

# INSPECTION REPORT

**Cherry Grove Primary School**

Boughton, Chester

LEA area: Cheshire LEA

Unique reference number: 111209

Headteacher: Mr C Marron

Reporting inspector: Kari Manning  
20267

Dates of inspection: 24<sup>th</sup> January 2000 – 26<sup>th</sup> January 2000

Inspection number: 182516

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, with nursery

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Chapel lane  
Boughton

Postcode: Chester  
CH3 5EN

Telephone number: 01244 324 837

Fax number: 01244 350 556

Appropriate authority: Governing body

Name of chair of governors: Susan Walsh

Date of previous inspection: 15<sup>th</sup> – 18<sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Cherry Grove is larger than most primary schools and has 252 pupils in classes from reception to Year 6. In addition, there are 52 children who attend the nursery part-time. After the reception year pupils are taught in mixed-age classes. There has been little change to the school population and surrounding area in recent years. Almost all pupils are of white ethnic origin and everyone speaks English as their first language. Although most pupils live close to the school, a few travel from further afield. The number of pupils entitled to free school meals is broadly in line with the national average. When they start in the reception classes, the attainments of four-year-olds are above average. Consequently, the number of pupils who have special educational needs is lower than in most other schools.

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

This is a very effective school. Very good leadership and management ensures that it is improving all the time. As a result of good teaching, pupils achieve high standards in English, mathematics, science and in art. Pupils are mature and behave very well. The school achieves all of this at an average cost and gives good value for money.

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

- Very good leadership and management set a clear direction for the school to continue to improve the quality of teaching and to raise standards.
- Most of the teaching of literacy and numeracy is very good and as a result standards are high in English and mathematics.
- The school's behaviour policy<sup>1</sup> works extremely well and is a significant factor in pupils' very good behaviour and mature attitudes to learning.
- Pupils with special educational needs are supported particularly well and make very good progress.
- The quality of art and display is outstanding and makes the school an attractive place in which to learn.

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

- While it has made significant improvements to the quality of teaching in raising standards in information technology, the school now has an important step to make in order to raise standards even further.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection, in April 1996, found Cherry Grove to be a school with many good features. Since then the headteacher, staff and governors have done as much as they could to tackle the key issues identified for development in the last report. They have been particularly successful at reviewing the quality of teaching and analysing the results of tests in English and mathematics. This has led to continued high standards in both subjects. Having worked out effective means of doing this in English and mathematics, teachers are in a good position to do the same in other subjects. The provision for information technology is also much improved, with better resources, more confident teaching and higher standards than previously. Provision and standards are likely to continue to improve

<sup>1</sup> Teachers, pupils and parents refer to this as the 'assertive discipline policy'.

because teachers have a good scheme of work to help them plan work and assess pupils' attainment. The school has not just maintained a positive ethos, it has raised teachers' and pupils' expectations of high standards. Two years ago, the school introduced a behaviour policy, which has proved to be very popular with pupils and parents. It has also been particularly effective in improving behaviour and helping pupils gain more mature and responsible attitudes to the school and their work. In general, pupils' attainment in English and mathematics is higher than at the time of the previous inspection, showing that the school has continued to aim for high standards.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
mathematics	A*	A	A	A
science	A*	A	A	A

**Key**

*well above average*    A

*above average*        B

*average*                 C

*below average*        D

*well below average*   E

The table shows that standards are consistently high when compared to all schools and schools with similar intakes. Where there is an A\*, pupils' test results were in the top five per cent of all schools. Evidence from this inspection confirms that standards in English, mathematics and science are high and that seven and eleven-year-olds achieve well beyond what is normally expected for their age. Standards in information technology are typical for both seven and eleven-year-olds. Pupils' knowledge of religious education exceeds expectations for their age. The school sets realistic targets in English and mathematics for eleven-year-olds. By the time they leave school, all pupils have achieved as well as they can.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to work and school. They listen attentively, concentrate well and try hard to do their best.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and at other times. Pupils are polite and courteous towards one another and adults.
Personal development and relationships	Excellent. Pupils are mature and willing to take on responsibility. The relationships they have with teachers are very good and they work and play with other children in a friendly way.
Attendance	Attendance is good. Pupils enjoy coming to school and arrive on time.

