

INSPECTION REPORT

DEER PARK PRIMARY SCHOOL

Wingerworth

Chesterfield

LEA area: Derbyshire

Unique reference number: 112651

Headteacher: Mr P Clark

Reporting inspector: Mr N B Jones
20973

Dates of inspection: 6-8 March 2000

Inspection number: 185899

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: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: New Road
Wingerworth
Chesterfield
Derbyshire

Postcode: S42 6TD

Telephone number: 01246 232696

Appropriate authority: The Governing Body

Name of chair of governors: Mrs A Yeomans

Date of previous inspection: 9 October 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Deer Park is a large primary school catering for pupils aged four to eleven. There are 355 full-time pupils (190 boys and 165 girls) on roll. The school, which is situated in the rural village of Wingerworth, is popular and numbers have been increasing steadily over recent years. Around 4% of the pupils are eligible for free school meals which is about one fifth of the national average. The vast majority of the pupils are from white ethnic background and very few have English as an additional language. The pupils' attainment on entry to the school is above average. There are relatively few pupils on the register of special educational needs, but two pupils have a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

Deer Park is an effective school and provides good value for money. Funding for the school is well below the national average but with strong and effective leadership and good teaching, the pupils make good progress and achieve high standards in English, mathematics and science.

What the school does well

- The pupils make good progress and achieve consistently high standards in English, mathematics and science.
- Teaching is good overall and is consistently very good in some classes.
- The headteacher, assisted by supportive governors and a dedicated staff, provides strong and effective leadership.
- The school's continual quest for high standards within an atmosphere of care and support brings out the very best in the pupils.
- Partnership with parents is a strength of the school.

What could be improved

- Minor adjustments are needed to improve the curriculum further.
- More effective use should be made of the school development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in October 1995, Deer Park was considered to be a good school achieving standards that were above average in English, mathematics and science. The school has continued to improve its standards which have been generally well above average or higher since then. The national literacy and numeracy strategies have been very effectively introduced. The quality of teaching has been maintained at a good level with the majority of teaching of literacy and numeracy now being either very good or excellent. The school has not yet fully addressed the issue, identified in the last inspection report, relating to the effective use of the school development plan.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A*	A	C	well above average A above average B average C below average D well below average E
Mathematics	A*	A*	A	B	
Science	A*	A	A	B	

The table shows that for the past three years the results of the national tests in English, mathematics and science at the age of eleven have been consistently well above average. Where A* is shown, the school's results are very high and in the top 5% nationally. Almost one third of the pupils in the current Year 6 joined the school in Key Stage 2, thus missing the high standard of education provided in Key Stage 1. Forty per cent of the school's pupils with special educational needs are also to be found in this cohort. Nevertheless, the school has set appropriately challenging targets for these pupils. Inspection evidence indicates that standards for this group of pupils is above average in English and well above average in mathematics and science and that the school will meet the realistic targets it has set. In previous years, the school has met the much higher targets it has set for itself. Overall, the pupils make good progress throughout the school, with very good progress being made at the end of both key stages.

The results of the national tests at the end of Key Stage 1 over the last three years indicate that standards are consistently very high (in the top 5% nationally) in reading, writing and mathematics. The work the pupils were doing during the inspection confirmed these high standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. They like school, are highly motivated and keen to do their best. They show very good levels of concentration and high levels of interest.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is excellent.
Personal development and relationships	Relationships throughout the school are of a very high standard. Pupils are encouraged to take on more and more responsibility for their own learning as they move through the school.
Attendance	Attendance is good and is higher than the national average.

The very good provision for the personal and social development of the children under five has a significant impact on their learning and helps them to achieve their best. The quality of relationships is a significant strength of the school and pupils are given many opportunities to become mature and responsible individuals. Pupils relate very positively to their teachers and to each other.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 27	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.

