

INSPECTION REPORT

SOUTH KILWORTH PRIMARY SCHOOL

South Kilworth, Lutterworth

LEA area: Leicestershire

Unique reference number: 120160

Headteacher: Mrs P Martin

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 2nd – 3rd June 2003

Inspection number: 248105

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Walcote Road South Kilworth Lutterworth
Postcode:	LE17 6EG
Telephone number:	01858 575307
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Squires
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in South Kilworth, close to the town of Lutterworth. It caters for forty six pupils between the ages of five and eleven. Pupils are drawn from a wide area. All pupils are of white ethnicity, and there are no pupils for whom English is an additional language. The school has three pupils on roll who are Travellers. Currently five pupils are known to be eligible for free school meals. This is 11% of the school population and is well below average. Eight pupils have special educational needs, including one with a statement. This represents 18% of the school population and is about average. Levels of pupil mobility are relatively high given the small size of the school with eight pupils having joined the school other than at the usual point of entry and three having left other than at the usual point of transfer. The school received a DfES Achievement Award in 2002, and is currently working towards an Investors in People Award. The children's attainment when they start school is broadly average, although it varies considerably from year to year.

HOW GOOD THE SCHOOL IS

This is a very effective school that gives good value for money. Pupils achieve well in relation to their age and ability, and make very good progress in most subjects. Teaching is very good overall. Pupils' behaviour is excellent, and they have very positive attitudes to work and to school. The leadership of the headteacher, co-ordinators and the Governing Body is very good overall.

What the school does well

- Pupils of all ages and abilities make good progress from their very different starting points.
- Teaching and learning are very good throughout the school, and are enhanced by the pupils' very positive attitudes, and their excellent behaviour.
- The school's provision for pupils' personal, spiritual, moral, social and cultural development is very good.
- The school provides a very good curriculum for all pupils.
- The leadership of the headteacher, co-ordinators and Governing Body is very good overall.

What could be improved

- Pupils' skills of scientific investigation in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. The school has made very good progress since the last inspection in addressing the issues identified in the previous report, and in maintaining and further developing its strengths. The school is in the process of working towards an Investors in People Award, and this has sharpened the monitoring procedures still further. Very good progress has been made in developing whole-school assessment systems, especially in science, and although there is some more work to be done, a very good start has been made. The grounds have continued to be developed, and they provide an exceptionally attractive and valuable learning resource for pupils of all ages. Teaching and learning continue to be strengths, as does the provision for the pupils' spiritual, moral, social and cultural development. Because of the strong commitment of the staff, headteacher and

Governing Body, the school has the capacity to maintain its many strengths, to identify and address minor weaknesses, and to continue to move forward.

STANDARDS

The children's attainment when they start school in the Reception class is very variable. The school is very effective in the way in which it meets the needs of all Foundation Stage children, and they all make very good progress from their different starting points.

As they move through Key Stage 1 and Key Stage 2, pupils make very good progress in English and mathematics. In science, pupils make very good progress in Key Stage 1, and good progress overall in Key Stage 2. Pupils' progress as they move through the school is enhanced by very good teaching, and the pupils' own very positive attitudes to learning. The provision for pupils with special educational needs is very good, enabling them to make similar progress to their classmates in class, and very good progress towards the targets in their individual education plans.

Because of the sometimes very small number of pupils entered for the end of key stage national tests, it is unreliable and unhelpful to draw comparisons between the school's results and the national results, or to compare the school's performance with that of similar schools. The test results for both Key Stage 1 and Key Stage 2 vary quite significantly from year to year depending on the natural ability of the pupils within the group, and the size of the group. The school has good systems to track the progress of individual pupils and to ensure that individual targets are appropriately challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school and to work. They concentrate very well, and are keen to take a full and active part in all activities.
Behaviour, in and out of classrooms	Excellent. Pupils are very kind and caring. The different age groups mix easily, and the older pupils look after and support the younger pupils. Any kind of misbehaviour is extremely rare.
Personal development and relationships	Excellent. Pupils of all ages have excellent skills of independent learning. Pupils have very high levels of self-confidence and self-discipline. Relationships are excellent throughout the school.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good throughout the school. Teachers cope exceptionally well with the wide spread of age and ability in the classes, and are very effective in the way in which they meet the needs of individual pupils. Pupils benefit considerably from

the support of experienced and very competent support staff, and from the input of the four regular part-time teachers.

