

# **INSPECTION REPORT**

## **WITCHAMPTON VOLUNTARY AIDED FIRST SCHOOL**

Witchampton, Wimborne

LEA area: Dorset

Unique reference number: 113821

Headteacher: Susan Rostron

Reporting inspector: Barrie Mahoney  
18175

Dates of inspection: 7 – 8 February 2000

Inspection number: 191809

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 category:             | Voluntary Aided                   |
| Age range of pupils:         | 4 – 9 years                       |
| Gender of pupils:            | Mixed                             |
| School address:              | Witchampton<br>Wimborne<br>Dorset |
| Postcode:                    | BH21 5AP                          |
| Telephone number:            | 01258 840684                      |
| Fax number:                  | 01258 840684                      |
| Appropriate authority:       | Governing Body                    |
| Name of chair of governors:  | Susanna Morgan                    |
| Date of previous inspection: | November 1996                     |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members   |                      |
|----------------|----------------------|
| Barrie Mahoney | Registered inspector |
| Catherine Fish | Lay inspector        |

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## REPORT CONTENTS

|                                                                                                                 | Page      |
|-----------------------------------------------------------------------------------------------------------------|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                                                                            | <b>6</b>  |
| Information about the school                                                                                    |           |
| How good the school is                                                                                          |           |
| What the school does well                                                                                       |           |
| What could be improved                                                                                          |           |
| How the school has improved since its last inspection                                                           |           |
| Standards                                                                                                       |           |
| Pupils' attitudes and values                                                                                    |           |
| Teaching and learning                                                                                           |           |
| Other aspects of the school                                                                                     |           |
| How well the school is led and managed                                                                          |           |
| Parents' and carers' views of the school                                                                        |           |
| <b>PART B: COMMENTARY</b>                                                                                       |           |
| <b>WHAT THE SCHOOL DOES WELL</b>                                                                                | <b>11</b> |
| Very good leadership and management provided by the headteacher, and well supported by the staff and governors. |           |
| The quality of teaching is good or better throughout the school.                                                |           |
| Pupils' attitudes to school, their personal development and relationships across the school are very good.      |           |
| Very good provision for pupils' spiritual, moral, social and cultural development.                              |           |
| The school cares for its pupils very well.                                                                      |           |
| The school works very well with parents.                                                                        |           |
| Good provision for information technology and swimming.                                                         |           |
| <b>WHAT COULD BE IMPROVED</b>                                                                                   | <b>15</b> |
| The overall provision for physical education.                                                                   |           |
| More involvement of pupils and their parents in the setting of targets for improvement.                         |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>                                                            | <b>15</b> |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>                                                                       | <b>17</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

Witchampton Church of England Voluntary Aided First School is at the heart of a rural community between the towns of Wimborne and Cranborne. There are 43 pupils on roll, aged between four and nine years old, of whom two are part time. The school is much smaller than most primary schools. The pupils come from a wide area, and as a result of parental choice many are from outside the catchment area.

The school is arranged in two mixed ability classes. There are four teachers, three of whom are part-time. There are eight pupils (19 per cent) on the school's register of special educational needs.

The pupils' attainment on entry to the school is broadly average. Children start school having first attended either the local or other playgroups. The socio-economic circumstances of the area are broadly average, and 10 per cent of pupils are known to be eligible for free school meals. There are no pupils from minority ethnic backgrounds or for whom English is an additional language.

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

Witchampton CE First School is a good school with many good and very good features. It is very well led and managed by the headteacher and supported well by staff. The quality of teaching is good overall. The pupils achieve in line with national expectations in English, mathematics and information technology. Taking into account the broadly average standards of attainment of pupils upon entry to the school, the good progress that they make and the overall effectiveness, the school provides good value for money.

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

- Very good leadership and management provided by the headteacher, supported well by the staff.
- The quality of teaching is good and often very good throughout the school.
- Pupils' attitudes to school, their personal development and relationships across the school are very good.
- Very good provision for pupils' spiritual, moral, social and cultural development.
- The school cares for its pupils very well.
- The school works very well with parents.
- Good provision for information technology and swimming.