Overall, the teaching in the school is good. In nearly three-quarters of the lessons seen during the inspection it was good or better, including 30% that was very good and 11% that was excellent. The excellent teaching was observed in Year R, Year 2 and Year 6. In the only lesson (out of a total of 27) where there were more weaknesses than strengths, the activities were not organised or developed to enable the pupils to make suitable progress. The teaching of literacy and numeracy is a particular strength, with the majority of teaching in these subjects being of a very high standard. The good teaching enables pupils of all abilities to make good progress in most subjects, with very good progress being made in the classes at the end of both key stages. However, on the evidence of a very few lessons observed, the teaching of physical education and music is less effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced with a particular emphasis on literacy and numeracy. There are many rich and imaginative opportunities provided for pupils to learn, including a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The pupils are well supported. Learning targets are specific to their individual needs and this allows them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils have good insights into their own culture and are provided with satisfactory opportunities for spiritual growth. Assemblies are of high quality. Excellent provision is made for the pupils' moral and social development and this results in the school being a happy and harmonious place.
How well the school cares for its pupils	The school provides very good support, guidance and welfare for its pupils.

The overall teaching time in Key Stage 2 is significantly less than the time recommended by the DfEE. The curriculum is generally broad and relevant to all pupils but the time spent on physical education (PE) and music in Key Stage 2 is low compared with other schools. There is little guidance for the teachers on how to teach PE. The children who are under five do not have regular access to outdoor play.

The school provides a very safe and secure environment. Monitoring of the pupils' academic performance, attendance and behaviour is very effective. All pupils are valued and have equal opportunities to achieve their best.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and effective leadership. He leads a hard working and dedicated staff very well. Very high expectations and the shared aim of sustaining and improving standards are evident in the school's work.
How well the governors fulfil their responsibilities	The governors show great commitment to the school. They are very involved and well informed through their attendance at Governing Body meetings and various committees. The Chair of Governors has been directly involved in the instigation and implementation of a number of initiatives. However, the governors in general, are not sufficiently involved in the formulation of the school development plan and in deciding the school's priorities.
The school's evaluation of its performance	Very good. Effective systems are in place to monitor pupils' progress through the school and to enable challenging targets to be set for them on a year-by-year basis. The whole school investment in target setting continues to raise expectations.
The strategic use of resources	The school makes generally effective use of its relatively small budget. Very good use of time, staff, accommodation and learning resources help provide a stimulating education for the pupils at the school. Very good use is made of parents and visitors.

The headteacher has a clear vision for the development of the school but the detail required to achieve these long-term goals is not provided in the school's development plan. There is no long-term view of the school's development, particularly of the curriculum, and no clear links are made between the large contingency fund being held and planning. The curriculum co-ordinators for literacy and numeracy play an effective role in developing their subject areas. However, the co-ordinators for the other subjects are only responsible for overseeing teachers' planning and for maintaining resources. This limited role does not fully utilise the expertise of the co-ordinators or provide for the ongoing development of their curriculum areas. The headteacher and governors manage the school's finances very well and ensure value for money when purchasing resources. The LEA has not carried out a recent financial audit of the school and no report was available during the inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is well led and managed.• Pupils are co-operative and behave very well.• Parents are made to feel welcome in school.• Pupils are expected to work hard.• The pupils achieve high standards of work.• The teaching is good.• Pupils with special educational needs are well supported.	<ul style="list-style-type: none">• Pupils do not do enough physical education or music.• Parents are not always aware of what is happening in school.• Some inconsistency in homework arrangements.

Inspectors' judgements fully support the parents' positive views. Regarding the areas that parents would like to see improved:

- The inspectors agree that the amount of time devoted to music and physical education is too low in Key Stage 2.
- Parents are generally well informed, although the school recognises the need to provide further information on the many extra-curricular activities in Key Stage 2 and the topics being covered by each class.
- The amount of homework varies from class to class but is generally adequate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils make good progress and achieve consistently high standards in English, mathematics and science.

