

# INSPECTION REPORT

## **KELSALE CE PRIMARY SCHOOL**

Saxmundham

LEA area: Suffolk

Unique reference number: 124735

Headteacher: Mrs P Roberts

Reporting inspector: Mr P B McAlpine  
21552

Dates of inspection: 3-4 February 2003

Inspection number: 248625

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First school  
School category: Voluntary controlled  
Age range of pupils: 4-9  
Gender of pupils: Mixed

School address: Carlton Road  
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Saxmundham  
Suffolk

Postcode: IP17 2NP

Telephone number: 01728 602297

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Appropriate authority: The governing body

Name of chair of governors: Mr A G Finbow

Date of previous inspection: 2 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is smaller than most other schools. Currently there are 62 full-time pupils aged from four to nine years, organised into three classes. A further two pupils in the four-year-old age group attend the Reception class part-time. The number on roll has fallen by about 15 per cent since the previous inspection, reflecting changes within the immediate locality; even so, the school is popular and admits pupils from outside the local area. All of the pupils are from white United Kingdom families. About a fifth of the full-time pupils are eligible for a free school meal; this is above average and the same as the previous inspection. Almost half of the pupils have special educational needs, including four pupils with statements; these proportions are high and have doubled since the previous inspection. The difficulties faced by the pupils with special education needs include moderate learning; emotional and behavioural; speech and language; autism and physical. The overall proportion of pupils joining or leaving the school at other than the usual times of admission or transfer is similar to the majority of schools. A privately run pre-school group rents a classroom for part of each day; this provision is inspected separately. The overall standard of attainment on entry to the Reception year is below average; individual attainment on entry, however, varies widely. The overall standard of attainment on entry is lower now than at the time of the previous inspection. Because of the small size of the school, the headteacher has a substantive teaching commitment each day and this reduces the time she has available for management tasks during the school day.

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

This is a good school. The substantial majority of pupils attain standards consistent with the national expectations for their age group. The pupils with special educational needs are making very good progress in relation to the difficulties they face. All of the other pupils make or exceed the progress expected nationally. In total, the academic achievement of pupils is good compared to their attainment on entry. The teaching is effective throughout. The school is well led and managed and the headteacher has successfully created a caring, orderly establishment where children's learning needs come first. The cost of educating each pupil is relatively high; however, considering all factors, the educational value for money is good.

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

- The achievement of the pupils is good overall compared to their attainment on entry.
- Pupils with learning difficulties and special educational needs are well supported and many of them catch up with national expectations.
- The behaviour of the pupils is good and their attitudes to school are very good.
- The quality of teaching and the pace of learning are good.
- The leadership of the headteacher is very good.

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

- The provision for pupils in the Reception year to learn through physical activity outdoors.
- The storage of furniture and resources in the hall.
- The provision of a medical room.

*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 previously inspected in March 1998. Improvement since then has been satisfactory overall. Although test results have varied annually because of the small size of year groups, the measured achievement of the pupils has increased from satisfactory to good. The school received an achievement award in 2000. The teaching has improved and is now consistent in quality throughout. Response to the issues for improvement raised by the previous inspection has been positive, with at least satisfactory improvement in all cases. The termly planning is detailed and strongly related to the National Curriculum programmes of study. Weekly and daily lesson planning contains relevant learning objectives and varied work for pupils with different levels of attainment. Delegation is appropriate. The school improvement plan covers three years. Performance management is effective.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
Reading	A	B	C	B
Writing	B	C	B	A
Mathematics	C	C	C	B

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

Achievement is good overall and this is better than the previous inspection. The small numbers of pupils in each year group, together with the presence of relatively large numbers with significant special educational needs in some years and not others, is leading to the wide annual variations shown in the table. These wide variations are also found among pupils currently in Years 1 to 4. The proportion of pupils in Year 2 presently on course to attain the nationally expected level in 2003 is relatively small because of large numbers with significant learning difficulties and so current standards in Year 2 are below average overall in reading, writing, mathematics, and science. All of the pupils now in Year 2 have nevertheless done well compared to their attainment on entry and so their achievement is good, representing good educational value added. The test results in 2002 showed a similar picture of good educational value added, supported by comparisons with similar schools that shows performance in 2002 was better than them in reading and mathematics and much better in writing.