Pupils' response to the school's behaviour policy is a particular strength of the school. They understand the need for school rules and link them with their behaviour towards others. Pupils of all ages are proud of the stickers they get for effort or behaviour. Gaining a bronze, silver or gold certificate is a cause for celebration involving classmates, teachers and parents.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	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.*

In more than half of the lessons seen during the inspection teaching was good and in another third it was very good. The remainder was satisfactory. Most of the teaching of English and mathematics in Key Stages 1 and 2 is very good. The teaching of language and literacy and mathematical development is good in the foundation stage. Staff develop children's language and number skills in a wide range of activities and through encouraging children to talk about what they are doing. In Key Stage 1, the basic skills of literacy and numeracy are taught effectively and well. Teachers make good use of the National Literacy and Numeracy Strategies to plan work and assess what pupils know and can do. In Key Stage 2, teachers have very high expectations that pupils will behave well and try hard. They also make good use of homework to support pupils' learning in lessons. As a result, pupils achieve high enough standards by the time they leave the school. In both key stages, pupils with special educational needs are taught very well and make very good progress, often reaching levels that are expected for their age. Teachers make good use of support staff and other adults to work with pupils.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant. It is enriched by special art days and by the many and varied opportunities that pupils have to take part in interesting activities during and after school.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. Carefully planned work enables many of these pupils to reach standards in English and mathematics that are expected for their age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is one of the strengths of the school. The school's behaviour policy is used extremely well to promote pupils' moral and social development. It pervades all of the work of the school and is part of its ethos. Pupils' spiritual and cultural development is promoted strongly through lessons and assemblies.
How well the school cares for its pupils	Pupils are looked after well. The school's behaviour policy is extremely effective in promoting pupils' personal development.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. The first is the way that teachers organise art days, when pupils can spend the whole day working on a project or piece of work. A second strength to the curriculum is the effort put into the many sports activities and clubs that take place during and after school. In addition to being very popular, they help promote pupils' spiritual and cultural development very well. These activities and many educational visitors and outings give pupils a wide experience and help them learn. A particular strength of the curriculum is the very good provision that is made for pupils with special educational needs. Finally, the school's behaviour policy is the starting point for much of the social, moral, and personal development of pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed very well. The headteacher and deputy headteacher are dynamic leaders. Everything the senior management team and curriculum co-ordinators do is based on helping pupils achieve the best they can.
How well the governors fulfil their responsibilities	Governors fulfil all of their statutory responsibilities very ably. Through their commitment, they help give direction to the work of school. They make sure that the school is always striving for improvement.
The school's evaluation of its performance	A firm understanding of the school's strengths and weaknesses helps the team of headteacher, staff and governors to continue to improve the quality of teaching and raise standards. Staff have worked hard to improve procedures for monitoring the curriculum and the quality of teaching. They now do this very successfully in English and mathematics.
The strategic use of resources	All of the school's resources are used to help pupils reach high standards. Good use is made of support staff and volunteers to work with small groups and they make a significant contribution to the quality of teaching.

One of the main reasons for the school's success is the very good leadership provided by the senior management team and curriculum co-ordinators. They are particularly good at determining the strengths and weaknesses of teaching and learning. As a result, they know what needs to be done to improve and prioritise initiatives for raising standards. This is evident in the way that literacy, numeracy and information technology have been given priority for development in recent years. Pupils' performance in tests is compared with local, similar and all other schools. The school does this well. Decisions about teaching and the curriculum are constantly reviewed to see if they are effective in maintaining high standards. Governors and the senior management team keep a close eye on spending to ensure that they get the best possible value for money and that pupils have good quality resources to help them learn. Parents' views about the school are sought regularly. They play an active part in shaping decisions about issues such as the policy for behaviour.