1. Standards in reading are high and pupils sustain good progress throughout the school. Older pupils in Key Stage 2 respond to literature of increasing complexity drawn from a wide range of texts. An impressive feature of their advanced reading skills is their ability to support their opinions with reasons and evidence drawn from the text. They are developing as independent and reflective readers, appreciating the characteristics and organisation of language used in different forms of literature, including the use of figurative language in poetry and prose. For example, in Year 6, pupils are able to read a complex and challenging poem by Michael Rosen with accuracy and fluency, using very good expression. In Year 2, pupils are reading an adventure novel aloud using appropriate expression to reflect the different characters. They are developing their understanding of punctuation as they focus on the way direct speech is used.
2. The school has purchased a very good range of appropriate texts to support work in the Literacy Hour and to provide good quality literature for the many competent and enthusiastic readers among the older pupils. These are well used in the silent, group and guided reading sessions and the pupils respond with real enthusiasm to them. However, some of the older, competent readers are sometimes required to read from unchallenging texts associated with a reading scheme. The Key Stage 2 reference library is a valuable resource, but being situated in a busy corridor its use for browsing and study is limited. It is also less attractively presented than other book areas in the school.
3. Writing skills are systematically developed alongside the pupils' growing facility in reading and spoken English. Progress in early writing by pupils in the reception class is very impressive. Many move from simple emergent writing to being independent writers within six months. By the end of Key Stage 1, pupils have already begun to organise and present their writing in different ways according to the purpose and audience. For example, in Year 2, pupils focus on the use of language used in conversations. They appreciate the importance of punctuation and of establishing and sustaining interest by identifying and using different verbs. In Key Stage 2, the pupils organise and structure their writing, drawing on their experience of reading and studying a wide range of fiction, poetry and reference materials. This is illustrated in a lesson in Year 5, where the pupils use repetitions, colloquialisms and dialect to produce poems that are amusing and entertaining. Pupils are able to use paragraphs to organise their ideas. They plan and redraft their text, frequently producing work of very high quality. Their handwriting is fluent, joined and legible.
4. Pupils in both key stages make very good progress in speaking and listening. They are provided with a wide range of opportunities within many areas of the curriculum. Younger pupils listen with increasing attention and concentration, speaking clearly, reflecting on what they hear and responding confidently. Older pupils are able to choose words with precision to make themselves clear to an audience. For example, in Year 5/6, the pupils are able to describe very concisely the meaning behind a range of fables they have studied. They display their perception of the issues raised, express their own opinions clearly and respond to each other's views.
5. Scrutiny of the pupils' books indicates a high standard of work in mathematics in both key stages. It is evident from the inspection that the pupils are not only very good at written calculations but their mental ability in mathematics is at an equally high level. Starting with a quick-fire question

and answer session and continuing throughout each lesson, pupils are called upon to recall number facts quickly, to justify their responses and consider alternative strategies. This sharpening of their mental ability, enables the end-of-Key Stage 1 pupils to rapidly add and subtract numbers to 20 and recall multiplication facts. The more able pupils add and subtract two-digit numbers and successfully solve problems involving multiplication and division. Pupils throughout the school have a very secure understanding of place value. By the time they are eleven, they calculate using numbers to a million and decimals to three places. The pupils are particularly good at applying their existing knowledge to new situations. For example, in a Year 6 lesson, the pupils were eventually able to solve quite complicated algebraic formulae (which initially they found to be very difficult) with relatively little input from the teacher.

6. Standards in science are well above average at the end of both key stages. Particular emphasis is given to Attainment Target 1 (experimental and investigative science). The pupils make predictions and hypotheses and they are well able to devise and organise tests and experiments to investigate these. By the end of Key Stage 2, the pupils are confident in organising and conducting a fair test. Lesson observations and the scrutiny of work reveal that investigative skills are very well learnt. The pupils use their writing and mathematical skills and knowledge very well to record their findings and results in a variety of ways; for example, as charts, graphs, tables or expositions. They are able to organise themselves well to work in small groups, working collaboratively and sharing equipment and ideas. They measure liquids accurately and are competent using equipment such as spring balances, thermometers and stop-watches.

