data-handling programs to present information in science or geography or to use ICT for independent research.

Ensuring that all statutory requirements are met

Statutory requirements are not met in some important areas of the school's work. All relevant policies are in place, except the disability access plan which is being worked on. However, there are weaknesses in the implementation of procedures and the provision of information for parents.

Although there is a good level of care for pupils on a day-to-day basis, there are weaknesses in health and safety procedures. The school does not carry out an annual health and safety check; the last full audit was two years ago.

Account has been taken of the Code of Practice for pupils with special educational needs that came into force in September 2001. Pupils are given a good level of support and their needs are carefully assessed. However, some requirements of the Code of Practice are not met. The outcomes of reviews on pupils' progress are not routinely recorded against the targets set. Parents are not invited to review meetings, although they are shown new IEPs when these are formulated. However, their views, and those of the pupils who have special educational needs, are not systematically sought and noted when the reviews take place.

There are some minor gaps in the information given to parents in the prospectus and governors' annual report. In the prospectus, the school's address and telephone number are omitted and full details about attendance absence rates are not given. More importantly, the information on provision for pupils with special educational needs is not sufficiently detailed; there is no reference to the identification of pupils, systems for monitoring and recording progress, the use of resources and any recent changes to the school's policy. It is not clear

in either the prospectus or the governors' annual report how the Code of Practice is being implemented. In the last governors' annual report (November 2002), the information on pupils' performance in national tests related to 2001 and not 2002.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education, governors, headteacher and staff should now:

- (1) Explore all possible options for improving provision for ICT
- (2) Ensure that all statutory requirements are met by:
 - carrying out an annual health and safety check
 - ensuring that all aspects of provision for pupils with special educational needs meet the requirements of the Code of Practice
 - ensuring that the prospectus and governors' annual report includes all the required information

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

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	0	0	7	5	0	0	0
Percentage	0	0	58	42	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	116
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	12

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	7
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	6.2
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	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	8	8	8
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	94 (88)	94 (88)	100 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	8	8	8
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	94 (88)	94 (94)	100 (94)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	4	12	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	3
	Girls	12	9	12
	Total	15	11	15
Percentage of pupils at NC level 4 or above	School	94 (100)	69 (93)	94 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	10	9	11
	Total	12	11	13
Percentage of pupils at NC level 4 or above	School	75 (n/a)	69 (n/a)	81 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	87	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	10	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 – Y7]

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	26.1
Average class size	29

Education support staff: YR – Y7

Total number of education support staff	9
Total aggregate hours worked per week	130

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.7
Number of teachers appointed to the school during the last two years	1.1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	287622
Total expenditure	261510
Expenditure per pupil	2212
Balance brought forward from previous year	5307
Balance carried forward to next year	8965

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	0	0
My child is making good progress in school.	58	35	5	0	2
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	26	60	15	0	0
The teaching is good.	66	32	0	0	2
I am kept well informed about how my child is getting on.	48	37	13	0	2
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	55	39	6	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	69	29	0	0	2
The school provides an interesting range of activities outside lessons.	27	53	18	2	0