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

- The overall provision for physical education.
- More involvement of pupils and their parents in the setting of targets for improvement.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1996, the good standards overall identified in the previous inspection have been maintained. The school has benefited from stability in staffing and there have been no significant changes. Since the previous inspection there has been a considerable improvement in the quality of provision for information technology and the statutory requirements are now fully met. Although these improvements have only recently been completed, there are strong indications that this is already having a positive impact upon standards achieved by pupils. The National Literacy and Numeracy Strategies have been implemented successfully and provide appropriate coverage, continuity and progression throughout the school. The health and safety issues identified in the previous inspection have been dealt with. However, the school continues to have difficulty in providing regular and appropriate facilities for physical education. Good and often very good teaching continues to be a strong feature of this school and, together with very good leadership and management provided by the headteacher, it is in a very good position to improve standards further.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| reading         | *             | *    | *    | *               |
| writing         | *             | *    | *    | *               |
| mathematics     | *             | *    | *    | *               |

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

\*These figures relate to a small number of pupils and have been omitted as statistically unreliable.

Inspection findings indicate that children under five achieve what is expected for their age in all areas of learning, including language and literacy, mathematics, knowledge and understanding of the world, physical development, creative development, and personal and social development. At the end of Key Stage 1 and at the age of nine years, standards are in line with expectations in English and mathematics. Pupils are achieving at least in line with national expectations for their age in information technology throughout the school, and there are strong indications that standards are improving rapidly in this subject. There was insufficient evidence to make a judgement about standards in science.

## PUPILS' ATTITUDES AND VALUES

| Aspect                              | Comment                                                                                                 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------|
| Attitudes to the school             | Very good. Pupils enjoy coming to school. Most are eager to learn and engage in tasks enthusiastically. |
| Behaviour, in and out of classrooms | Good. Most pupils meet the high expectations set by the staff.                                          |

|                                        |                                                                                                                              |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Personal development and relationships | Very good. Pupils are encouraged to become independent from an early age. Relationships throughout the school are very good. |
| Attendance                             | Good                                                                                                                         |

The pupils are enthusiastic about coming to school and are eager to learn. Their good behaviour in the classroom and around the school reflects their confidence and certainty that they are liked and valued by all school staff. The consistently high standards of behaviour from the oldest pupils were particularly good. Older pupils encourage younger ones to conform to the school's expectations of pupils' work and behaviour.

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years | aged 7-9 years |
|----------------------|--------------------|----------------|----------------|
| Lessons seen overall | 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 is good and often very good, and is a strength of the school. All lessons observed were at least good with 38 per cent of all lessons observed that were very good. The quality of teaching has been maintained since the previous inspection.

The quality of teaching in English, including reading and writing, and mathematics, including numeracy, is good. Good and very good teaching in many lessons is characterised by high expectations of pupils' performance, well-planned activities that are closely matched to the needs of all pupils and a brisk pace. In the best lessons, teachers have particularly good knowledge of the subjects they are teaching, and resources are very well prepared and used.

The good and very good teaching supports pupils' learning effectively throughout the school, and they make good progress overall. Teachers provide a good level of challenge for pupils' learning. The pupils show interest in their work and most are able to sustain their concentration well.

## OTHER ASPECTS OF THE SCHOOL

| Aspect                                                                                      | Comment                                                                                                               |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum                                                     | Good. The curriculum is broad and balanced and meets statutory requirements.                                          |
| Provision for pupils with special educational needs                                         | Good. The pupils are well supported and they make appropriate progress.                                               |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. Good provision is made for spiritual development and for pupils to appreciate cultural traditions. |
| How well the school cares for its pupils                                                    | Very good. The staff have very good knowledge of all pupils.                                                          |

Provision for information technology and swimming is particularly good. However, aspects of physical education are hindered by the lack of suitable accommodation. The staff provide good role models. There are very clear codes of behaviour and strong Christian values ensure that pupils develop a very good understanding of their moral and social responsibilities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect                                                           | Comment                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides very good leadership and management and is well supported by staff.                                                                                                                                                                                                                                 |
| How well the governors fulfil their responsibilities             | Satisfactory. There are a number of recently appointed governors, and opportunities for further training have yet to be taken up. There are effective procedures to review, and evaluate the effects of financial decisions and governors use the best value principles in their management of resources.                          |
| The school's evaluation of its performance                       | Good. The school reviews its own performance effectively and targets areas for improvement well.                                                                                                                                                                                                                                   |
| The strategic use of resources                                   | Good overall. Very good use is made of all staff, of time, of material resources and of the building. Good alternative provision is found to compensate for limited hall space. The playground is in unsatisfactory condition, its use is limited and there are justified concerns about pupils' safety when it is used for games. |