Teaching is good overall and is consistently very good in some classes.

7. Overall, the teaching in the school is good and in some classes it is consistently very good. This strength of the school enables pupils of all abilities to make good progress in most subjects, with very good progress being made in the classes at the end of both key stages.
8. The teaching of the children under five is good. Early literacy skills are particularly well taught and some excellent teaching was observed in this aspect. A lively, stimulating introduction arouses the children's curiosity so that they want to know more. The teacher involves all the children to keep their interest and gives praise and encouragement to motivate them further. The activities are suitably challenging and appropriate for all ability levels so that the children are able to achieve their best. The skills required to understand, compose orally and then write a sentence are clearly and imaginatively taught. The atmosphere for learning in one session was outstanding and the children made very good progress. The scrutiny of the children's work also indicates that they make very good progress in developing their writing skills.
9. Teaching in both key stages is characterised by very good relationships with the pupils, high expectations and a brisk pace to lessons. This results in a very good working atmosphere in the vast majority of lessons. The very good relationships within the classroom are built on mutual respect, the sharing of a common goal to achieve high standards and well-defined routines. Much of the work is made enjoyable and this is assisted through the use of humour and the enthusiasm shown by the teachers. The mental arithmetic sessions in Year 2 involve quick-fire question and answer work with teachers and pupils sharing the excitement of learning.
10. High expectations and challenge for all pupils enables them to make very good progress, particularly in literacy, numeracy and science. The pupils are expected to work hard and behave well; and they do. Learning objectives are shared with the pupils and there is emphasis on the pupils achieving the targets for the lesson and using their own initiative. In very good science lessons in both classes with Year 6 pupils, the teachers used open-ended questions very effectively with groups and individuals to help to move them towards drawing conclusions from their

investigations. The philosophy of ‘ask, don’t tell’ was also used very effectively in an excellent mathematics lesson in Year 6. Here the pupils were faced with some algebraic problems which they found particularly difficult. The teacher expertly teased out the pupils’ existing knowledge and took them a stage further to enable them to solve the problems and to gain a feeling of achievement in the process.

11. A brisk pace to lessons is a marked feature of the teaching. Time targets and individual targets are used effectively to maintain the pace throughout. This was particularly evident in a very good Year 5 English lesson. The shared learning objectives were brought to the attention of the pupils at appropriate intervals to keep them on track. The marking of the pupils’ previous work includes useful pointers for improvement which the teacher referred to as she focused on certain pupils who needed to overcome particular weaknesses in their writing.

The headteacher, assisted by supportive governors and a dedicated staff, provides strong and effective leadership.

12. There were over 200 responses to the parents’ questionnaire and all were in agreement that the school is well led and managed. The inspectors fully endorse this opinion. Although the governors show great commitment to the school and actively support developments, the driving force behind the success of the school is the headteacher. He leads a hard working and dedicated staff very well. Very high expectations and a constant striving to maintain and improve the school’s standards are shared goals. This is evidenced in the high standard of the pupils’ work, presentation and behaviour; in the thorough and effective planning and marking carried out by the teachers; and in the high quality displays around the school.
13. Effective systems are in place to monitor the pupils’ progress through the school and to enable challenging targets to be set for them on a year-by-year basis. This process provides challenge for the teachers as well as for the pupils. The headteacher is directly involved in this target-setting. Any potential difficulties in achieving targets are recognised and, where possible, additional support is provided to help overcome the problem. In this context, significant extra support has been provided for some pupils in the current Year 6.
14. The headteacher has a clear vision for the development of the school but the detail required to achieve these long-term goals is not set out in the school’s development plan. Standards are high and the headteacher maintains a close oversight to ensure that this continues to be the case. However, the part the curriculum co-ordinators play in improving standards in subjects other than literacy and numeracy, is generally underdeveloped.
15. Although the ethos of the school is very much geared to sustaining and raising standards, great emphasis is placed on the children being part of a family group. Relationships and responsibilities are effectively developed through the headteacher’s assemblies when the feeling of being a family is particularly well emphasised. The caring, sharing and belonging aspect of school life is evident at all times in the way that the pupils interact with each other and with adults. The headteacher is admired and respected by the pupils and obviously by the parents, judging by the response to the questionnaire.