## 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>• They feel that their children achieve good standards in their work.</li><li>• Parents are happy with the progress their children make.</li><li>• The school listens to their suggestions and concerns and takes appropriate action.</li><li>• The range of after-school clubs and sports provided by the school.</li><li>• The school helps their children become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• Some parents are not happy with the amount of homework their children get.</li><li>• The information they get about how their children are getting on.</li></ul>

Only a small number of parents attended the meeting before the inspection or returned questionnaires. Inspection findings confirm that parents are right to believe that the school enables their children to achieve high standards of work. They are also right to praise the school for the effort put into providing after-school clubs and sports. These are very popular with pupils and help them gain the maturity and responsible attitudes that parents value. Parents have plenty of opportunities to discuss their children's work with teachers at open evenings, which are held once a month, and at the beginning and end of the school day when teachers are readily available. All pupils are given regular homework, which increases in quantity as they get older.

## **PART B: COMMENTARY**

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

**Very good leadership and management sets a clear direction for the school to continue to improve the quality of teaching and raise standards.**

1. The headteacher provides strong leadership, which sets clear educational direction for the school and contributes to the quality of education provided and the high standards achieved by pupils. During his two-term secondment the school was managed very well by the deputy headteacher, who continued initiatives that had already been started and ensured that the school ran smoothly. Together, they form a very good senior management team whose dynamic approach and enthusiasm has contributed to the high percentage of good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs.
2. Since the previous inspection, the headteacher and deputy headteacher have led the way in monitoring the quality of teaching in English and mathematics. Together with subject co-ordinators, they have devised clear and rigorous procedures for monitoring planning, observing teachers at work and analysing the results of standardised tests. As a result of looking closely at medium and long-term planning, teachers have begun to group pupils in Key Stage 2 into classes of similar ability in both subjects. This is working well and results in standards remaining well above average by the time pupils leave the school. Similarly, teachers are more aware of the strengths and weaknesses in their teaching. As a direct result of co-ordinators observing teaching and looking at pupils' books, teachers have been able to improve the way they mark work and have agreed standards for setting out work. The school is in a good position to continue to improve the quality of teaching and raise standards because these procedures can be extended to other subjects.
3. Staff with leadership and managerial roles continue to contribute to the effective management of the school. Subject co-ordinators support their colleagues in the classroom and each is aware of how their subject needs to develop. An example of this is in the subject of information technology. This was a key issue at the time of the last inspection. Now, as a result of hard work by all staff and good leadership by the co-ordinator, pupils' attainment is in line with expectations for their age. Despite this, the co-ordinator feels that more work needs to be done because standards are not yet high enough in a school where pupils generally do better than average. Teachers are in a good position to make this possible by using the same monitoring procedures that have worked effectively in English and mathematics.
4. Members of the governing body show high levels of commitment to supporting the work of the school. They meet in a variety of committees to examine aspects of their designated roles in greater detail and are not afraid to challenge decisions about spending and curriculum. They ensure that the school competes for best value for money. They compare critically the school's results in tests with other schools and look particularly to see whether there are any differences between the attainment of boys and girls. The governing body takes pride in supporting the headteacher in setting targets for attainment in English and mathematics and in seeking the views of parents on important issues such as the policy for promoting good behaviour.