The headteacher provides a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon promoting high standards and effective teaching and learning. There have been continuous improvements in the quality of the learning environment and the curriculum provided. A team approach is well developed, and all the staff work hard to improve the quality of education provided by the school. The governing body is making a satisfactory contribution to the life of the school. There are a number of recently appointed governors and opportunities for further training have yet to be taken up. The governors fulfil their statutory responsibilities well.

Regular opportunities for dance and movement are not available at the school throughout the year because of accommodation restrictions. The use of the outside playground is restricted, because of safety concerns arising out of the slippage and break up of the playground surface, making it unsafe for team games and many physical activities.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most                                                                                                                                                                                                                                                                                                                | What parents would like to see improved                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Parents feel that their children make good progress.</li> <li>Behaviour in the school is good.</li> <li>Parents feel comfortable about approaching the school with problems or concerns.</li> <li>High expectations set by the school.</li> <li>The school works closely with parents.</li> </ul> | <ul style="list-style-type: none"> <li>The range of activities provided outside lessons.</li> </ul> |

Inspectors endorse parents' positive views. However, inspectors feel that, although desirable, it would be unreasonable to expect the school to offer additional activities outside school when taking into account the circumstances of the school. All staff, with the exception of the headteacher are part-time, there are transport difficulties associated with this rural community, particularly when taking into account the number of pupils from outside the immediate catchment area. There are also very small year groups, making participation in competitive sporting events difficult.

A small number of parents also raised concerns about the quality of provision for physical education, despite the best efforts of the school. Inspectors share parental concerns regarding opportunities for

aspects of the physical education curriculum.

## **PART B: COMMENTARY**

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

**Very good leadership and management provided by the headteacher, and well supported by the staff and governors.**

1. The headteacher provides a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon promoting high standards and effective teaching and learning. There have been continuous improvements in the quality of the learning environment and the curriculum provided.
2. There is no deputy headteacher, and this places an additional burden upon the headteacher. However, a team approach is well developed, and all the staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted, and the pupils with special educational needs are well supported. The school ethos is very good, and there is a firm commitment to raising standards.
3. The governing body is making a satisfactory contribution to the life of the school. There are a number of recently appointed governors and opportunities for further training have yet to be taken up. A range of their responsibilities is delegated to committees that satisfactorily support the work of the school. The governors fulfil their statutory responsibilities well.

**The quality of teaching is good or better throughout the school.**

4. The quality of teaching is good and often very good. The high quality of teaching is a strength of the school. The pupils benefit from the well-planned arrangements for job-sharing in both classes. The two class teachers in each class work well together and they support each other well.
5. For children under five, the quality of teaching is good overall. Adults working with these children, work well together and have a good knowledge of their needs. Activities are planned to meet the needs of all children, and there is an appropriate emphasis on structured play and practical activities, although opportunities for movement and dance are limited.
6. Good and very good teaching in Key Stages 1 and 2 is characterised by high expectations of pupils' performance, well-planned activities that are well matched to the needs of all pupils and a brisk pace. In the best lessons, teachers have good knowledge of the subject, and resources are very well prepared and used. The good and very good teaching supports pupils' learning effectively throughout the school, and they make good progress overall. The pupils show interest in their work and most are able to sustain their concentration well.
7. Teachers throughout the school have good knowledge and understanding of the subjects that they teach and they plan activities well to meet the needs of pupils with different levels of attainment. The teachers work hard to provide for the needs of their pupils, and improve their understanding by the effective use of questions which

challenge and extend the pupils. Expectations are high in most subjects, and the pupils are offered tasks that are appropriate. The organisation of lessons is sufficiently flexible to allow, for example, a higher attaining Key Stage 1 pupil to work in Key Stage 2 during the literacy hour.

