

INSPECTION REPORT

DILHORNE ENDOWED (A) PRIMARY SCHOOL

Dilhorne, Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124336

Headteacher: Mrs Angela Cheetham

Reporting inspector: Tim Boyce
20932

Dates of inspection: February 10th - 12th 2003

Inspection number: 248590

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 & Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Dilhorne Endowed (A) Primary School Godley Lane Dilhorne Stoke-on-Trent
Postcode:	ST10 2PF
Telephone number:	01538 753168
Fax number:	01538 753168
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Kay Hulse
Date of previous inspection:	03/11/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20932	Tim Boyce	Registered inspector
11437	Tony Anderson	Lay inspector

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dilhorne Primary School is a much smaller than average school, providing full time education for 34 pupils, aged from 4 to 11 years, in two classes. Whilst some pupils travel from further afield, the majority of pupils come from the village and the local area. There has been much movement in and out of the school in the past two years, but the number of pupils on roll is now much more stable. An average proportion of pupils is eligible for free school meals. Whilst children come from a range of backgrounds, the social and economic circumstances of many of the families is below average.

All pupils have a United Kingdom heritage and none come from other ethnic groups. Approximately fifteen per cent of the pupils have special educational needs. This is in line with the national average. The majority of these pupils have minor learning difficulties, but a small number have more serious needs, including emotional and behavioural difficulties, speech and language difficulties and dyslexia. Two of these pupils have statements of special educational needs. Assessments administered by the school, and inspection evidence, show that attainment on entry to the reception class is in line with the national average.

HOW GOOD THE SCHOOL IS

This is a good school, with many very good features, which serves its pupils and the local community very well. The head teacher provides the school with very good leadership and effective management, and is exceedingly well supported, in this, by her staff and the chair of governors. The quality of teaching and learning is good overall. There is a broad, balanced and well planned curriculum, which is enhanced by very good links with the local community and by the very good range of visits and visitors who come into school. The school is a very caring place and very good assessment procedures ensure that work is always very well matched to the individual needs of the pupils. Pupils make good progress and achieve very high academic and personal standards. Whilst costs are much higher than the national average, they are similar to those found in other local schools of a comparable size. The school provides good value for money.

What the school does well

- Pupils attain high, and often very high, standards in English, mathematics, science and many other subjects, including design and technology (DT), information and communication technology (ICT) and music;
- Pupils are very effectively enabled to form very secure relationships, to behave very well, to have very positive attitudes to their work and to develop independence and a sense of responsibility;
- The head teacher, with the support of her staff and the chair of governors, provides the school with strong and very effective leadership;
- The quality of teaching is good, and often very good, and results in effective learning;
- The curriculum is broad, balanced, rich and relevant and is considerably enhanced by the extensive programme of educational visits and extra-curricular activities and by the school's links with the wider community;
- The quality of care is very good and all pupils are effectively enabled to achieve their potential.

What could be improved

- The provision in the Foundation Stage so that younger children are given better and more frequent opportunities for imaginative play and the development of physical and creative skills;
- The accommodation available for administrative, management and teaching activities;
- Opportunities for pupils to develop their research skills by providing better library facilities.

All the areas listed for improvement had been identified by the school and had been included in the school improvement plan.

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 good improvement since the school was last inspected in November 1997 and most of the Key Issues identified in the previous inspection report have now been resolved. Lessons are now more effectively organised and managed and more time is spent working closely with pupils. Teaching and learning are now good and pupils are kept on task and their thinking is consistently challenged as a result. The school has established and implemented a consistent approach to the management of behaviour and, as a result, relationships, behaviour and attitudes to work are all very good.

Staff have a clear understanding of the requirements of the Code of Practice for pupils with special educational needs. These needs are now identified quickly and detailed strategies for improvement are recorded in individual educational plans, which are implemented to very good effect. Pupils with special educational needs are now making very good progress. Some members of the governing body are now beginning to be actively involved in the monitoring of the work of the school, and ensure that available funds are used to good effect, to raise standards. However, the head teacher, the chair of governors and most of the governing body are aware that there is still scope for improvement in this respect.

