

INSPECTION REPORT

ST MARK'S CE PRIMARY SCHOOL

Staplefield

Haywards Heath

LEA area: West Sussex

Unique reference number: 126015

Headteacher: Mrs S Kerr

Reporting inspector: Mrs A Johns
18579

Dates of inspection: 30 June - 1 July 2003

Inspection number: 248736

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Postcode:	RH17 6EN
Telephone number:	01444 400398
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Peel Cross
Date of previous inspection:	16 - 18 March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 90 pupils aged four to eleven on roll and is smaller than most primary schools. It is popular with parents and numbers have increased from 73 since the previous inspection. There are more girls on roll than boys. Pupils come from a wide range of backgrounds. Approximately twenty per cent come from the local area and the remainder from further afield, including Crawley and Haywards Heath. The pupils are taught in four classes: Reception and Year 1, Years 2 and 3, Year 4 and a class for Years 5 and 6. Children join the school at the beginning of the academic year in which they are five; at the time of the inspection all were full-time. Most children have had some pre-school experience. Attainment on entry is broadly in line with expectations for this age group, although it is slightly below among the current cohort of children in Reception. The percentage of pupils from minority ethnic backgrounds is low. No children speak English as an additional language. The percentage of pupils who have special educational needs is below average, as is the percentage of pupils known to be eligible for free school meals. The school strives to be a caring Christian community, reflecting its status as a voluntary controlled school. It has been awarded two National School Improvement awards for raising standards.

HOW GOOD THE SCHOOL IS

St Mark's CE Primary is an effective school with many strengths, where the very good relationships and good teaching contribute considerably to pupils' learning. The headteacher provides very good leadership, with a clear focus on raising standards. Current standards in Year 6 are well above average in science and above average in mathematics, speaking, listening and reading. The school provides good value for money. The potential for further improvement is very good.

What the school does well

- Standards are above average in mathematics, speaking, listening and reading. Standards in science are well above average and science is a strength of the school. The monitoring of academic standards is very thorough and has a positive impact on standards.
- The headteacher provides strong and purposeful leadership and is ably supported by the hardworking staff team, well-informed governors and enthusiastic parents.
- Relationships in the school are very good. There is a high level of pastoral care for pupils.
- The pupils' spiritual, social and moral development is promoted very well.

What could be improved

- The pace of pupils' learning is too slow in some lessons. The review of learning at the end of lessons is not always fully effective. Teachers do not always ensure that pupils are clear about the main purpose of the lesson.
- The accommodation is unsatisfactory, because the lack of a school hall limits the activities which take place, particularly in physical education. The outdoor area used by Reception children is unsuitable for them to use large wheeled toys. The school makes the best use of the available accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in March 1998 there has been good progress. Standards have improved in English, mathematics and science. Inspection evidence indicates that in other subjects the standards have been maintained and are in line with expectations. The school has made good improvement on the previous key issues. The school development plan is an informative document. Pupils are appropriately challenged and have sufficient opportunities to plan their own work. Marking is useful and informs the pupils about how they can improve their work. There has been considerable improvement in the analysis and use of data to identify strengths and areas for improvement.

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	B	B	D
mathematics	B	A	C	D
science	A*	A	A	C

Key	
in the highest 5% in the country	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

It is important to note that the size of each cohort of pupils is small which means there may be considerable variation in results each year. The school believes that the comparison with similar schools (based on the percentage of pupils entitled to free school meals) may not present an accurate figure. Very few parents claim free school meals because no hot meals are provided in this area.

In science the results for eleven-year-olds in the national tests in 2002 were well above average and in English they were above average. In mathematics they were average. In comparison with those in similar schools, standards were below average in English and mathematics and average in science. Over the past five years there has been an improvement in results overall and the trend of improvement is above the national trend. In the national tests for seven-year-olds, standards in reading, writing and mathematics were well above average. There was an improvement in the percentage of pupils achieving higher levels at the ages of seven and eleven. The results in science were particularly good with a high percentage of seven and eleven-year-old pupils achieving above average standards.