There are no national tests for pupils in Year 4, the oldest at the school. The overall standard of current work in Year 4 is average in English, mathematics, and science; individually, some of these pupils excel while others have low attainment because of significant difficulties in learning. Almost all of the pupils in Year 4 have made good progress since they were tested at the age of seven. Pupils with low attainment on entry and with special educational needs are well supported and, if their learning difficulties are not significant, generally catch up with national expectations by the age of seven, or soon after. The attainment of pupils with significant learning difficulties is generally two or more years behind others of the same age; they achieve well in relation to these difficulties. Pupils with statements of special educational needs receive good care and thrive in the supportive learning environment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all of pupils like school and enjoy lessons. They work hard, sustain concentration, and show considerable enthusiasm.
Behaviour, in and out of classrooms	Good. Expectations of good behaviour are understood and all pupils comply with them. Lessons, communal spaces, meal times, and play times are orderly and free from disruption.
Personal development and relationships	Very good. The pupils get on very well with their teachers and with other children. Older pupils understand the reasons for rules and contribute constructively to their formulation. Pupils show good levels of initiative and care for others.
Attendance	Average. Pupils are rarely late.

No pupil has been excluded during the reporting period. A relatively large number of families take holidays in school time; this has potential to disrupt learning. The arrangements for promoting good attendance are satisfactory.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 2	Years 3 and 4
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 teaching is good overall. The National Literacy and Numeracy Strategies are implemented effectively. English and mathematics, including phonics and basic skills, are well taught. The learning needs of pupils with low attainment are carefully provided for and they flourish on the individual attention that they receive. Work is well matched to learning needs; this is a major strength of the provision in English and mathematics. The pupils with high attainment are suitably challenged. Relationships between teachers and pupils are very good and children work hard because they like their teachers and are managed very effectively by them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Lessons are interesting and relevant to pupils' needs. The planning adequately provides continuity and progression in learning. Statutory requirements are met.
Provision for pupils with special educational needs	Very good. Pupils learning needs are carefully identified and monitored over time. Targets for learning are relevant and achievable. Teachers and assistants know the pupils well and work effectively as a team.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are acquiring a broad knowledge of Christianity and other major world religions. They are taught to value others and show consideration.
How well the school cares for its pupils	Good. Child protection procedures are well established.

Pupils are aware of the need for racial equality. The school's policy for racial equality is effectively implemented. In most respects, this is a very caring school but the unsuitable storage of furniture and equipment in the hall is creating a hazard for pupils. The only private space available for therapy for pupils with special educational needs is the staff toilet; this is unsatisfactory. Parents hold positive views about the school. They think both the headteacher and her staff are welcoming and caring and are satisfied that their children do well. Registration procedures are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The leadership of the headteacher is very good. She inspires her staff to give their best and is actively creating a high quality teaching team. Delegation is appropriate for the size of the school and the headteacher is well supported by her staff.
How well the governors fulfil their responsibilities	Typical of most schools. Governors are actively involved in the life and work of the school. They management their business efficiently and effectively.
The school's evaluation of its performance	Good. The systems used are a mix of formal and informal methods but are appropriate for the size of school. Lessons are observed and the quality of teachers' work checked regularly. Test results and assessment data is analysed to monitor individual and school performance.
The strategic use of resources	Good. The school improvement plan provides a practical guide to the direction of developments, all of which are relevant to needs. The budget is efficiently managed.

The school does not have a deputy headteacher. Although the buildings are relatively modern, storage space



and areas suitable for specialist use are tight and the accommodation in this respect is unsatisfactory. A budget surplus amounting to seven per cent of income has accrued. Although proportionally large, the amount is not excessive given the actual value of the money involved. Governors appropriately obtain estimates from several suppliers before making purchases and generally question the value for money of developments and improvements.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Progress is good.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• The provision for pupils with special educational needs.</li> <li>• The leadership of the headteacher is very good.</li> </ul>	<ul style="list-style-type: none"> <li>• In the questionnaire, one parent in six was dissatisfied with the amount of homework.</li> </ul>

The inspectors agree with parents that what they like most about the school are strong characteristics. The arrangements for homework, together with the amount provided, were checked, and found satisfactory. Although satisfactory, inspectors recommend, because of the concerns of the minority, that the arrangements for homework be re-examined, parents consulted, and improvements made where necessary so that the concerns can be allayed.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The achievement of the pupils is good overall compared to their attainment on entry**

