

INSPECTION REPORT

HURWORTH PRIMARY SCHOOL

Darlington

LEA area: Darlington

Unique reference number: 114196

Headteacher: Mr Trevor Drury

Reporting inspector: Mr Graham Smart
2780

Dates of inspection: 24 - 25 May 2000

Inspection number: 187129

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary - Infant & Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Westfield Drive
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Co. Durham

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Appropriate authority: Governing Body

Name of chair of governors: Mr Ian Black

Date of previous inspection: 26 February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Hurworth, two miles south of Darlington. The pupils come from the local community and from the nearby villages. The catchment area extends to the outskirts of Darlington. Currently there are 243 boys and girls attending the school (about average for primary schools) and their ages range between four and eleven.

The school has the full ability range of pupils. Taken as a whole the intake has higher than average attainment. The number of pupils on the school's register of pupils with special educational needs is low, at nine per cent, compared with national figures. The percentage of pupils with statements of special educational needs is in line with that nationally. The number of pupils eligible for free school meals is well below the national average (at 4.9 per cent compared to 20 per cent). All pupils at the school speak English as their first language.

HOW GOOD THE SCHOOL IS

Hurworth Primary School provides a very good quality of education. It is very well led and managed. High standards of attainment are maintained. The teaching is good and pupils make good progress during their time in the school. There is a broad curriculum provided for the pupils with a very good range of extra-curricular opportunities. Pupils are well cared for and parents and pupils like the school. The school provides very good value for money and overall is very effective.

What the school does well

- The school is a welcoming and exciting place to be for the pupils.
- Standards of attainment are high across the school. High results in national tests are matched in the day-to-day work of the pupils seen during the inspection.
- Teaching seen was good overall. There was some teaching seen that was excellent and some very good, but also a little that was unsatisfactory.
- Leadership and management are very good. The headteacher has a clear vision for the school. The staff and headteacher work very well together as a team.
- The school has maintained a broad curriculum for all its pupils. The provision for cultural development is very good and permeates the whole curriculum. The provision for pupils with special educational needs is very good and they are very well supported.

What could be improved

- The pupils make insufficient use of information and communication technology (ICT), which limits their ICT capability. This is an area of development that has already been identified in the school's development plan.

The school's strengths far outweigh its weaknesses. 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 February 1996. The school has maintained very high standards in Key Stage 1 over the years; standards in Key Stage 2 have improved and recently been maintained at a very high level. The quality of teaching was judged to be satisfactory or better in the majority of lessons at the time of the last inspection. The present inspection shows that this standard of teaching has been improved. There is now a higher proportion of good and better lessons.

The school has made very good progress in addressing all five key issues raised in the last inspection for the staff and governing body to address. The curriculum planning has been reviewed and developed effectively. The library provision is now very good, with a pleasant environment and a good selection of books. The pupils value the library. The provision for the more able pupils has been improved. The roles and responsibilities of the senior managers and co-ordinators have been clarified and developed successfully.

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	B	A	A	C
Mathematics	A	B	A	B
Science	A	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results in the national tests for seven year olds are consistently very high. In the tests for eleven year olds the standards improved after the previous inspection and, when compared with national standards, have been consistently very high since. When the standards are compared with those of pupils in similar primary schools the science and mathematics results are better and the English results are close to the average standard for these schools. The school has analysed the reasons for this satisfactory, but relatively weaker, performance in English and has a number of appropriate strategies in place. Pupils' performance is very carefully tracked; information collected is used to target individuals. For example, boys relative weakness in some aspects of English have been identified; and teachers are now making appropriate changes to the work given to boys.

The work that the pupils were doing during the inspection, particularly in literacy and numeracy broadly confirmed these standards. Attainment in English was, overall, very high, particularly, in reading and writing. Standards in speaking and listening were not as good as in the other two aspects. Numeracy standards were very high, both within mathematics and when pupils used their numeracy skills in other areas. However, standards were not as high in other aspects of mathematics work. Standards in science were consistently very high. Pupils' standards in information and communication technology (ICT) were not as good. This was mainly due to the limited opportunities pupils had to use ICT within their lessons. Standards of work observed in music and in art were very high. During this short inspection the work of pupils in other subjects of the school's curriculum was not examined in detail. Consequently

no judgements about standards of attainment in these subjects were made.