Current standards in Year 2 and Year 6 are well above average in science and above average in mathematics and English, except for writing. In writing standards are broadly average, although a significant number of pupils in Year 2 are working at above average levels. In religious education standards are in line with expectations as set out in the Locally Agreed Syllabus. Statutory requirements in religious education are met. Standards in information and communication technology are in line with expectations and work is supported well by an increasing range of interesting work across the curriculum. Standards in other subjects, based on inspection evidence, are in line with expectations at the ages of seven and eleven. In Reception most children are on target to achieve the standards expected by the time they reach Year 1, and they make at least satisfactory progress. In communication, language and literacy children make good progress because of the important emphasis given to these aspects.

The school has set realistic but challenging targets for its pupils. Pupils identified as having special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, are keen to learn and concentrate well.
Behaviour, in and out of classrooms	Behaviour is good in classes and around the school.
Personal development and	Very good. Relationships in the school are very good. Pupils willingly

relationships	accept responsibility.
Attendance	Attendance is above average. The pupils are keen to come to school.

The very good relationships have a positive impact on learning, as there is mutual trust and respect between staff and pupils. Pupils develop self-confidence and a belief in what they can achieve. The very good attendance promotes effective learning.

TEACHING AND LEARNING

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

Most teaching was good. Out of 18 lessons or part-lessons seen the teaching was good in 11 and satisfactory in seven. There was good teaching in each class and no teaching was less than satisfactory. No very good teaching was observed during the inspection. Teaching for the children in Reception was satisfactory overall, with some good teaching. Teachers' planning is clear and informative, and takes account of the different needs of the pupils. Teachers know the pupils well and ensure that they have sufficient challenge. The teaching in English, mathematics and science was good overall. Literacy and numeracy skills are taught well. Teachers are focusing on teaching writing skills and this is beginning to have a positive impact on standards, although there is some inconsistency; for example, in the drafting and planning of pupils' work and in expectations for handwriting. The marking of pupils' work has improved and provides them with clear guidance about how they can improve their work.

The most effective teaching and learning was when there were high expectations of what the pupils could achieve and good use of time in lessons. Lessons had a brisk pace with a useful final session to reinforce the learning. In less effective lessons the pace of pupils' learning was slower and they were not as attentive. In some lessons too long was spent listening to the teacher and pupils' concentration waned; consequently they made less progress in their learning. There was not always sufficient time for the final session to reinforce learning and it was therefore not always fully effective. The learning objective for the lesson was not always clear enough or explained well enough to the pupils, which meant that they were not always absolutely sure about what they were to achieve.

Pupils with special educational needs are taught well. There is good communication between support staff and teachers, which promotes effective learning. The overall quality of pupils' learning is closely related to the teaching and is good, overall. More-able pupils are sufficiently challenged by the work provided for them. The school meets the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The lack of a school hall limits the activities which take place, especially in physical education. The outdoor accommodation for children in Reception does not provide enough space for them to use large wheeled toys. Although statutory requirements are not met in relation to physical education, there is a good range of activities both in and out of school, which enhance the pupils' education, for example, the camping trip for Years 5 and 6. Apart from aspects of physical education, the curriculum is broad and balanced.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive good support, which enables them to learn effectively.
Provision for pupils' personal development,	Very good. Provision for spiritual, moral and social development is very good. Provision for cultural development is good, overall, although there

including spiritual, moral, social and cultural development	is less emphasis on pupils' developing an understanding of the rich cultural diversity of our country today. This is an area which the school is developing.
How well the school cares for its pupils	Very good. The school cares for its pupils very well. They receive a high level of pastoral care.