8. The management of the pupils in lessons is good throughout the school and pupils respond positively to the tasks they are given. The teachers make their expectations of behaviour clear, and the standard of discipline is high. Good behaviour is noted and praised, and effective strategies are in place to raise pupils' self-esteem. Classroom assistants and helpers are appropriately briefed, and interact positively with the pupils.
9. The teaching of literacy is good across both key stages. The teachers have successfully implemented the National Literacy Strategy throughout the school. An appropriate emphasis is placed on teaching language skills; for example, in one good lesson in Key Stage 1, the class teacher placed an appropriate emphasis upon the use of appropriate expression when reading dialogue. The pupils were asked to take part in the reading and could easily identify speech marks and other punctuation, and give reasons for their use. There are good opportunities identified for extended writing activities.
10. The teaching of numeracy is good across both key stages, and the school is using the National Numeracy Strategy effectively. In one very good lesson in Key Stage 2, the class teacher's effective use of well-prepared resources ensured a brisk pace to the lesson. Challenging questions and high expectations ensured effective learning, and pupils made very good progress in creating their own biggest and smallest numbers from the three digits provided. The subsequent work on shape was successful because pupils were given good opportunities to investigate the properties of the shape for themselves, and part of the task was open-ended.
11. Throughout the school, the teachers assess pupils well during lessons through discussion and observation. The teachers use their assessments to plan tasks that are well matched to the needs of the pupils, including higher attainers and those with special educational needs.
12. Homework is used satisfactorily to extend and enrich the pupils' learning throughout the school. The pupils regularly take books home to read, and parents and teachers complete reading diaries well.

**Pupils' attitudes to school, their personal development and relationships across the school are very good.**

13. The pupils are enthusiastic about coming to school and are eager to learn. Their good behaviour in the classroom and around the school reflects their confidence and certainty that they are liked and valued by all school staff. The pupils ask good questions and listen carefully to each other's answers, and frequently contribute their own good ideas.
14. The pupils' behaviour is good. They have a clear sense of right and wrong, and know what is expected of them. The consistently high standards of behaviour from the oldest pupils were particularly good. There were several good examples of the expected standards of behaviour in school.

15. The pupils listen to each other well and show respect. They are open in their conversations, and welcoming to visitors. Older pupils encourage younger ones to conform to the school's expectations of pupils' work and behaviour. There are good opportunities for the pupils to contribute in small ways to the smooth running of the school. The pupils with special educational needs also have positive attitudes towards learning.

**Very good provision for pupils' spiritual, moral, social and cultural development.**

16. The provision for the pupils' spiritual, moral, social and cultural development is very good overall. Assemblies are orderly occasions and pupils enter the school hall quietly against a background of suitable music. Opportunities are given for a moment of quiet reflection. Before lunchtime and at the end of the school day, the pupils lead their class in spontaneous prayer. Displays around the school celebrate the pupils' spiritual development; for example, an attractive display of special books and special things, including religious artefacts captured a spiritual aspect of life.
17. The pupils have a very good understanding of the principles that distinguish right from wrong. All pupils are valued as individuals, and all adults in the school serve as good role models to the pupils. The pupils also support a range of local and national charities, such as NCH Action for Children and the Ladybird Appeal.
18. Pupils are given responsibilities such as acting as register monitors and giving out and collecting books as part of the routine in lessons. The pupils learn how to collaborate with each other through participating in partner and group work, which is a good feature of many lessons.
19. The pupils learn about their own cultural traditions well, and the diversity and richness of other cultures. In literacy lessons and during storytime at the end of the school day, the pupils listen to stories from different parts of the world. There are good links with the neighbouring churches and good opportunities are provided to help pupils understand other faiths and religious traditions; for example, through links with a local Roman Catholic school and a visit from a member of the Bournemouth Islamic Centre.

**The school cares for its pupils very well.**

20. The school effectively safeguards and cares for its pupils, and has maintained the high standards reported in the previous inspection. Sound child protection procedures are in place, and understood by all staff. Procedures for the care of medicines, recording accidents and caring for children who are unwell are all in place and work effectively. The school site is maintained well and kept free from litter, and equipment is checked appropriately. The staff handbook is very good, and provides teachers and support staff with very clear guidance about procedures relating to welfare, health and safety. The pupils are carefully registered every day, and the procedures for monitoring attendance are good.
21. The school staff and governors are concerned about the safety of the school playground and have made the local authority aware of the difficulties. The playground is showing signs of wear and slippage. This results in an uneven surface, which is potentially dangerous when playing team and fast moving ball games. This is having a negative impact upon the opportunities for physical education, particularly as the school hall is too small for many physical activities.