There have been many other significant improvements in the school's overall provision. Academic standards have improved in English, mathematics and science and many pupils are now attaining very high standards by the end of Year 2 and Year 6. This is a much better situation than that previously reported, when standards in most subjects were judged to be above the national expectation by the end of Year 2 and either in line or above expectations by the end of Year 6. Standards are particularly high in English, mathematics, science, DT, ICT and music.

There has been an improvement in the quality of assessment procedures, with formal and informal procedures both now being judged very good. The curriculum is now very good and is greatly enhanced by a very good range of extra-curricular activities and very good links with the local community. The leadership provided by the head teacher is now very good and the school is effectively managed. Given the clear, shared vision of the head teacher, staff and chair of governors, the potential for further improvement is very good.

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	C	A	A*	A*
Mathematics	D	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
Very low	E*

The results of National Curriculum assessments administered in 2002 indicated that, when compared with all pupils nationally, and with pupils in similar schools, (those with between eight and twenty per cent of pupils eligible for free school meals), standards were very high (in the top five per cent nationally) in English and mathematics, and well above average in science. The standards attained were similar to those gained in 2001 better and much better than those gained in 2000, when standards were broadly average. Inspection evidence indicates that the standards achieved by the current Year 6 group are well above average, and often very high, in English, mathematics and science. Pupils make good progress in ICT, DT and music and the majority of pupils in Year 6 attain standards that are above the national expectation in most other subjects.

Children learn effectively in the Foundation Stage and almost all achieve the national expectation, in most areas of learning, by the time they finish their Reception year, with many exceeding them. Pupils in Years 1 and 2 are learning very well and, in 2002, pupils in Year 2 achieved very high standards in reading and

writing, and well above average standards in mathematics. Standards are above national expectations in ICT, DT and history, for example. The school sets and achieves challenging targets for its attainment in English, mathematics and science. Levels of achievement are good, and often very good, and all pupils are working to their potential, irrespective of their age, gender, prior attainment or social circumstance. Pupils with special educational needs make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils are very enthusiastic about school and are interested in the work set. They try their very best, concentrate hard and make significant contributions in many lessons.
Behaviour, in and out of classrooms	Very good. Most pupils behave very well and respect the views of their teachers and classmates. Any problems are dealt with effectively.
Personal development and relationships	Very good. Pupils form secure relationships with their classmates and with adults in school. They enjoy being given responsibility, use their initiative to very good effect and develop into friendly, confident and responsible citizens.
Attendance	Good. Attendance is above average and pupils arrive at school on time.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall, and often very good. English and mathematics are taught well and very good attention is given to the teaching of the basic skills of literacy and numeracy. In mathematics, pupils also develop a very good understanding of problem solving, as they are set interesting tasks based on realistic situations. The teaching of writing is a particular strength and pupils produce a wide range of different writing in different styles and genres. The teaching of ICT, history, DT, and music is very effective and these subjects are often very well integrated into other lessons to bring added relevance to pupils' learning.

Very good use is made of the school's very good links with the local community to supplement teaching and to bring in subject expertise from outside the school. Much of the science is taught, to good effect, by a member of staff from a nearby secondary school, whilst the teaching of physical education (PE) is greatly enhanced by the work of a part time member of staff who teaches dance and gymnastics. The teaching of games skills is supplemented, to good effect, by the coaching staff of one of the local professional football teams. Pupils are also given good opportunities to learn German and to play various musical instruments. Teachers have high expectations of pupils, who are given good opportunities to think for themselves and to solve problems, either alone, or in small groups. Whilst access to computers is good, library facilities are unsatisfactory and pupils have limited opportunities to conduct independent research using reference books.