1. Almost all of the pupils who do not have significant special educational needs make or exceed the nationally expected amount of progress between the ages of four and nine. A small majority of pupils enter the Reception year with typical or lower attainment for their age. Records show that over the last three years, few pupils on entry have had very high attainment and the overall standard has been below average. In 1999, for example, the year of entry for the Year 2 pupils tested in 2002, 60 per cent of them had typical or better attainment in communication, language, and literacy; this proportion is below average. By the time these pupils were tested three years later in 2002, at the end of Year 2, the proportion attaining, or exceeding, the nationally expected level in reading and writing had increased to 93 per cent, a proportion that is above average. In 1999, no child entering the school had attainment well above expectations. By the time pupils left Year 2 in 2002, nearly a quarter were exceeding national expectations in reading by two or more years and about one in eight were doing so in writing. The picture formed by these findings represents good educational value added. A similar picture pertains in mathematics.
2. A comparison of current standards in reading between Year 2 and Year 4 based on the attainment of typical and high attaining pupils shows good achievement. The typical pupil in Year 2 is well launched into reading; recognises a large number of familiar words by sight; and is developing the phonic skills necessary to be largely independent by the age of nine. Typical pupils are generally accurate in their reading of familiar words and beginning to tackle the longer words successfully. The typical pupil in Year 4 is mainly able to read independently. He or she has developed clear preferences for types of story and particular authors, read fluently and expressively, showing good understanding of main themes and ideas, and can read silently for study purposes. The more able readers in Year 2 can tackle abridged versions of 'Peter Pan', showing good understanding of the characters, for example, who the 'lost boys' were and where they lived. The higher attaining Year 4 pupils can read relatively difficult texts by popular authors such as Roald Dahl and give detailed verbal portraits of the important characters and their personality traits.
3. The current written and recorded work of pupils in Year 4 shows good, in some cases very good progress since joining their present class, particularly in writing. Pupils with typical attainment have made the nationally expected amount of progress. They are writing in a lively and interesting way, their work is logically organised, with good vocabulary and only occasional lapses in punctuation. The work of the high attaining pupils shows very good progress, with some pupils having already raised their attainment to that of an eleven-year-old. These pupils sustain and develop their ideas effectively; create significant dialogue between characters in stories; use both direct and reported speech; produce complex sentences, separating clauses with a comma; and use consistent main tenses. The work of Year 4 pupils in mathematics shows good improvement consistent with expectations. They are able to add and subtract numbers larger than 1000; find equivalent fractions; record money and measures in decimal form; and know 2, 3, 4, 5 and 10 times multiplication tables. All of these are consistent with, in some cases better than, the national expectations for their age. The Year 4 pupils have a wide knowledge of experimental and investigative science; life forms and living things; materials and their properties; and physical processes.
4. The current work of pupils in Year 2 also shows good, at times very good improvement in writing and mathematics. For example, one of the girls in Year 2 in September 2002 could write a short story with a recognisable beginning, middle, and end but did not use full stops or capital letters and her handwriting was very uneven. By January 2003, she was writing at length; ideas were imaginative and well developed; nearly all sentences were correctly demarcated with a full stop and a capital letter; her handwriting was uniform in size, joined and legible. This is very good progress. In mathematics in Year 2, some progress is exceptional. For example, one boy in September 2002 was handling numbers to 10 competently and beginning to explore numbers using tens and units such as 19. By January 2003, he was employing knowledge of the 5 times multiplication table and could round three-digit numbers to the nearest 10; for instance, he correctly identified that 475 rounded to the nearest 10 is 480.

5. Boys and girls are both doing very well overall. The small number of boys and girls in each year group make direct comparisons with national data difficult and statistically unreliable. The pupils' work and school progress-tracking records show no significant differences in either attainment or progress between pupils of different gender. Statutory targets are not required for schools with pupils of this age. Nevertheless, school and individual targets for Years 2, 3 and 4 are set and these were met in 2002.