**The teaching of literacy and numeracy is very good and as a result standards are high in English and mathematics.**

5. Teachers regard literacy and numeracy as fundamental to pupils' academic success. Consequently a good deal of time is spent on both English and mathematics. In Key Stage 1, pupils get an hour of English each day and lessons follow the guidelines in the National Literacy Framework. In Key Stage 2, each afternoon begins with half an hour of reading, one group works with the class teacher while others read books they have chosen. Pupils enjoy this quiet time. Very often the only sound, other than the turning of pages and muttering of text, is when one pupil stops to tell another about the book they have chosen. Similarly, pupils have responded very well to changes in teaching mathematics. Their enjoyment of mental mathematics sessions is evident in the enthusiasm with which they use the number fans in Key Stage 1 and their determination to beat the clock when trying to complete a *tables loop* in a class in Key Stage 2.
6. Teachers have adapted the National Literacy and Numeracy Strategies very well to meet the needs of pupils and to suit the organisation of classes and year-groups. In Key Stage 1, pupils' work is planned thoroughly so that both Year 1 and Year 2 pupils are given work at the right level of difficulty. A strength of the teaching is that higher attaining pupils are given the chance to work with older pupils on more challenging tasks. Pupils in Key Stage 2 are taught in groups of similar ability and this is working very well. Lower attaining pupils get the extra help they need and higher attaining pupils benefit from greater challenge in their work.
7. Children in the nursery and reception class get a good start to their learning of literacy and numeracy. In the nursery, there are specific literacy and numeracy times, when the whole group sit together to share a story, learn rhymes or engage in counting activities. Children are quick to join in reading activities by getting their favourite books and pointing out the best bits. One or two children are confident enough to tell the story from pictures and most enjoy joining in with rhyming lines or repeated words, nodding their heads and getting the rhythm of the words. The strength of teaching in the nursery and reception class is the way staff encourage children to talk about their experiences. Children respond well by repeating new words and mathematical terms confidently. This is a significant factor in children's widening vocabulary and increased confidence as they get older. In the reception class, teachers ensure that there is a good balance of whole-class session, when children read books or learn about mathematics and practical activities when children get to practise what they have learned.
8. Most of the teaching of English and mathematics is very good. In Key Stage 1, teachers make good use of the National Literacy and Numeracy Strategies to plan lessons that capture the interest and meets the needs of pupils in mixed-age classes. In Key Stage 2, teachers plan work that is particularly challenging for higher attaining pupils, sometimes working towards two levels above what is expected for their age. This motivates pupils to such an extent that in one class, pupils suggested that the teacher set a target for completing their mathematics and then worked fast and furiously to meet it. Most succeeded and the satisfaction they felt was evident on their faces. In mathematics, pupils are further encouraged towards high standards through the *booster classes*, which offer challenge and work at higher levels.
9. Strengths in the teaching of literacy and numeracy include the many opportunities teachers plan for pupils to read, write and use number in other subjects. Consequently, by the time they are in Year 6 they write in a variety of styles and use words to stunning effect in some of their writing. For example, a pupil in a class in Year 6 wrote with great feeling about what life would be like as a Viking. Pupils also use their numeracy skills to produce charts and graphs to record data and information.

**The school's behaviour policy works extremely well and is a significant factor in pupils' very good behaviour and mature attitudes to learning.**

10. The behaviour policy pervades all of the work of the school. It is a very simple but effective policy for promoting good behaviour and personal development. It works because everyone, staff, parents and pupils understand it and how it works. Teachers and other staff follow the procedures scrupulously. Everyone has the same approach and as a result, pupils know exactly what to expect. This is its strength. Their behaviour is not just a response to the rewards they get for effort or performance. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. However, gaining stamps or stickers towards certificates is something that pupils strive towards. Children in the reception classes are already avid collectors of stickers and are keen to show them off to adults. Older pupils talk about their targets for getting gold or even platinum certificates before the end of the year. Another reason for its success is the way that achievement is celebrated and made into a special event involving the whole school and parents. The pleasure and pride pupils have from reaching each standard was evident when one boy dashed over to tell a visitor that he would be getting a bronze certificate the following Friday and his mum would be coming to see it.
11. However, the policy does more than promote good behaviour. Teachers also link it to pupils' moral and social development. In an assembly for pupils in Key Stage 2, when the teacher had finished telling the parable of the Good Samaritan, he asked pupils how the school's policy reinforced some of the teachings of Jesus. Many pupils showed their maturity and understanding of the policy by interpreting this as helping one another. Pupils not only know the rules of the school, they have helped determine them and think that they are fair.
12. Teachers are thrilled with the effect the policy has on pupils' behaviour and at the way pupils have become more mature and responsible since it was introduced. They feel that pupils settle to work far more quickly and much less time is spent on discipline. Because of this, teaching is more relaxed and more time is devoted to teaching. Parents are also happy with the policy. Some of those at the meeting held prior to the inspection said that pupils' behaviour has improved since it was begun. When the school consulted parents about the policy their reaction was very positive. Almost 90 per cent of those who responded said that it is very effective.