Throughout the school the teaching is characterised by very effective relationships based on good humour and mutual respect. This has a very positive impact on the quality of learning since pupils try their very best to please their teachers. Lessons proceed at a brisk pace and staff have good subject knowledge, particularly in English, mathematics, science, DT, music and ICT. A particularly good feature of many of the lessons observed was the quality of the contributions made by teaching assistants. The support they provide greatly enhances pupils' learning. The main result of this good teaching is that pupils come to school willingly concentrate hard in their lessons and make good and often very good progress. Teaching meets the needs of all groups of pupils very effectively because the use of assessment data is very good

and work is very closely matched to the needs of individual pupils. Higher attaining pupils are provided for well and this enables them to achieve high standards. Pupils with special educational needs are very well supported and, as a result, make very good progress towards their learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The curriculum is satisfactory overall in the foundation stage. There are strengths in the provision for mathematical learning, knowledge and understanding of the world and the more formal aspects of communication, language and literacy. However, there are not enough opportunities to develop imaginative play and aspects of physical and creative learning. The curriculum is very good overall in the rest of the school, where it is broad, balanced, rich and relevant.
Provision for pupils with special educational needs	Very good. Pupils make very good progress and almost all of these pupils attain at least average standards by the time they leave the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school's provision for spiritual, moral and social development makes an enormous contribution to the development of the pupils as mature, responsible citizens. The provision for the cultural development of pupils is good and whilst pupils develop a very good understanding of their own culture, their knowledge and understanding of other cultures is only satisfactory.
How well the school cares for its pupils	Very good. The school is a very caring and inclusive community where all pupils are very well looked after. Assessment procedures are very good and teachers have a very clear understanding of the academic and personal progress made by each pupil.

The great majority of parents have very high opinions of the school. The school has a good working partnership with most parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher is a strong and very effective leader with a clear vision for the school's future. With the support of the staff, and the chair of governors, she has taken the school through a very difficult period of change and has raised standards despite the opposition of a small group of parents. This work has had a very positive impact on the high academic and personal standards that pupils achieve.
How well the governors fulfil their responsibilities	Satisfactory overall. The members of the governing body are generally supportive and are gradually developing their various roles in the school.
The school's evaluation of its performance	Good. The head teacher, staff and some governors have a very clear and accurate understanding of the strengths and weaknesses of the school. Identified weaknesses are acted upon swiftly and effectively and have resulted in the significant improvements made in the quality of provision and standards achieved.
The strategic use of resources	The school makes very good use of the resources at its disposal. The principles of best value are applied to good effect and the school provides good value for money. The school makes very good use of the skills of the available staff. The efficient school administrator provides very effective support to the head teacher. The accommodation is satisfactory overall, but improvements are required to the accommodation for Foundation Stage

	pupils and for the administrative, management and teaching staff. Resources are satisfactory overall, but limited library facilities and book resources have a negative impact on the development of pupils' research skills.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a small number of parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • Children are making good progress • Behaviour in the school is good • The teaching is good • They could approach the school with a question or a problem • The school expects children to work hard and do their very best • The school is well led and managed • The school is helping their child to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework set in some classes • The degree to which they are kept informed about how their children are getting on • The way in which the school works in partnership with parents • The range of activities provided outside lessons

The inspection team agrees with all the aspects identified by parents as strengths. Of the areas identified, by a small number of parents, as areas for improvement, the inspectors consider that although there are some inconsistencies, an appropriate amount of homework is set. The school has a good partnership with parents and keeps them well informed about the progress that their children are making. The team considers the range and quality of activities provided outside of lesson time to be very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high, and often very high, standards in English, mathematics, science and many other subjects, including DT, ICT and music.