The school’s continual quest for high standards within an atmosphere of care and support brings out the very best in the pupils.

16. The quality of the care and support offered to the pupils is excellent and is one of the school’s many strengths. A warm and welcoming atmosphere pervades the school and relationships at all levels are very good. Throughout the school, teachers have high expectations of pupils and the pupils know they must work hard. Lessons are lively and interesting and capture the pupils’ interests, secure their attention and ensure very good levels of participation. This is particularly

noticeable in class discussions. Pupils listen carefully, follow instructions well and are always ready to offer their own ideas because initiative is encouraged. Adults take time to listen to the concerns of pupils and help them overcome any difficulties they have in completing work. Pupils are confident and readily ask for help whenever they need it.

17. The attitudes and behaviour of pupils, including those with special educational needs, are excellent and are a strength of the school. Pupils show respect for others and are courteous and polite. They show very positive attitudes to their work, which has a hugely beneficial effect on standards of attainment and the quality of learning. Care and consideration for others is part of the school's ethos. Throughout the school, pupils work very well with their teachers, responding positively to praise and encouragement. Pupils value one another and enjoy each other's successes.
18. Attitudes to learning are very good. Pupils look forward to school, enjoy their lessons and like their teachers. They show a commitment to school and enjoy learning. In lessons, pupils show enthusiasm and are keen to talk about their work and interests. They apply themselves well to their learning, have very good concentration and are well motivated.
19. The school provides a calm, pleasant atmosphere which is generated from the very good relationships which exist throughout the school. Pupils' moral development is very well supported by the excellent ethos of the school which encourages good standards of behaviour through high expectations and self-discipline. All pupils have a clear understanding of the difference between right and wrong and they are encouraged to consider how their actions affect others.
20. The quality of the relationships within the school contribute greatly to the pupils' social development, which is excellent. The pupils are often required to work co-operatively in pairs or groups and they share resources responsibly. The development of pupils' spiritual, moral, social and cultural awareness is a major strength of the school. The commitment and very good examples set by all adults within the school community is fully appreciated by parents who overwhelmingly consider the school's values and attitudes to have a very positive effect on their children.

Partnership with parents is a strength of the school.

21. The school has a very effective partnership with the parents who are very supportive of the school. A significant number of parents help in the school and there is a very active Parent Teacher Association which organises numerous social and fund-raising events. Parents, quite rightly, recognise that the school is promoting and achieving high standards of work and behaviour. Parents receive a great deal of information about the school and their children's progress. However, they would like to be better informed about the many extra-curricular activities that the school organises for Key Stage 2 pupils. Early notification of all of the activities being provided would enable parents to help their children to decide on an appropriate balance of activities to take part in over the year (or term). Parents are also justified in wanting to know more about the topics being covered by their children in school so that they can support them at home. Parents are supportive with homework and very supportive of the school's events. They feel that the school is very approachable and makes them feel welcome. The partnership with parents is a strength of the school and makes a considerable contribution to the pupils' progress.

WHAT COULD BE IMPROVED

Minor adjustments are needed to improve the curriculum further.

22. The time spent on physical education (PE) in Key Stage 2 is low compared with other schools and the time that is available is not used as effectively as it might be in either key stage. There is little guidance for teachers on what should be taught and no clarity about when the various aspects of PE are to be covered within a key stage. As a result, the school is unable to ensure balance and coverage over each key stage.
23. The time spent on music in Key Stage 2 is also well below average. The overall teaching time in Key Stage 2 is significantly less than the time recommended by the DfEE and would amount to 20 days less than most schools over a year. The high standards achieved by the school would indicate that no further time is necessary for the teaching of English, mathematics or science but any additional teaching time could usefully be used to broaden the curriculum and extend opportunities in PE and music.
24. The children who are under five do not have regular access to outdoor play. There is no designated outdoor play area for these children. Lack of opportunities for climbing, balancing and jumping adversely affects their physical development.