**Pupils with special educational needs are supported particularly well and make very good progress.**

13. The school makes very good provision for pupils with special educational needs. Teachers feel that it is important to identify pupils' special educational needs as early as possible in order to provide additional support before pupils begin to feel that they are falling behind. In order to do this they have begun to test pupils in classes in Year 1 and analyse the results of assessments of children in the reception classes. As a result, pupils with learning difficulties arising from reading, writing and mathematics are quickly given the support they need, either in the classroom or in small groups withdrawn for extra help. The system has proved to be particularly effective in that last year, when all pupils reached the expected Level 2 in National Curriculum tests in reading, writing and mathematics.
14. Having identified pupils who need additional support, teachers and the co-ordinator work closely to create an individual programme for learning. The good quality of these is one of the reasons that pupils often catch up and no longer need additional support. They are very focused and the targets are not only well-matched to pupils' needs but show that work has been planned carefully and in manageable chunks that ensure

pupils get a feeling of success. Pupils' views are taken into consideration in setting targets and reviewing progress. They are encouraged to say how they can help themselves, which encouraged one boy to say he would 'do his best'. Pupils' opinions are also listened to during meetings to review their progress. An example of this was evident when one older boy said he would prefer to have his support in the classroom and no longer wanted to be taught in a small group. Teachers and the co-ordinator were prepared to discuss whether this was possible.

15. The co-ordinator is very efficient in carrying out her duties and keeps staff up-to-date with their expertise. New initiatives for helping pupils are seized upon and made to work very quickly. The combined efforts of teachers, support staff and parents ensures that pupils with special educational needs make very good progress in English and mathematics.

**The quality of art and display is outstanding and makes the school an attractive place in which to learn.**

16. Teachers feel that art has an important part to play in the curriculum and as such it is given a high profile in the school. Classrooms, corridors and shared areas are full of high quality displays that include some outstanding pieces of work. Much of this is produced during art lessons but some of the more ambitious projects, such as the ceramic work, the large and detailed pictures of Chester Cathedral and the architectural models have been produced during special art days. Teachers organise these well. Sometimes there are visiting artists to share techniques and on other occasions, pupils get their inspiration from the local environment. The most recent project has involved looking at architectural features of the school and reproducing them as models and pictures. Pupils enjoy having the extra time to spend on their work and know that care is necessary if they are to produce something of high quality. This was evident in a class of Year 1 and Year 2 pupils, when one girl explained to the rest of the class how long it had taken to complete her model of a house.
17. Teachers show how much they value pupils' efforts by displaying their work attractively. Pupils respond to this by stopping to look at the work of others in the hall and corridors. On one occasion, two boys talked about a display featuring pictures of stonework on the school and then set off at a trot to find one of the examples during playtime.
18. The work on display shows that pupils know how to use a wide range of techniques in art and craft and do this expressively and creatively. Because teachers use art to support work in other subjects they have many opportunities to design and make models and to improve their drawing and painting skills through regular practice. Pupils are rightly proud of their efforts and talk enthusiastically about their work.