1. Pupils attain higher than average levels in many subjects of the National Curriculum. Pupils in Years 1 and 2 in the infant class read with great accuracy from a very early age and write very neat, very well structured captions and extended sentences. Higher attaining pupils produce work of a very high standard and confidently share their work with their classmates by neatly writing their answers on the white board. Pupils in Years 3 to 6 confidently build upon their previous work and produce very high quality extended writing in a wide variety of styles and genres. They have excellent reading comprehension skills and are able to analyse and interpret very complex narrative poems, for example. Written work is of a very high standard and some of the stories written for younger pupils are of a stunning standard in terms of both their content and the presentation. Poetry writing is very well developed and it is no surprise that in recent years several pupils have had their work published in children's anthologies.
2. Throughout the school pupils attain very high standards in mathematics. Pupils in the youngest class develop a good grasp of mental arithmetic and can count forward and back quickly and accurately. Pupils in the junior class have a very good knowledge of the four rules of number and have an excellent knowledge of complex number bonds, place value and multiplication tables, applying their knowledge of the 9 times table, for example to calculate the 90 times table. The teaching is based very soundly on the use of very practical examples and pupils are given very good opportunities to solve meaningful problems in real life situations. As a result the pupils can see the purpose of the exercises and are highly motivated.
3. Standards in science are very high and most pupils thoroughly enjoy the fact that most lessons are taught by a specialist teacher from a nearby high school who is also used to teaching much older pupils, including, in some cases, their own brothers and sisters. Pupils in the junior class develop an excellent technical vocabulary and demonstrate a very secure understanding of oral hygiene, diet and the various functions of different human teeth.
4. Pupils are developing skills in ICT that are better than those usually found. They have a well-established understanding of the capabilities of computers and can apply their skills very well to use a wide range of different software and applications in a wide variety of situations. Pupils in the infant class confidently use word processing and graphics programs to produce high quality representations of their work. They are learning to write simple programs to direct floor robots. Older pupils confidently manipulate, sort and interpret data and regularly use the Internet to research various topics. The subject is effectively integrated across the curriculum, and they are given many good opportunities to apply their skills in a range of meaningful situations.
5. Pupils throughout the school attain higher standards than are usually found in a range of other subjects and work of a particularly high standard was observed in DT, for example. Pupils plan work carefully, use tools skilfully and evaluate the quality of the outcomes intelligently before implementing improvements and producing products of an impressive quality. Skills in music are very well developed and the pupils are making very good progress because of the high quality specialist teaching they receive. The quality of singing is of a very high standard and it is no surprise that pupils from the school have been given opportunities to sing in some very important venues. Music making and instrumental work are very well developed and a relatively large number of pupils are learning to play a range of different musical instruments well.

Pupils are very effectively enabled to form very secure relationships, to behave very well, to have very positive attitudes to their work and to develop independence and a sense of

responsibilities:

6. The ethos of the school, which is based on patience, humour, trust and positive relationships, effectively encourages pupils to have a go and try their best. As a result, they understand why they should behave well and why they should interact positively with their classmates and with adults. Given this very supportive environment, pupils quickly develop great confidence and self-esteem, which further encourages them to try to achieve even better academic and personal standards. This was exemplified on numerous occasions throughout the inspection when pupils of all ages answered questions at great length, or felt sufficiently confident to make telling and often witty contributions to lessons.
7. The quality of behaviour observed during the inspection was very good overall, and often exemplary. The school is very inclusive and celebrates the individual's right to hold differing views. Because of the atmosphere of respect and tolerance for others that staff create, pupils learn to understand that not all people see things in the same way. This helps them to appreciate differences between people, as they grow up to live in a rich, varied and often multi-cultural society.
8. From their earliest days in school pupils are expected to take responsibility for their actions and their possessions and to solve problems for themselves. Whilst all pupils are very well supported and helped when they are confused and have difficulties, they are also given plenty of opportunity to puzzle things out for themselves. As a result, they quickly become independent and confident learners who identify easily what needs to be done and are perfectly able to take responsibility and use their initiative if something needs to be done.

The head teacher, with the support of her staff and the chair of governors, provides the school with strong and very effective leadership.