The teaching of English and mathematics is a strength throughout the school, and enables pupils to make very good progress from their individual starting points. There are some very good opportunities for pupils of all ages to use and apply their literacy and numeracy skills in their work across the curriculum. The teaching of science is particularly effective in Key Stage 1, where there is very good emphasis on the pupils learning through first-hand, practical experience. In Key Stage 2, the teaching of science is good overall, but there are not enough opportunities for the pupils to set up and plan their own investigations and experiments.

A strength of teaching for all age groups is the use teachers make of resources to enliven and enhance pupils' learning. As a result, pupils are often highly motivated in lessons. Teachers are also very effective in the way in which they use targeted questions to involve the different age groups, and to ensure that all pupils are appropriately challenged in discussion sessions. Relationships between pupils and staff are a strength of the school and contribute to the very happy and positive working atmosphere that prevails in both classes.

The quality of pupils' learning is very good overall. Pupils of all ages work very conscientiously and productively and produce good amounts of work. They show very high levels of interest in all activities. Pupils are often very highly motivated and show very good levels of co-operation when they work on shared tasks. Pupils have very good skills of independent learning, and are very confident about making choices and decisions about their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad and well balanced curriculum for all age groups, and makes very good use of visits and visiting speakers to extend the pupils' learning. The practice of teaching subjects through topics is very successful and ensures that pupils have a meaningful context for their learning.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are very well integrated into the life and work of the school, and receive very good levels of support. They make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' spiritual, moral, social and cultural development is a strength, and promotes very positive Christian values and attitudes. The very positive ethos permeates the life and work of the school.
How well the school cares for its pupils	The school cares very well for pupils, all of whom are known individually to staff. Procedures for child protection are very good, and the school has very good systems for ensuring the pupils' health and safety. The school has good systems for assessing and tracking the pupils' progress as they move through school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher very successfully combines her leadership and management duties with her high teaching commitment. Co-ordinating responsibilities are effectively shared, and individual teachers fulfil their roles very well.
How well the governors fulfil their responsibilities	Very well. The Governing Body is very proactive and very knowledgeable about the work of the school.
The school's evaluation of its performance	The school has a very effective programme for monitoring and evaluating its work. The principles of best value are applied well.
The strategic use of resources	Funding is used very well to support educational development. The cost-effectiveness of major spending decisions is measured in terms of improvements to the quality of education and the standards pupils attain.

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 very happy with the small size and nature of the school and believe that individuals are very well catered for. • Parents agree that the school is very effective in promoting positive values and attitudes. • The physical environment of the school is perceived by parents to be a great strength. • Parents praise the school for the way in which it promotes sporting activities. • Parents agree that the school provides a good range of additional learning experiences for the pupils. • All pupils are involved in school plays and parents agree that this promotes very good levels of confidence amongst all age groups. • Parents like the way in which the school consults the pupils about major decisions. • There is a strong sense of tradition in the school and very good links with the local community which the parents like. • Parents are pleased with the variety of homework tasks that the school sets. • Parents are very pleased with the level of communication between home and school. • Parents are pleased with the quality of pupils' end of year progress reports. • Parents agree that the pupils' behaviour is very good and that there is no bullying. • Parents of pupils with special educational needs are very pleased with the support their children receive. 	<p>There are no suggestions for improvement.</p>

There are exceptionally high levels of parental satisfaction and parents have no major concerns about any aspect of the school's work. The inspection findings fully endorse the parents' very positive views of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils of all ages and abilities make good progress from their very different starting points.