22. Procedures for managing the pupils' behaviour are very good. The school has clear rules of conduct, and ensures that the pupils know and understand them by discussing them in lessons. The pupils' personal development is well monitored. Teachers and support staff know their pupils very well, and maintain a constant overview of their development. The pupils are given good opportunities to take responsibility within the classroom and around the school.
23. The systems for assessing attainment and progress are good, and they contribute towards the satisfactory standards achieved. The school has a clear policy on assessment, which is being implemented satisfactorily by all staff. One very good feature of this work are pupils' "month books" in which samples of work from across a range of subjects are collected and levelled according to National Curriculum criteria. This is effective in monitoring pupils' progress and continuity of learning across the school. Assessment is linked to National Curriculum attainment targets, and there is effective use made of assessment data to assist planning. The school has a good ethos for improvement and is developing good strategies to ensure that all pupils, including the most gifted and those with special educational needs fulfil their potential. There is sufficient flexibility within the organisation of the school and individual lessons to allow pupils to work with different year groups and key stages, if that is thought appropriate to their learning needs.

**The school works very well with parents.**

24. Overall, the partnership with parents is good. The parents attending the pre-inspection meeting and those responding to the parents' questionnaire were very supportive of the school. Most parents recognise that the school works closely with them. They are full of praise for the staff and happy with the quality of teaching provided, and the progress made by their children.
25. Parents hear their children read at home and encourage them to complete their homework. There are home school contact books that are used well and keep parents well informed. There is an active parent-teacher association that raises considerable sums of money for the school, which have enabled the school to purchase additional resources. A good number of parents and volunteers from the community also provide voluntary help in the school, and this supports the pupils' learning effectively; for example, in information technology and reading.
26. The quality of written reports for parents is very good. They clearly indicate what pupils can do and what they need to do to improve. Targets for overall improvement are determined by staff and are clearly indicated on the reports.
27. Parents of pupils with special educational needs are kept fully informed about progress through their attendance at review meetings, and their contribution to the setting of individual education plan targets.

**Good provision for information technology and swimming.**

28. The school has made very good improvement in its provision for information technology, which was unsatisfactory in the previous inspection. The school staff and governors have worked hard to improve the overall provision for all aspects of the subject and all areas of the programmes of study are now well covered. The school is

making good use of newly purchased equipment, as well as used computers donated to the school by an outside organisation. The pupils held a sponsored event to purchase computer furniture. There is a good range of appropriate software available, and this is used well. Information technology lessons are well supported by volunteer help from the local community.

29. Very good attention has also been given to the siting of machines to create a computer suite in the school hall as well as the purchase of appropriate furniture and seating. The result is an attractive area with sufficient computers for whole class, individual and group work, and is easily accessible to both classes.
30. Other areas of control technology are also well provided for. The school makes good use of its links with the local cluster partnership of schools to borrow programmable toys, in order to make sufficient equipment available to a whole year group of pupils. These arrangements are having a positive impact upon pupils' learning.
31. The pupils travel by bus to a partner secondary school for swimming lessons and this is having a significant impact upon pupils' learning. Nearly all pupils are able to swim 25 metres by the time they leave the school at the end of Year 4. This standard is above national expectations for pupils of this age.

## **WHAT COULD BE IMPROVED**

### **The overall provision for physical education.**

32. The school works hard to meet the requirements for the physical education curriculum. Over the year, it is successful in giving pupils experiences of all of the required programmes of study. One way in which it successfully does this, is to transport all pupils to the partner secondary school for weekly gymnastics, and fortnightly swimming lessons. However, regular opportunities for dance and movement are not available at the school throughout the year because of accommodation restrictions. Opportunities for the youngest pupils in school are also limited.
33. The use of the outside playground is restricted, because of safety concerns arising out of the slippage and break up of the playground surface, making it unsafe for team games and many physical activities.