There is a strong partnership with parents. They support the school very well, which has a positive impact on pupils' learning. The school works very well with parents and the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, clear and purposeful leadership and is well supported by the hardworking staff team. There is regular monitoring of teaching and learning with informative feedback. The roles of the senior teacher and subject co-ordinators are developing well. There is very effective communication, which helps to ensure that everyone is aware of expectations.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They visit the school regularly and are well informed about the school's strengths and areas for improvement.
The school's evaluation of its performance	Very good. The school analyses test results and uses the information very well, for example, in tracking pupils' progress, allocating support or grouping pupils.
The strategic use of resources	Good. The budget is managed and monitored effectively. The principles of best value are applied well.

The accommodation is unsatisfactory overall, because of the lack of a school hall and the limited outdoor area for Reception children. The staff make good use of the space available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased with the standards and the progress their children make. There is a strong caring ethos with good relationships. Pupils behave well. Teaching is good. Parents feel welcome in school and that they have an important role. The leadership and management are good. 	<ul style="list-style-type: none"> Parents are very concerned that the school does not have a hall. Some parents are concerned about homework. Some parents would like more extra-curricular activities for their children.

The inspection team agrees with the positive views of parents. The amount of homework set is similar to that in other schools. The amount of extra-curricular activities is also similar to that in schools of this size. The lack of a school hall limits provision, particularly in relation to physical education.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in mathematics, speaking, listening and reading. Standards in science are well above average and science is a strength of the school. The monitoring of academic standards is very good and has a positive impact on pupils' learning.

1. There has been an upward trend in pupils' performance in English, mathematics and science over the past five years. The small size of the cohort of pupils means there has been some variation in standards. In the national tests for seven-year-olds in 2002 standards were well above average in English and mathematics. In science the school's results were in the highest five per cent in the country. The results for eleven-year-olds were above average in English, average in mathematics and well above average in science.
2. Inspection evidence indicates that current standards in speaking and listening are above average at the ages of seven and eleven. Most pupils listen carefully, focusing their attention well on the teacher; they provide relevant and interesting answers to questions. Throughout the school, teachers and support staff use opportunities well to develop language skills. In many lessons pupils share their thoughts and ideas with a partner. Reception children develop their speaking and listening skills through well-planned opportunities for purposeful play. Pupils enjoy reading which many do fluently. They talk about their favourite authors and justify their reasons. Many pupils read regularly at home and this has a positive impact on their progress. Standards in writing, in the current cohorts of pupils aged seven and eleven, are broadly in line with expectations, although a significant number are working at the higher levels in Year 2. Writing is an area that the school has identified for improvement; strategies such as assessing a piece of each pupil's work every half term, to track progress, are already having an impact. Pupils are becoming more confident at writing for different purposes. Eleven-year-old pupils write well in a formal situation, such as letter writing, but there is less evidence of exciting, imaginative language in stories and poems. There is inconsistency in some areas such as the planning and drafting of writing and in handwriting. This is generally neat, but many pupils in Year 6 still print their writing. Throughout the school work is presented very well.
3. Standards in mathematics are above average at the ages of seven and eleven with a significant number of pupils working at the higher levels. By the age of eleven, pupils are confident in using paper and pencil methods in all the four operations and apply this to the calculation of fractions and percentages. Real-life problems are used whenever possible to support the learning. In Reception, children use real money to buy items from the class shop. In Year 2, pupils accurately add coins and work out the change from five pounds. More-able pupils are challenged well by extension tasks and many work out the answers to questions quickly and accurately in their heads. The teaching of mathematics and numeracy skills is good. Most lessons have a brisk pace and teachers ask challenging questions which are matched to the different abilities of the pupils. This has a positive impact on their learning and consequently most make very good progress in developing their numeracy skills.
4. There are good opportunities to extend and reinforce English, mathematics and science skills through other subjects. The pupils' work in science, history and geography provides very good opportunities for them to use their writing and mathematical skills in different ways. In science pupils record their work in data and charts; their reports are well

structured and very well presented. The use of information and communication technology to support work is developing well.