1. The attainment of the children on entry to the school varies quite significantly from year to year. Although most children have had some pre-school education before they start school, this is not the case for all children. Part of the inequality in the pre-school experience arises from the admission policy, which is determined by the LEA, and which states that children who live in the village, or who have an older brother or sister in the school, can join the Reception class on a part-time basis two terms prior to their fifth birthday. Other children join the school on a full-time basis in the term prior to their fifth birthday. This means that at most times throughout the school year, the Reception group comprises part-time and full-time children.
2. The Reception children benefit from taking part in a wide and well balanced range of activities that fully meets their needs and helps them to successfully achieve the Early Learning Goals. The current group of Reception children is on course to attain beyond the Early Learning Goals across all areas of learning, which are communication, language and literacy, mathematical, physical, creative and personal, social and emotional development, and knowledge and understanding of the world.
3. The Reception children make very good progress. They follow an appropriate curriculum for their age group, but because they are taught alongside the older Year 1 and Year 2 pupils, there are occasions throughout the day when they join in whole class activities, and benefit from the good lead and example set by the older pupils. One of the factors that contributes to the very good progress made by the Reception children is the very good use of support staff who, together with the classteacher, operate a seamless rota of supervision so that the Reception children are always very well supported when they are working on 'free-choice' activities. Very good intervention from adults when the children are engaged in structured play activities ensures that the children develop associated language and the necessary skills and knowledge. Adults keep very good ongoing records of the progress made by the Reception children, and note any problems the children encounter as well as their successes.
4. Basic language and number skills are very well promoted in the Reception class, and as a result, the children make very good progress. The children enjoy listening to stories, taking part in discussions, and carrying out writing activities. Many of the activities link to the ongoing topic, giving a very good context for the children's learning. For example, children have recently written about the plants they saw on their visit to the local 'Garden Centre'. Counting activities take place on a daily basis, and the children confidently add and take away numbers from ten and sometimes twenty, and learn how to write and order numbers correctly. During the inspection, the Reception children confidently sorted, ordered and stuck numbered flowers onto a 'beanstalk'. Because of the attractive way in which this activity was presented to the children, they saw it more as a game than a mathematics activity, and built in their own level of challenge as they tried to be the first to complete the task. Adults are very effective in capitalising on incidental language and number opportunities as they arise during the course of the day, and make the activities as appealing to the children as they can.
5. The school has some very good resources which support the Reception children in their learning, and the outside environment is especially well used for promoting the

children's knowledge and understanding of the world in which they live. When the weather is good, many of the daily practical activities take place outside, and this outside extension of the main classroom area provides a very valuable resource. During the inspection, the Reception children worked very well on their outside garden projects, collecting and planting flowers for their gardens, and looking carefully at the different features of plants and flowers. Very good adult direction led to the children making significant gains in their learning, as they practised using newly learned vocabulary, and rehearsed, through dialogue with an adult, the conditions for healthy growth.

6. Pupils of all abilities in both Key Stage 1 and Key Stage 2 make very good progress in reading, and have very good levels of confidence. Reading is promoted as a pleasurable activity, and pupils are encouraged to read a wide range of books, and to supplement their school work with reading at home. Parents are very supportive and regularly help their children to practise their reading skills, and this additional input has a positive impact on the pupils' progress and attainment. Pupils in both key stages make very good use of their reading skills to access information in books, and know their way around glossary, index and contents pages. In Key Stage 2, pupils regularly write book reviews, and give a 'star rating' to the books they have read. Their reviews are well structured, and give a clear overview of the main points of the story. The school buys a national newspaper each day for the upper Key Stage 2 pupils to read. This helps to enhance the pupils' reading skills, as they scan for news items that are of interest to them, and improves their knowledge of national and international issues.
7. Throughout the school, pupils structure their writing well, and make very good progress in developing their writing skills. There are many very good opportunities for pupils of all ages and abilities to use their writing skills in their work in other curriculum areas, and this ensures that the pupils have regular practice of using their writing skills in a real and meaningful way. Basic skills are taught very well, and pupils who struggle with their writing, benefit from being given 'writing frames' which help them to organise their ideas logically. There is a good combination of structured activities, which help the pupils to practise newly learned skills, and creative activities where pupils can let their imaginations run freely. Pupils of all ages make very good use of a wide and varied vocabulary to express their ideas, and are not frightened of taking risks, and trying out new styles. The school encourages pupils to set their own targets for improving their writing, and this gives them a very good grasp of their own strengths and weaknesses.
8. Pupils make very good progress in developing their speaking and listening skills, and benefit from the many very good opportunities that are provided for them to speak to one another and their teachers. Pupils of all ages and abilities have very good levels of confidence, and are keen and willing to express their ideas. They are as confident when speaking to large audiences such as in assemblies or concerts, as when they are speaking to one another in small groups. Pupils listen very attentively and with genuine interest to the contributions of others, and as a result, are very effective in the way in which they process and retain verbal information.
9. Pupils make very good progress in mathematics, and their number skills are very well developed. The National Numeracy Strategy is fully implemented across the school, but has been skilfully adapted so that teachers can meet the needs of the wide spread of age and ability in their classes. Mental mathematics skills are very well taught, and pupils are confident and competent when making mental calculations. From an early age pupils are encouraged to explain how they arrived at their answers, and older Key Stage 2 pupils are especially proficient at using alternative methods to check whether their answers are correct. In the upper part of Key Stage 2, good emphasis is placed