More effective use should be made of the school development plan.

25. The school development plan has weaknesses. It does not include an evaluation of the previous year's developments and the part that curriculum co-ordinators are to play in developing their subjects is not clearly identified. The plan covers only one year and does not account in any detail for the significant contingency fund being held. The school should consider taking a longer-term view of its development, particularly of the curriculum, so that identified needs can be planned and financed over a number of years. The governors are very involved and well informed through their attendance at Governing Body meetings and various committees. The Chair of Governors has been directly involved in the instigation and implementation of a number of initiatives. However, the governors in general, are not sufficiently involved in the formulation of the school development plan and in deciding the school's priorities.
26. The curriculum co-ordinators for literacy and numeracy are effective in developing their subjects. Assessment procedures and target-setting are used well. These co-ordinators have time to monitor the teaching and learning across the school. The feedback they give to their colleagues enables weaknesses to be rectified and for good practice to be effectively spread. The curriculum co-ordinators for the other subjects are responsible for overseeing teachers' planning and for maintaining resources. This limited role does not fully utilise the expertise of the co-ordinators or provide for the ongoing development of their curriculum areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and the quality of provision further, the headteacher, staff and governors should:

Improve the curriculum by:

- extending the school day for pupils in Key Stage 2 in line with DfEE recommendations;
- providing more time in Key Stage 2 for music and physical education (PE);
- ensuring breadth and balance in PE in both key stages;
- providing regular opportunities for outdoor play for children who are under five.

(See paragraphs 22 – 24)

Make more effective use of the school development plan by:

- taking a longer-term view of the school's development, particularly of the curriculum, so that identified needs can be planned and financed over a number of years;
- increasing the governors' involvement in the identification of priorities and in the monitoring of progress towards achieving the targets;
- utilising the expertise of all of the co-ordinators by giving them more responsibility for the ongoing development of their curriculum areas; *
- evaluating the previous year's developments to indicate what has been achieved and what might need further work;
- ensuring that planning indicates how the large contingency fund being held is to be used.

(See paragraphs 25, 26)

* Indicates actions already planned, either in writing or informally, by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	30	33	22	4	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		355
Number of full-time pupils eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		15

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	4

Attendance

Authorised absence

	%
School data	4
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	23	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	23	23	23
	Total	43	44	44
Percentage of pupils at NC level 2 or above	School	98 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	23	23	23
	Total	43	43	44
Percentage of pupils at NC level 2 or above	School	98 (100)	98 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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	16	26	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	15
	Girls	24	25	25
	Total	36	40	40
Percentage of pupils at NC level 4 or above	School	86 (92)	95 (92)	95 (95)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	26	26	26
	Total	41	42	42
Percentage of pupils at NC level 4 or above	School	98 (89)	100 (87)	100 (89)
	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	
Black – African heritage	
Black – other	
Indian	8
Pakistani	
Bangladeshi	
Chinese	
White	332
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	12
Number of pupils per qualified teacher	28
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	84

Financial information

Financial year	1998-99
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	£
Total income	416,162
Total expenditure	389,665
Expenditure per pupil	1,139
Balance brought forward from previous year	27,000
Balance carried forward to next year	53,497

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	355
Number of questionnaires returned	204

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	1	
My child is making good progress in school.	70	28	1		1
Behaviour in the school is good.	62	36			2
My child gets the right amount of work to do at home.	46	47	6		1
The teaching is good.	72	28			
I am kept well informed about how my child is getting on.	53	37	9		1
I would feel comfortable about approaching the school with questions or a problem.	74	21	5		
The school expects my child to work hard and achieve his or her best.	87	13			
The school works closely with parents.	49	43	6	1	1
The school is well led and managed.	87	13			
The school is helping my child become mature and responsible.	65	33	1		1
The school provides an interesting range of activities outside lessons.	33	32	17	3	15