**Pupils with learning difficulties and special educational needs are well supported and many of them catch up with national expectations**

6. The provision for pupils with learning difficulties and with special educational needs is very effective. The proportion of pupils with special educational needs is high compared to other schools. In Years 3 and 4, for example, half of the pupils are on the list of special educational needs and two pupils have statements of special educational needs. The proportion is growing because families from outside the local community are choosing to send their children to the school. Extra learning support assistants are employed because of the large number of pupils with special needs and this is enabling all classes and most lessons to receive extra support. The support assistants are very experienced and well trained for their roles. Support is provided mainly in lessons though, sometimes, individual pupils and small groups are withdrawn. All teachers keep a diary of the frequency of withdrawals to ensure that these do not damage pupils' entitlement to the National Curriculum by missing the same subjects each time; this is good practice.
7. Teachers rise well to the challenge of having large numbers of pupils with learning difficulties in lessons. This is done effectively through directed questions aimed at pupils with different levels of attainment, providing work and tasks at different attainment levels, and organising effectively the extra adult support. The work given to pupils is always challenging yet appropriate. The attainment and progress of each pupil with special needs is checked and evaluated frequently. Needs are set out in individual education plans containing precise, small scale, achievable learning targets, which in most cases are revised weekly. This is very thorough. The small size of the school leads in practice the children's learning needs being well shared verbally among staff, all of whom know the pupils very well, and this helps create collective interest in the progress these pupils make.
8. Pupils with special educational needs, because of the effective support, are able to experience broadly the same curriculum as other pupils. The progress of pupils with the type of learning difficulties that are temporary in nature and not significant in the long-term is good, at times very good. Most of these pupils eventually put their difficulties behind them and catch up with the national expectations for their age. Records show that pupils are regularly taken off the list because they no longer need special support. The number of pupils remaining on the list at the time of, or soon after transfer to the middle school is much reduced so that by the age of ten, the proportion remaining on the list in the middle school is broadly average.
9. Pupils with significant learning difficulties and with statements of special educational needs do not always make the same giant strides that others make but are adding to their knowledge and skills progressively and systematically. For example, over a twelve-month period, a pupil with a statement of special educational needs extended the number of words read confidently from five to 38, adding a few new ones each week. This pupil could only recognise a few letters and initial sounds in January 2002 but by January 2003 was able to blend consonants and vowels to make three-letter words such as 'cat' and 'mum' and could write and spell these words. Given the difficulties faced by this particular pupil, such achievement is excellent. In a second example, a pupil who joined the school in January 2002, almost two years behind the expected standard for his age and unable to copy words accurately, was writing short sentences independently by June 2002 and only a few months adrift of others in his age group.

### **The behaviour of the pupils is good and their attitudes are very good**

10. Levels of interest in lessons are high and pupils consistently show very good ability to concentrate on and complete their work. Pupils are attentive when the teacher is speaking and very willing to answer questions. In the Foundation Stage, the pupils are lively and very willing to play and work together. They show good manners, for example, one boy said 'excuse me' to another when he wanted to get past and the other boy obliged promptly. This courtesy extends through all of the year groups, reflecting in the main the high expectation of the headteacher and her staff that pupils will be polite. Older pupils show mature attitudes when talking about the need to care for others. For example, a small group agreed in discussion that telling lies is bad because it hurts others. They talked about 'white lies', following on from this being discussed in an assembly. The headteacher makes good use of assemblies to discuss pertinent issues.
11. Pupils behave well in lessons. They listen to their teacher, eagerly answer questions, follow instructions, work well both independently and collaboratively. Because of this, the teachers waste no time dealing with misbehaviour and pupils can concentrate on their work without distraction. The pupils participate in deciding on the most relevant rules and see them as fair. Rewards for good behaviour are frequent, which is another reason why pupils accept the framework for their behaviour, and teachers always explain the reasons for the reward, which effectively reinforces pupils' understanding of what constitutes good behaviour in practice. Playtimes are relatively orderly and free from aggressive misbehaviour. Pupils and parents report no bullying.