on the pupils working to a given time scale and this helps them when they are working under test conditions. Pupils throughout the school benefit from taking part in a very good range of practical experiences which helps to consolidate their learning, and enables them to practise newly learned skills. For example, during the inspection, one group of younger Key Stage 1 pupils sorted the names of their classmates into sets, according to whether they contained an odd or even number of letters. This 'fun' activity very effectively reinforced the notion of odd and even, and the pupils saw it as a challenge rather than a mathematics task. There are many very good opportunities for the pupils to work together on joint practical tasks, enabling pupils to see how others tackle problems and reach solutions. These opportunities are also very effective in promoting the pupils' social skills as they learn how to negotiate, pool ideas, and reach a consensus.

10. Key Stage 1 pupils make very good progress in their science work. There is an excellent emphasis placed on the pupils learning through first hand experience, and as a result, pupils of all abilities have very good observational skills, and are very confident about making predictions and simple hypotheses. Most pupils have good memories, and higher attainers draw well on their previous learning to help them to deal with new situations. The teacher is very skilled in the way in which she encourages the pupils to pursue their own lines of enquiry, and this flexibility enables the more creative pupils to approach problems from a more unusual angle. The teacher makes very good annotations on the pupils' work, indicating the skills they have practised or acquired, and the next stage in their learning. This very careful ongoing assessment helps to ensure that pupils of all abilities make the optimum progress, and is reflected in the very detailed and thorough planning. Activities are often linked to ongoing topics, and the current topic of 'Growing Things' has been a source of great interest to the pupils. To bring their learning to life, pupils have visited a local 'Garden Centre', and have created their own role play 'Garden Centre' in the classroom. The pupils' own natural enthusiasm, coupled with very good teaching, contributes to the very good progress they make.

Teaching and learning are very good throughout the school, and are enhanced by the pupils' very positive attitudes, and their excellent behaviour.

11. The quality of teaching and learning is very good throughout the school. Teachers are very skilled in the way in which they meet the sometimes very diverse needs of the pupils in their classes, and they cope exceptionally well with the very wide range of age and ability. Very good use is made of support staff, who work very effectively with individuals, and small groups of pupils. Pupils regularly work in different groups, sometimes selected because of age, sometimes because of ability. This very effective and flexible classroom organisation promotes very good learning, and enables the most efficient use of staff, as some groups work closely under the supervision of an adult, whilst others work independently.
12. Questioning is often used very effectively in lessons to check the pupils' understanding and to probe their thinking. Teachers are very skilled in the way in which they target questions to individual pupils, adapting their expectations of the pupils to reflect their age or ability. For example, in a very good literacy lesson seen during the inspection, the teacher had prepared different questions for the different age groups, and this meant that all pupils were fully challenged and their needs were very well met. Often teachers use questioning sessions very well to assess the pupils' understanding, and in mathematics, phrase questions in different ways so that pupils become used to tackling problems from different angles.