5. Standards in science are well above average. Many pupils at the ages of seven and eleven are working at the higher levels. Their success in science stems from the many practical learning experiences involving investigation and discovery. Pupils are enthusiastic about science; they are very keen investigators and want to find out more. Reception children show a lively interest in the world around them and want to know how things work. In Year 2, seven-year-olds carry out experiments in response to requests for help. For example, a lunchtime-supervisor wrote to the class asking for help in finding the most waterproof material as there were so many drink spillages! This motivated the pupils very well and resulted in work of very good quality. In Year 4, pupils used their very good knowledge about electrical circuits to make treasure boxes with an alarm which went off if someone was tempted to look inside the box. By the age of eleven, pupils carry out experiments carefully and in detail and have a very clear understanding about what makes a fair test. They use a range of correct scientific language and apply their previous knowledge well to new challenges. Their drawings are very clearly and correctly labelled.
6. Science is taught in blocks of time; this ensures that pupils produce work of depth and quality. They develop their scientific skills very well and apply them across the curriculum, for example, in very good work involving making and comparing different breads.
7. Very thorough checking of teaching, planning and pupils' work by staff ensures that the quality of pupils' learning in science is very good. The monitoring of academic standards is very good, overall, which has a positive impact on pupils' learning. Useful assessment and tracking procedures are in place, which also support the learning very well. Subject profiles, which contain samples of very well presented work in each core subject, provide staff with clear information about standards and progress.

The headteacher provides strong and purposeful leadership and is ably supported by the hardworking staff team, well-informed governors and enthusiastic parents.

8. The headteacher provides very good leadership and works very successfully towards common goals with staff, governors and parents. The aims of the school are reflected in its every day life and make a strong contribution to high standards. The headteacher communicates a very clear vision for school improvement. There is an ethos which strongly supports the development of the individual, achievement and learning. There is very effective organisation, which helps to ensure the smooth and calm day-to-day running of the school. The headteacher is well supported by the senior teacher and all staff and teachers share responsibility for curriculum leadership and other aspects of the school's work. The governors share the vision for the school and are well guided by the clear and effective direction which the headteacher provides. Governors make regular visits to the school, both formally and informally, to support their decision-making process. They have a thorough understanding of the school's strengths and any areas for improvement. They fulfil their role of critical friends well; for example, by asking searching questions.
9. The school development plan is the result of consultation with staff and governors. It is clear and detailed and identifies priorities for improvement over the next year with useful information over the longer-term where necessary; for example, in relation to the premises. It sets out clear details of the monitoring that will take place.

10. School documentation is very well organised and informative. The information provided for the inspection was of very good quality and extremely useful. The school, under the leadership of the headteacher, makes very good use of data to analyse trends in performance and to track pupils' progress. Appropriate action is taken, such as allocating further support, where necessary. This has had a positive impact on improving standards. There is very regular and useful monitoring of teaching and learning, with informative feedback giving priorities for improvement. The information from the monitoring has been analysed and confirms that teaching has improved.
11. Parents support the school very well; school events such as the 'Summer Tea' are well attended. Parents support their children's learning at home; for example, by hearing them read or encouraging them with their homework. This has a positive impact on pupils' learning. The school consults with parents, takes their views and suggestions seriously and responds appropriately.
12. The school finances are managed effectively. Through careful budgeting the school has managed to have an additional small class for Year 4 and has also set aside some finance to support the building of a school hall.

Relationships in the school are very good. There is a high level of pastoral care for the pupils.