### **The quality of teaching and the pace of learning are good**

12. Almost all of the teaching is good or better in quality. No teaching is unsatisfactory. The teaching is consistent in quality throughout the school. The teaching in the Foundation Stage is effective, with a good balance between shared, teacher directed and independent work. Although there is limited provision outdoors, the physical development of the pupils in the Foundation Stage is supported through effective use of the hall.
13. The teaching is well planned and purposeful. Learning objectives are clear and relevant. Work is well matched to learning needs. It is never so easy that pupils can complete it without effort nor too hard that they struggle. The small size of each class, and the low ratio of pupils to adults, enables much learning to be targeted specifically at individuals and very small groups of pupils. The attention of the pupils is gained from the start of lessons and sustained throughout. This is achieved through use of a very wide range of methods and skilful questioning. Lessons are well managed so that the pupils are kept productively busy, their interest captured, and their good behaviour maintained.
14. The teachers have good questioning and explanation skills. In a very good mathematics lesson in Year 2, the questions started at a relatively easy level and increased in challenge and complexity. There was a mixture of general questions for all the class to answer, and directed questions for particular pupils. The range and mix of questions resulted in all pupils being fully involved and able to experience success. Initial questions were often followed by supplementary questions to extend thinking, combine ideas, and reach new understanding. For example, knowledge of counting in 10s was used to explore tens and units in numbers such as 74 and then applied to calculate additions such as  $32+31$ . A hallmark of this high quality questioning was its a gentle assertiveness. The teacher was neither fazed nor defeated by initial negative responses from individual children to questions that may have been misunderstood or too difficult initially. She rephrased questions, clarified where necessary, and allowed time for thinking. This meant that all children were able to get there in the end and, just as important, that they learnt that mental effort was not optional.
15. The teachers have good subject knowledge and expertise. In a good lesson in Years 1 and 2, the teacher used the simple strategy of a guessing game to make the learning of letters, the sounds they represent, and the blending of sounds when letters are combined both fun and challenging. This particular lesson gradually extended the complexity of the sound and letter blends and dealt with unusual forms. For example, the pupils were taught to recognise the unusual spelling of 'swamp' and 'want' compared to their pronunciation. The good knowledge and expertise extends to the learning assistants. For example, in a good lesson in mathematics in Years 3 and 4, the assistant worked with a group of mainly Year 3 pupils, effectively helping them to develop their knowledge of place value by

using a giant number line set out on the floor of the hall.

16. Good use is made of resources to make ideas understandable and to promote the full engagement of pupils in all activities. In a good English lesson in Years 3 and 4, an overhead projector was skilfully used to share the text with pupils and develop discussion. The discussion usefully challenged pupils to make deductions and infer meaning from the text, particularly suiting the learning needs of the oldest and highest attaining pupils.
17. The rate at which the typical pupil and those with high attainment acquire skills, knowledge, and understanding in lessons is always at least consistent with national expectations, and regularly better, and this is why the standard of learning overall is good. Levels of intellectual and creative effort are high. Average and high attaining pupils work quickly and usually complete the work within the allotted time. Pupils with special educational needs and those with lower than expected attainment for their respective ages are well supported. The pace at which these particular pupils learn varies with the nature and extent of their difficulties but is generally very good. Almost all pupils throughout the school are interested in the lessons and concentrate on their work. The substantial majority of average and high attaining pupils in Years 1 to 4 can work with good independence for their age. The pupils that have special educational needs mostly require help and support to remain on task; they respond well to the high level of support provided. Learning for pupils in the Reception year is good in communication, language, and literacy and in mathematical development.

#### **The leadership of the headteacher is very good**

18. The headteacher has very successfully established a caring, supportive learning environment where individuals matter and children's needs, learning and pastoral, come first. She has created a well-motivated team of teachers, all of whom give their best. She has achieved these strong characteristics by leading by example through the high quality of her own teaching and her excellent relationships with pupils and parents. Parents, in the questionnaire and at the pre-inspection meeting, are very pleased with leadership of the headteacher and the management of the school.
19. The headteacher is well supported by others with management responsibility, which in practice in a school of this size means all of the teachers. Delegation is appropriate and consistent with the school size and the relative inexperience of the teachers at management level. The headteacher is working effectively to increase the management capability of her teachers. Delegation shows good improvement since the previous inspection. Performance management is well established and effective, having improved considerably since the previous inspection.
20. School self-evaluation systems are good. The headteacher or subject leader, supported by a local authority advisor, monitors the teaching each term. The small size of the school, together with the design of the teaching spaces, means that informal methods are effective; the headteacher has a very good understanding of the strengths of her teachers and areas for their improvement. A teaching and learning policy has been written and implemented since the previous inspection. A relatively full range of standardised, national, and local tests and assessments are used to monitor the performance of the pupils and then, from the results, the performance of the school.
21. The governors are supportive and manage their business efficiently and effectively. All relevant statutory requirements are met. The school improvement plan is satisfactory and has improved in quality since the previous inspection. It is practical in construction and task related; all of the action plans are manageable and the tasks to be completed are all relevant to general school needs. Finances are managed efficiently. The headteacher provides a detailed budget plan for governors and staff before setting the budget; this is good practice.