9. The head teacher provides the school with strong and very effective leadership and has managed the school very effectively through a difficult period of transition. She has a very good understanding of the school's strengths and weaknesses and a very clear vision of what she wants to achieve. With the support of her chair of governors and through very careful development planning she has ensured that the limited resources available have been targeted to the areas where they have been needed most. Through her prudent financial management, resource levels have been much improved and the extensive range of extra-curricular activities has considerably enhanced the school's provision for all its pupils. Staffing levels are now excellent. Pupils receive very high levels of support from the teaching staff, the classroom assistants, the special needs support staff and the parents that help out in school, who all work together as one harmonious team. As a result good progress has been made, both in raising academic and personal standards, and in providing a good, and often very good, education to all pupils in the school.
10. The head teacher and most of the governors are well aware that their work in the school is far from complete and now have ambitious plans for improving the school building. This will involve improving the provision for pupils in the Foundation Stage, providing better access for pupils and parents and improving the accommodation available for administrative, management and teaching staff. They are also aware of the need to provide better library accommodation so that the pupils can further improve their literacy and research skills. Improvement since the last inspection has been good and the prospects for further improvement are also good.

The quality of teaching is good, and often very good, and results in effective learning.

11. Throughout the school the quality of teaching is almost always at least good, and often very good. English and mathematics are taught well and very good attention is given to the teaching of the basic skills of literacy and numeracy. All staff have very positive relationships with the pupils and do everything within their power to make learning relevant and fun. Teachers are very

conscientious and very hard-working and take great care to plan work that meets the varied needs of all the pupils in their charge, irrespective of their age, gender, social circumstance or prior attainment. The marking and on-going assessment of pupils' work is generally of a good quality and, in conjunction with the challenging targets set, each pupil knows exactly what it is they need to do to improve and move up to the next level. This all has a very positive impact on the quality of learning since pupils try their very best to please their teachers.

12. The school makes very good use of the financial resources at its disposal and in addition to the special needs support staff, resources are used, to very good effect, to employ two part time support staff. The presence of one of these two extra staff makes a significant impact on the quality of learning in the infant class, where she supports the very youngest children each morning. The second of these support staff has significant subject expertise in ICT and teaches computer skills, to very good effect, to groups of pupils throughout the school. Given the small class sizes, these efficient deployment of these additional staff ensures that every child is very well supported and that all pupils achieve their potential. Higher attaining pupils are provided with suitable challenging and stimulating work for and this enables them to achieve high standards. Pupils with special educational needs are very well supported and, as a result, make very good progress. The main result of this good teaching is that pupils come to school willingly concentrate hard in their lessons and make good and often very good progress.
13. Specialist teaching in science, dance and gymnastics and training sessions led by qualified football coaches are significant factors in the good progress pupils makes and the high standards they attain in these subjects. Pupils are also given good opportunities to learn German and to play various musical instruments.

The curriculum is broad, balanced, rich and relevant and is considerably enhanced by the extensive programme of educational visits and extra-curricular activities and by the school's links with the wider community.

14. The curriculum provided by the school, is of a high quality, is broad and balanced, and contains all the subjects of the national curriculum and all of the areas of learning for children in the Foundation Stage. As a result, pupils are enabled to achieve high standards throughout the whole curriculum and their success is not limited to high standards in English, mathematics and science. The good quality lessons provided in school are also very effectively supplemented by a comprehensive programme of educational visits and by visitors into school. These extra-curricular activities help to give meaning to the pupils' learning and to bring the various topics alive.
15. In addition to those educational visits that are specifically linked to particular subjects and topics, the school organises an excellent programme of extended and residential visits that are designed to promote the spiritual, moral, social and cultural development of the pupils as well as to develop their independence and self-esteem. Pupils thoroughly enjoy these opportunities and many still speak with enormous pleasure and enthusiasm about the recent five-day visit they made to Shugborough, where they experienced a wide range of outdoor and adventurous activities. These visits not only provide the pupils with a wide range of experiences, they give excellent opportunities for pupils to work in different groups and to gain an appreciation of other peoples and cultures. Pupils in Year 6 are already looking forward to the planned excursion to the Isle of Man at the end of the summer term.
16. The school has very good links, via a thriving cluster, with other local schools and good opportunities are provided for staff and pupils to meet and work together on a range of projects. Very good links exist with local secondary school. These very good links not only help older pupils to make the potentially difficult transition from a small village primary to a much larger secondary education, but enable a science teacher from a local secondary to spend half a day in the school each week. This enables him to get to know the pupils and to share his specialist skills in science. Pupils also gain considerably from the opportunities to work with the coaching staff from a nearby professional football club.