13. The school is a calm, friendly and welcoming place where each individual is valued. The staff know the pupils well and make sure that they have time to listen to them. There is an emphasis on care and consideration for others and pupils enjoy sharing in each other's success. Staff provide good role models and there is an atmosphere of mutual respect between staff and pupils. Through the very good relationships in the school and the role models provided by staff, pupils see at first hand how to treat others with respect and courtesy.
14. The school teaches the principles that distinguish right from wrong and all staff work hard to reinforce positive values. Pupils feel confident and develop self-esteem in the secure environment in which they work. There are very good levels of communication, which ensures that everyone works together with a clear and common purpose.
15. The pupils relate very well to each other, working well in pairs or groups during the lessons. They have a clear understanding of what is expected of them and they respond willingly to the school and class rules. They value and care for school and each other's property. Behaviour is good in and around the school.
16. Informative and comprehensive policies are in place, which support the good practice and help ensure that all staff have the same expectations. These policies, for example, the behaviour policy, are consistently implemented in the classroom and at playtime. There are clearly defined procedures for child protection, including appropriate delegation of responsibility. The school keeps very careful records of each pupil's progress, achievement and welfare and makes good practical use of them; for example, when planning work for pupils with special educational needs. The strong links with parents support the high level of care provided by the school. The school liaises with parents, both formally and informally, on a regular basis. Parents value the caring ethos of the school and the positive attitudes, which the school promotes. They appreciate the way in which the school responds to any concerns or problems which their children may have. The staff care very well for their children and are quick to alert them if they have any concerns about their children's personal or academic progress.

The pupils' spiritual, social and moral development is promoted very well.

17. The provision for spiritual, social, moral and cultural development has improved since the previous inspection and is now very good, overall. Staff are aware of the opportunities to promote these aspects of learning and identify them in their planning. The very good provision is reflected in the ethos of the school and supports the very good relationships within the school.
18. The school has a strong Christian ethos. Its aims underpin the provision for spiritual, moral, social and cultural development. During the school day there are quiet, thoughtful times for reflection in assembly and in lessons. In lessons pupils are encouraged to think about the deeper meaning of life and to empathise with others. The school has a prayer box and all members of the school community are welcome to place their prayer requests in this box. Every Friday school prayers are said for those whose names are in the prayer box, without disclosing their identity. Pupils are encouraged to experience wonder in the natural world; for example, in the school garden and on educational visits. Regular services are held in the village church to celebrate special occasions and church festivals.
19. The values of the school provide a strong focus for pupils' moral development. The importance of truth and caring for others is communicated through the school's concern for these areas. Pupils know the school or class rules, which are consistently reinforced. They are encouraged to think about the consequence of their actions on others. Current events are discussed in lessons and used to draw out moral issues.
20. The pupils' social development is promoted very effectively. The youngest children learn to carry out routine classroom tasks and to work in harmony with each other. Pupils share equipment well and take turns. In all classes, pupils are encouraged to help each other and work co-operatively on projects and investigations. The older pupils are mature, sensible and confident in their relations with adults and others. They are aware of their responsibility to set a good example to the younger ones. After school activities and educational visits provide good opportunities for the pupils to develop social skills. At playtime pupils from different age groups mix happily. In geography or history pupils discuss social issues such as the care of the environment. They are given opportunity to contribute to the wider community through fundraising events.
21. The culture and tradition of the local area are promoted well; for example, in activities such as the 'Summer Tea', when there is Maypole Dancing. There is less emphasis on pupils' understanding of the rich range of faiths and cultures in Britain today, although they study world religions and some pupils have recently visited a local mosque. This is an area which is developing; teachers now identify and use opportunities across the curriculum and link them to different cultures, such as the interesting project on different breads.

WHAT COULD BE IMPROVED

The pace of learning in some lessons is too slow. The review of learning at the end of lessons is not always fully effective. Teachers do not always ensure that pupils are clear about the main purpose of the lessons.

22. In eleven lessons out of eighteen the teaching was good; in the remainder it was satisfactory. No very good teaching was observed during the inspection. The quality of pupils' learning is reflected in the teaching and is good, overall. There was good and satisfactory teaching in all age groups.