## **WHAT COULD BE IMPROVED**

### **The provision for pupils in the Reception year to learn through physical activity outdoors**

22. The bulk of the provision for pupils in the Reception year indoors is good, often high quality; however, the specific provision for these pupils to learn through physical activity outdoors is limited. The main constraint is a lack of resources and this is outside the control of the Reception teacher. The outdoor area is in the process of being upgraded but was previously too small, insecure, and inappropriately surfaced. This was recognised by the senior management some time ago and orders placed with builders before the inspection for the area to be improved. Because of the limited facilities, teachers compensate where possible through planned use of the hall and the wider school grounds. Over the past three years, increased spending has enabled the purchase of additional equipment. These have improved the basic provision but the constraints on space and on security mean that teachers, although doing their best, have found it impossible to implement in full the recommendations for learning outdoors of the nationally agreed curriculum for the Foundations Stage. Given the planned improvements, this should now be remedied.

### **The storage of furniture and resources in the hall**

23. The school is short of storage space and this is leading to inappropriate storage of books, musical equipment, furniture, and other resources in the hall. This increases the risk to pupils from accidents caused by tripping over and falling onto protruding and sharp objects during physical education and other lessons in the hall. The inadequate storage means that senior management is unfairly faced with competing and conflicting priorities: provide essential resources on the one hand; provide a safe environment on the other. All those with governance of the school should help resolve this dilemma as a matter of urgency.

### **The provision of a medical room**

24. The school does not have a medical room or other suitable area for pupils' medical and physical needs to be treated in private. Currently, a pupil with cystic fibrosis receives physiotherapy in a staff toilet because this is the only enclosed space available. The space is very small, barely big enough for two people, and has no bench. The arrangement is made in difficult circumstances and with the best of intentions, but is wholly unsuitable for the child. All those with governance of the school should seek urgently to remedy this situation.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. To improve the school further, the headteacher and her staff, with the support of all those with governance of the school should:
- raise the quality of the outdoor provision for pupils in the Foundation Stage to a level that is at least consistent with the guidelines contained in the nationally agreed curriculum for this age group by:
    - making daily use of the new outdoor space once it is complete to provide a full range of relevant learning experiences for pupils;
    - share and develop good practice among teachers and assistants in helping pupils to learn through physical activity outdoors, providing relevant training as necessary;  
(Paragraph 22)
  - cease to use the hall as a store for furniture and equipment and ensure, as far as is reasonably possible, that the space within the hall is free from hazards to pupils (paragraph 23);
  - provide a fitting space for pupils to have their medical needs attended to (paragraph 24).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	7
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	1	5	1	0	0	0
Percentage	0	14	72	14	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 fourteen percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR-Y4
Number of pupils on the school's roll (FTE for part-time pupils)	63
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR-Y4
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	28

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	5
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	12	12	11
Percentage of pupils at NC level 2 or above	School	92 (86)	92 (86)	85 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	13	11	12
Percentage of pupils at NC level 2 or above	School	100 (86)	85 (86)	92 (93)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Data becomes confidential when 10 or fewer pupils are involved.

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	62	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	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-Y4**

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	17.1
Average class size	20

#### **Education support staff: YR-Y4**

Total number of education support staff	8
Total aggregate hours worked per week	100

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	187,858
Total expenditure	198,904
Expenditure per pupil (based on 58 pupils)	3,429
Balance brought forward from previous year	24,300
Balance carried forward to next year	13,254

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.5

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	63
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	76	21	3	0	0
Behaviour in the school is good.	67	30	0	0	3
My child gets the right amount of work to do at home.	41	45	11	3	0
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	81	16	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	95	5	0	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	78	22	0	0	0
The school is well led and managed.	73	24	3	0	0
The school is helping my child become mature and responsible.	78	19	0	0	3
The school provides an interesting range of activities outside lessons.	62	35	3	0	0

### Other issues raised by parents

Parents raised no other issues.