## **WHAT COULD BE IMPROVED**

**Whilst making significant improvements to the quality of teaching and raising standards in information technology, the school now has an important step to make in order to raise standards even further.**

19. Since the last inspection, the school has done as much as it could to tackle the issue of developing the use of information technology across the curriculum. It is now in the position of having been successful in improving the quality of teaching and the curriculum and of raising standards to a level that is in line with expectations at the end of both key stages. However, because this is a school where pupils achieve high standards, the headteacher and co-ordinator want to turn their attention to raising standards in this subject to the same high level as in English and mathematics. There are several steps the school needs to take if it is to do this successfully.
20. While the school recognises where improvements are required they have not used the rigorous systems that have proved successful in English and mathematics to identify precisely what needs to be done to raise standards. As a consequence, there are decisions to be made about the organisation of resources and time and about planning and assessment.
21. The school has recognised that teachers will need further training if they are to keep up-to-date with fast changing technology and in particular if they are to make use of the Internet and electronic mail to support pupils' learning. At present, they are confident in using the computers and software that are in school. However, as pupils gain experience and skills, teachers know that they will need to keep one step ahead of new technology.
22. The time spent teaching information technology is similar to that in most other schools, but because there is only one computer in each class pupils have only limited opportunities to practise their skills. This is an important factor if the school is to raise standards further.
23. Teachers use a good quality scheme of work to plan lessons. However, the time allocated to information technology lessons is not enough to ensure that all of the units can be covered in sufficient depth. The co-ordinator recognises the need to monitor teachers' planning very closely if there are to be no gaps in pupils' learning. This is important because many information technology skills are taught in other subjects. In addition, while log books of what pupils have learned give a reasonable picture of what they can do, teachers' record keeping does not show whether pupils are making fast enough progress for their age and ability.

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

The school should now tackle the issue of raising standards of attainment in information technology by

- (1) improving the expertise of teachers through additional training,
- (2) giving all pupils regular opportunities to practise and improve their skills,
- (3) ensuring that the curriculum for information technology is covered in full and that sufficient time is devoted to it,
- (4) improving the system of recording what pupils can do so that it is possible to see whether they make fast enough progress.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	33%	52%	14%	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	26	278
Number of full-time pupils eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	49

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	10
Pupils who left the school other than at the usual time of leaving	3

### Attendance

Authorised absence	%
School data	4.09
National comparative data	5.7

Unauthorised absence	%
School data	0.54
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	24	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	24	24	24
	Total	50	50	50
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (100)	100 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	25
	Girls	24	24	23
	Total	50	50	48
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	96 (92)
	National	82 (80)	80 (79)	86 (85)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	18	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	31	30
	Girls	17	17	18
	Total	42	48	48
Percentage of pupils at NC level 4 or above	School	84 (86)	94 (86)	96 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	30
	Girls	17	16	18
	Total	44	45	48
Percentage of pupils at NC level 4 or above	School	90 (86)	92 (84)	98 (92)
	National	68 (65)	69 (65)	75 (71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	244
Any other minority ethnic group	9

*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 – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25.3
Average class size	25.7

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	83.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999
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	£
Total income	512635
Total expenditure	531343
Expenditure per pupil	1587
Balance brought forward from previous year	60994
Balance carried forward to next year	42286

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	304
Number of questionnaires returned	43 (14%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	49	49	0	0	2
Behaviour in the school is good.	40	51	5	0	5
My child gets the right amount of work to do at home.	33	37	26	0	5
The teaching is good.	47	44	7	0	2
I am kept well informed about how my child is getting on.	28	51	19	0	2
I would feel comfortable about approaching the school with questions or a problem.	60	35	5	0	0
The school expects my child to work hard and achieve his or her best.	44	51	0	0	5
The school works closely with parents.	37	51	7	0	5
The school is well led and managed.	30	51	5	0	14
The school is helping my child become mature and responsible.	37	63	0	0	0
The school provides an interesting range of activities outside lessons.	37	63	0	0	0

### Other issues raised by parents

6 (14%) parents made additional comments

Points arising

- The school is very approachable and has good communications with parents.