### **More involvement of pupils and their parents in the setting of targets for improvement.**

34. Clear targets for improvement are indicated to parents in pupils' end of year reports. However, these are determined by staff and do not, as yet, involve pupils or their parents. At present, there is a lack of involvement of pupils and their parents in setting targets for improvement.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

35. In order to improve the standard of education further for the pupils, the headteacher, staff and governors should focus upon the following:
  - (1) Enhance the provision for the physical development of pupils, and especially for the youngest pupils, by:  
  
providing more regular opportunities for all aspects of physical education,

including movement and dance;

continuing to work with the local education authority to resolve the health and safety issues associated with the surface of the school playground.

- (2) Enhance pupils' understanding of their achievements and what they need to do to improve by:

greater involvement of pupils and their parents in setting targets for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Number of lessons observed                                           | 13 |
| Number of discussions with staff, governors, other adults and pupils | 13 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 38        | 62   | 0            | 0              | 0    | 0         |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

| Pupils on the school's roll                                      | Nursery | YR – Y4 |
|------------------------------------------------------------------|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) |         | 43      |
| Number of full-time pupils eligible for free school meals        |         | 4       |

FTE means full-time equivalent.

| Special educational needs                                           | Nursery | YR – Y4 |
|---------------------------------------------------------------------|---------|---------|
| Number of pupils with statements of special educational needs       |         | 1       |
| Number of pupils on the school's special educational needs register |         | 8       |

| 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 | 2            |
| Pupils who left the school other than at the usual time of leaving           | 1            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.0 |
| 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 | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | [ ]  | [ ]  | [ ]   | [ ]   |

| 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   | [ ] ([ ]) | [ ] ([ ]) | [ ] ([ ])   |
|                                             | National | 82 (77)   | 83 (71)   | 87 (84)     |

| 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   | [ ] ([ ]) | [ ] ([ ])   | [ ] ([ ]) |
|                                             | National | 82 (81)   | 86 (79)     | 87 (85)   |

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

\*These figures relate to a small number of pupils and have been omitted as statistically unreliable.

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 43           |
| Any other minority ethnic group | 0            |

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions of pupils of compulsory school age, 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) | 2.5  |
| Number of pupils per qualified teacher   | 17.2 |
| Average class size                       | 21.5 |

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

|                                         |    |
|-----------------------------------------|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked per week   | 25 |

*FTE means full-time equivalent.*

### ***Financial information***

|                |         |
|----------------|---------|
| Financial year | 1998/99 |
|----------------|---------|

|                                            | £      |
|--------------------------------------------|--------|
| Total income                               | 102380 |
| Total expenditure                          | 101479 |
| Expenditure per pupil                      | 2360   |
| Balance brought forward from previous year | 2174   |
| Balance carried forward to next year       | 3075   |

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out

40

Number of questionnaires returned

20

### **Percentage of responses in each category**

|                                                                                    | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school.                                                             | 60             | 40            | 0                | 0                 | 0          |
| My child is making good progress in school.                                        | 60             | 40            | 0                | 0                 | 0          |
| Behaviour in the school is good.                                                   | 70             | 25            | 0                | 0                 | 5          |
| My child gets the right amount of work to do at home.                              | 40             | 50            | 0                | 0                 | 10         |
| The teaching is good.                                                              | 65             | 35            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 35             | 55            | 10               | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 50             | 45            | 5                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 70             | 30            | 0                | 0                 | 0          |
| The school works closely with parents.                                             | 45             | 55            | 0                | 0                 | 0          |
| The school is well led and managed.                                                | 50             | 50            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 60             | 35            | 0                | 0                 | 5          |
| The school provides an interesting range of activities outside lessons.            | 20             | 25            | 20               | 15                | 20         |

Some parents have indicated concerns about the range of activities available to pupils outside lessons. Inspectors feel that, although desirable, it would be unreasonable to expect the school to offer additional activities outside school when taking into account the circumstances of the school. All staff, with the exception of the headteacher are part-time, there are transport difficulties associated with this rural community, particularly when taking into account the number of pupils from outside the immediate catchment area. There are also very small year groups, making participation in competitive sporting events difficult.