The quality of care is very good and all pupils are effectively enabled to achieve their potential.

17. The quality of care provided by the school is very good and parents entrust their children to the staff with complete confidence that everything will be done to keep them healthy and safe. Teaching and non-teaching staff all know the pupils very well and ensure that each child is provided with a specific programme that accurately meets their academic and personal needs. Assessment procedures are very good and great care is taken to ensure that work is carefully matched to the needs of each pupil, irrespective of their age, gender, prior attainment and social circumstance.

WHAT COULD BE IMPROVED

The provision in the Foundation Stage so that the younger children are given better and more frequent opportunities for imaginative play and the development of physical and creative skills.

18. The classroom for the younger pupils does not have sufficient space for the full range of equipment and resources to be easily available for the youngest children in the class. As a result, opportunities for imaginative play are not provided with sufficient regularity and there is not enough room for these young children to have regular access to sand and water play, for example. Whilst younger children do have access to regular PE lessons in the school hall, they do not have regular access to large climbing apparatus and the wheeled toys. This inhibits the development of aspects of their bodily control in such things as balancing, climbing, negotiating their way around obstacles and supporting their weight with their arms.

The accommodation available for administrative, management and teaching activities.

19. The accommodation for administrative and management staff is insufficient and does not support the efficient running of the school. The head teacher is forced to share a cramped office with the school administrator, which means she has nowhere to work without interruption and to conduct confidential discussions with staff, pupils, parents and visiting professionals.
20. The existing staff room is too small to accommodate all of the staff and does not provide them with somewhere comfortable and appropriately equipped either to plan work, to discuss whole school matters or to relax.

Opportunities for pupils to develop research skills by providing better library facilities.

21. The stock of books in class libraries is currently insufficiently wide to effectively support all the fiction or non-fiction needs of the pupils. In addition, there is no school library and, as a result, pupils have insufficient opportunities to develop their independent research skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve still further the quality of the school's provision, the governing body, in conjunction with the trustees of the school and the local education authority (LEA) should:

- (1) Improve the provision in the foundation stage so that the younger children are given better and more frequent opportunities for imaginative play and the development of physical and creative skills.
- (2) Improve the accommodation available for administrative, management and teaching activities.

- (3) Improve opportunities for pupils to develop their research skills by:
- providing a wider and more extensive range of fiction and non-fiction books;
 - developing suitable library facilities.

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	5	5	2	0	0	0
Percentage	0	42	42	16	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 two 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	34
Number of full-time pupils known to be eligible for free school meals	n/a	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	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	13

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	1	3	4

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 (80)	100 (80)	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 (60)	100 (80)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	1	3	4

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	75 (100)	100 (100)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

No information about the performance of boys and girls is given to prevent the identification of individual pupils.

*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	32	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	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	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)	2.4
Number of pupils per qualified teacher	14
Average class size	17

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	52

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
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	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
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	2001/2
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	£
Total income	145,660
Total expenditure	146,050
Expenditure per pupil	3,245
Balance brought forward from previous year	3,240
Balance carried forward to next year	2,850

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	34
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	3	0	0
My child is making good progress in school.	72	25	0	0	3
Behaviour in the school is good.	55	33	9	3	0
My child gets the right amount of work to do at home.	39	36	18	3	3
The teaching is good.	72	19	9	0	0
I am kept well informed about how my child is getting on.	58	24	12	6	0
I would feel comfortable about approaching the school with questions or a problem.	64	24	0	12	0
The school expects my child to work hard and achieve his or her best.	73	24	3	0	0
The school works closely with parents.	30	55	9	3	3
The school is well led and managed.	64	15	9	9	3
The school is helping my child become mature and responsible.	59	28	9	0	3
The school provides an interesting range of activities outside lessons.	55	24	12	6	3