23. In less effective lessons the pace of the pupils' learning was too slow. The teacher spent too long talking to them and it became more difficult for them to sit still and listen effectively. This meant that their attention wandered and they did not make as much progress. In some lessons they spent too long on one task and were not given reminders about how long they had left to finish. There was not a lively and stimulating buzz, which was found in the most successful lessons.
24. Teachers did not always ensure that pupils understood fully what the learning objective was. In some lessons the objectives were not written on the board to remind the pupils and they were not referred to during the lesson. In a few lessons there was some confusion between the tasks and the objectives, and the objectives were not expressed in terms which the pupils could readily understand. They were not always clearly explained. Consequently, there were missed opportunities for self-assessment as pupils did not assess what they had learnt with regard to the objectives. This hampered their learning in the lesson.
25. In less effective lessons the final session to reinforce learning was not always fully effective. In some lessons time ran out and there was a rush to finish. In other lessons this session consisted mainly of the teacher talking about what had happened in the lesson and there was insufficient pupil interaction. The most successful lessons ended with a session which fully involved the pupils and where learning was reinforced by an interesting activity.
26. The monitoring which has taken place in the school has been effective in improving standards in teaching and learning. Informative feedback has been given to teachers who have acted on it and improved their practice. All the staff are keen to continue improving and to ensure that there is very good provision for the pupils.

The accommodation is unsatisfactory because the lack of a school hall limits the activities which take place, particularly in relation to physical education. The outdoor area used by the Reception children is too small to enable them to use large wheeled toys.

27. The previous inspection highlighted the need for a school hall to enable all aspects of the National Curriculum to take place. This is still the case. The school population has grown in size and a hall is urgently needed. The staff make the best use possible of the available accommodation, which is enhanced by attractive displays and is kept to a good standard. The school building has been improved since the last inspection; for example, in the library area, the administrative accommodation and the staff room.
28. Pupils use the outdoor area for physical education whenever possible but cannot meet all the demands of the curriculum, particularly with regard to gymnastics. Collective worship is an important part of the life of the school. This is held in a classroom, which involves moving furniture each day to accommodate the whole school.
29. The outdoor area for children in Reception is too small for them to use large wheeled toys and develop their physical skills and control in this way. Currently they do not have access to any large wheeled toys. Appropriate use is made of the area for other aspects of their education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to build upon the school's strengths and continue the improvements made, the headteacher, governors and staff should:

- (1) Continue to improve teaching and learning by:-
 - making sure that learning objectives are clear and that pupils understand them;
 - ensuring that the pace of pupils' learning is effective in all lessons;
 - including a productive review of learning at the end of lessons.

(Paragraphs 23, 24 and 25)

- (2) Continue working with the appropriate authorities in maintaining all efforts to provide a school hall and a suitable outdoor area for children in Reception.

(Paragraphs 27, 28 and 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	11	7	0	0	0
Percentage	0	0	61	39	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	90
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11
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	12*
Pupils who left the school other than at the usual time of leaving	7*

* The mobility is related to Traveller pupils who joined the school for a short time.

Attendance

Authorised absence

	%
School data	4.5
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	86 (92)	93 (100)	100 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

Data for boys and girls is omitted, as there were fewer than 10 boys and fewer than 10 girls.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	9	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	14
Percentage of pupils at NC level 4 or above	School	80 (89)	73 (89)	93 (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	15	14	15
Percentage of pupils at NC level 4 or above	School	100 (89)	93 (89)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Data for boys and girls is omitted, as there were fewer than 10 boys and fewer than 10 girls.

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	76	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	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 – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	18:1
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	71

Financial information

Financial year	2002-2003
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	£
Total income	252,661
Total expenditure	232,034
Expenditure per pupil	2578
Balance brought forward from previous year	32,790
Balance carried forward to next year	*53,417

***The school has budgeted for this carry forward in order to maintain the number of classes and to support the funding for a school hall.**

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
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.	64	30	6	0	0
My child is making good progress in school.	42	52	3	0	3
Behaviour in the school is good.	42	58	0	0	0
My child gets the right amount of work to do at home.	21	64	15	0	0
The teaching is good.	73	24	3	0	0
I am kept well informed about how my child is getting on.	45	45	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	45	48	6	0	0
The school is well led and managed.	85	12	3	0	0
The school is helping my child become mature and responsible.	73	21	3	0	3
The school provides an interesting range of activities outside lessons.	42	39	15	3	0