13. Teachers throughout the school make very good use of a wide range of resources to bring the pupils' learning to life, and to demonstrate new or important teaching points. Many very good examples of this were seen during the inspection, including a Key Stage 2 science lesson, where the teacher demonstrated visually the anomaly of dry sand pouring from one container to another, despite the fact that it was not a liquid. The school's learning resources are very well organised, easily accessible, and in good condition, and this makes them appealing to the pupils and ensures that they are well used. Teachers and pupils make very good use of photographs to record activities, and to 'capture the moment' when pupils are taking part in educational visits. These pictorial records effectively help the pupils to recall their learning, and are especially helpful for lower attaining and very young pupils who have difficulty in reading previously unseen text.
14. The way in which teachers promote independent learning skills is very effective, and means that pupils of all ages and abilities have good personal study skills. Pupils are used to making decisions about their work, and know how to access information from books and from the Internet. They are very confident about setting their work out, using different styles of recording, and tackling open-ended tasks. Pupils work very well, even when not under the direct supervision of an adult, and produce good amounts of work in the given time.
15. Relationships between pupils and staff are excellent and are a strength of the school. They contribute to the very happy and positive working atmosphere that prevails in both classes. Teachers give pupils the confidence to fully participate in all activities, secure in the knowledge that their answers and contributions will be valued. Pupils are very happy to share their anxieties and their successes with their teachers and classmates, and show very high levels of sensitivity in their dealings with others.
16. Pupils of all ages and abilities, including higher attaining pupils, and those with special educational needs, are very effective learners. They have very positive attitudes to work and to school, and are very enthusiastic and highly motivated. Pupils have very good levels of perseverance, and a real thirst for learning. Pupils show very high levels of co-operation, and they work exceptionally well together on joint tasks. Behaviour in class is excellent and means that teachers can be adventurous in the types of activities they present.

The school's provision for pupils' personal, spiritual, moral, social and cultural development is very good.

17. The school makes very good provision for pupils' personal, spiritual, moral, social and cultural development. Whole school gatherings, such as assemblies, provide an excellent start to the day as pupils meet to share and celebrate the successes and achievements of others, and to share in an act of collective worship. Good opportunities are provided for the pupils to talk about special moments and events, such as their birthdays, and pupils of all ages are very confident as they talk to the rest of the school.
18. The pupils are very well mannered and polite, and show very good levels of respect for the views and ideas of others. They learn from an early age how their actions can impact upon the happiness and well-being of others, and even the newest Reception children understand that they must be kind to one another. Teachers take the time to explain issues to the pupils, and to help them to come to the 'right' decision. Pupils are

given very good opportunities to make choices, and older pupils take good account of a variety of influencing factors when reaching their decisions.

19. The school grounds do much to promote a peaceful and calm environment where pupils can sit quietly and reflect on their own lives or on their surroundings. The Peace Garden, named by the pupils following the September 11th attack on the World Trade Center, provides a particularly special haven, and is very well used for discussions, group work, and relaxation and reflection. The pupils are encouraged to develop a caring attitude towards living things, and the school rabbit, and the pair of doves that occupy the dovecote in the Peace Garden, are very well cared for by pupils. The feeding of the rabbit is carried out on a rota basis, and the way in which older pupils are paired with younger pupils for this task provides another opportunity for the promotion of the pupils' personal and social development.
20. Pupils' awareness of their own local traditions and customs is very well fostered through a wide range of activities which often involve members of the local community. Pupils enjoy taking part in the annual May Day celebrations, and learn the traditional maypole dancing steps. At Easter time, pupils have an 'egg-rolling' competition, which is very well supported by local people. To foster the pupils' awareness of a wider range of cultures, the school has developed links with a local city school which has a wide ethnic mix. In addition, the school has a good range of resources, such as books, which promote other cultures in a very positive way. Several pupils from Traveller families regularly attend the school, and pupils enjoy finding out about their very different lifestyles.

The school provides a very good curriculum for all pupils.

21. The school provides a very good curriculum for pupils of all ages. Most subjects are taught through a termly or half-termly theme or topic, and this gives a very good context for the pupils' learning. Activities are very effectively linked together, and there are some very good opportunities for the pupils to use and apply skills of numeracy, literacy and information and communication technology.
22. The curriculum for the Reception children fully meets their needs, and very skilled teaching ensures that there is a very good balance between structured and free-choice play activities, and more formal tasks. Teachers are very flexible in the way in which they interpret the National Literacy Strategy and the National Numeracy Strategy to ensure that they cater for the wide range of ability and age within each of the classes. Statutory requirements are fully met.
23. A significant strength is the way in which the curriculum is enhanced by outside visitors and visits to places of educational interest. The pupils have very good recall of these activities which they thoroughly enjoy, and which give a good start to new topics. Recently the whole school was involved in an activity led by a visiting artist who showed the pupils how to use chalk pastels to reproduce images of their pets from photographs. The outcomes are of an outstanding quality, and pupils of all ages talk with high levels of enthusiasm about the skills they learned. Key Stage 2 pupils have recently visited a National Trust property which was formerly a workhouse for the poor. This visit provided a very good opportunity for the pupils to wear typical clothes of the period, and to experience aspects of the life of a Victorian child. The school makes very good use of the local environment, including the church, and its grounds, and particularly good use is made of the school's garden and wildlife areas to support pupils' learning about environmental issues.

24. Parents are very pleased with the range of extra-curricular activities that the school provides, and in particular the opportunity for pupils to take part in cross country running, a sport that the school has been involved in for about fifteen years. Despite the lack of a hall, the school is very effective in the way in which it promotes sport as a pleasurable and healthy activity, and pupils speak positively of their experiences. The school greatly values the support of parents in transporting pupils to sporting events outside school hours, and pupils who are not participants in events, often attend so that they can support their classmates.

The leadership of the headteacher, co-ordinators and Governing Body is very good overall.

25. The ethos of the school is excellent, and pupils and staff are very happy in their work. The school operates an excellent policy of inclusion, ensuring that all pupils are treated as individuals, enabling them to make very good progress from their sometimes very different starting points. Pupils of all abilities, including those with special educational needs, and higher attaining pupils, are very well catered for, and individual achievements are celebrated, and disappointments shared, reinforcing the family nature of the school. The school has some pupils on roll who are from 'Showman' families, and these pupils are regular and willing attendees when the families are in the area during the winter season. The school, with the very good support of the LEA, makes excellent provision for these pupils when they are travelling, and has established excellent relationships with the parents. Pupils with special educational needs receive very good levels of individual support, enabling them to make very good progress and to take a full and active part in all school activities.
26. The headteacher has a very high teaching commitment which she very effectively combines with her leadership and management roles. Although there is no deputy headteacher, the other main classteacher is very supportive and capable, and takes over the running of the school in the absence of the headteacher. These two permanent members of staff take responsibility for most of the co-ordination of the curriculum, and are very well supported by the part-time staff who also take on curriculum co-ordinating responsibilities when their particular subjects are main priorities in the School Development Plan.
27. The headteacher is keen to ensure that as many decisions as possible about the school's life and work are made corporately, and there is a great deal of consultation at all levels about major changes in the school. Parents agree that the school is very effective in the way in which it provides information, and seeks their opinions. Many decisions involve the pupils. For example, pupils were fully involved in the designing, planning and building of the Peace Garden, and as a result feel a great sense of ownership and pride in this calm and relaxing haven set in the school grounds. Governors are always involved in the decision making process, and in this they fulfil their role of 'critical friend' to the school very well, by ensuring that all avenues are explored before final decisions are made.
28. The monitoring role of the Governing Body and the headteacher is very well established and is very effective in highlighting strengths and weaknesses in the school's provision, and in ensuring that the school is applying the key principles of best value in its work. For example, the school has recognised, through the very good analysis of end of key stage test results, that some aspects of science need further development. This is now a key priority in the current School Development Plan. The school is awaiting

assessment for the Investors in People Award, and the process of achieving this award has been instrumental in helping the staff and the Governing Body to develop effective and efficient evaluating and monitoring procedures.

WHAT COULD BE IMPROVED

Pupils' skills of scientific investigation in Key Stage 2.

29. As they move through Key Stage 2, pupils make very good progress in terms of extending their scientific knowledge and understanding, but although their skills of investigation are satisfactory, they could be even better. By the end of the key stage, pupils have a good scientific vocabulary which they use well when talking about their work, and their skills of observation are well developed. However, there are not enough opportunities for them to set up and carry out their own independent investigations, or to follow up their own lines of enquiry.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has already identified science throughout the school as an area for development, and should continue with its plans to raise standards in this subject.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
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		9	1	1			
Percentage		82	9	9			

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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	46
Number of full-time pupils known to be eligible for free school meals	N/A	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	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	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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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	7	5	12

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	12
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. The figures given are school totals only where the number of boys and/or girls in the cohort is fewer than 10.

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

This table has been omitted as there were fewer than ten pupils in the cohort.

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	44		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	17
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	92

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	125117
Total expenditure	121066
Expenditure per pupil	2765
Balance brought forward from previous year	20089
Balance carried forward to next year	24140

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	48
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	70	30	0	0	0
My child gets the right amount of work to do at home.	60	33	7	0	0
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	67	33	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	81	19	0	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	81	19	0	0	0
The school provides an interesting range of activities outside lessons.	70	26	0	0	4