The standards of the pupils on entry are high overall and they make good progress as they move through the school. Consequently they achieve well by the time they leave school. The school has set appropriate and challenging targets for pupils' academic achievement, based on very good knowledge of the pupils' progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very positive about school life. They are keen and eager to learn.
Behaviour, in and out of classrooms	Behaviour is generally good in and out of lessons. This was very evident at a wet lunchtime when supervision was lighter; the pupils were very sensible.
Personal development and relationships	Relationships are very good; children like their teachers and respond well when given the opportunities for responsibility and taking initiative.
Attendance	Attendance is very good. Children like to come to school.

TEACHING AND LEARNING

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

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

The inspectors visited 24 lessons and the quality of teaching seen overall was good. Ninety-two per cent of lessons were at least satisfactory and approximately sixty per cent were good or better. Within this latter band there was a high proportion of very good and excellent teaching. Teaching in two lessons (eight per cent) in Key Stage 2 was unsatisfactory. The teaching of literacy and numeracy was observed in virtually all classes and was good overall. Teachers have laid a good foundation for teaching literacy and numeracy skills, and this is reflected in the high standards seen.

The teachers are very dedicated and committed to their pupils. They know their pupils well and work hard planning to meet their individual needs, although in a small number of lessons there was insufficient challenge to the work; teachers were too supportive, providing work that was too structured. Pupils with special educational needs are particularly well supported by their teachers and classroom assistants. Resources are used well in classes. The under-fives are given very challenging activities and respond very well. Pupils' achievements are celebrated within lessons and by the use of some very good displays throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A well-balanced curriculum is provided for all pupils. In many classes the use of one subject to support another ensures efficient use of time and allows teachers to maintain a broad curriculum. The range of extra-curricular opportunities available is very good.
Provision for pupils with special educational needs	High priority is given to the provision of valuable experiences and well-planned support, which helps pupils to access all aspects of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development overall is good. The provision for pupils' spiritual, moral and social development is good. The cultural development of pupils is very good, permeating the whole curriculum.
How well the school cares for its pupils	The school cares for its pupils well. Assessment and the use of this information to help pupils make progress is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good and a strength of the school. The headteacher and governors are very clear about the strengths and priorities for development in the school. All staff work well together as a team, with staff taking effective management responsibilities for subjects.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities and works closely with the headteacher and staff to improve the educational provision. Governors work hard to support the school and many spend considerable time in school with staff and pupils.
The school's evaluation of its performance	There is effective monitoring by the headteacher and staff both of what is taught and of the quality of teaching. A very good range of data about individual pupil's performance is used effectively to plan work to improve standards.
The strategic use of resources	The school uses all of the resources available to very good effect, applying the principles of 'best value' and consulting on spending decisions. The governors have been very successful in lobbying for improved resources for the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school. • Pupils are encouraged to behave well. • There are high expectations of hard work. • Teachers are approachable. • Teaching, leadership and management are all thought to be good. 	<ul style="list-style-type: none"> • Information on progress. • The amount of homework set being clear. • Broader range of extra-curricular activities. • Behaviour (concern expressed by a very small number of parents).

The parents are very strongly supportive of the school. The inspectors endorse the positive views of the parents.

The school provides good information on pupils' progress through three parents' evenings a year and parents are invited to contact the school in-between these dates if they have concerns. There is some confusion over the school's homework policy but all children do have relevant work to do at home, including reading. The new homework policy clarifies the expectations well. The range of extra-curricular activities provided for the pupils is very good for a primary school. It includes residential trips to York and abroad, a good range of sporting activities and exceptionally good musical activities. Generally the inspectors found behaviour to be good. Where there were instances of misbehaviour around the school they were dealt with appropriately. Some lack of attention occurred in the few lessons where the work was not sufficiently stimulating.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is a welcoming and exciting place to be for the pupils.

1. The school buildings and grounds are spacious and well maintained. The new library provision is light and pleasant. From the first steps inside the building there is exceptionally good pupils' work in evidence. These aspects all combine to create an atmosphere that is both exciting and welcoming. Teachers display a good selection of their pupils' work very effectively in classrooms and corridors. The work displayed is all of a very high standard and all areas of the school are attractive.
2. All subjects of the curriculum are displayed. The work displayed contributes very effectively to the pupils' learning in a wide range of areas but particular mention needs to be made of the art work. The pupils have been studying a range of artists, including Kandinsky, Miro and Brueghel, and have created some very good paintings and work in different media, imitating different styles. This includes some ceramic work of very high quality, such as clay Hindu Gods and Tudor pomanders and, with the help of an artist in residence, a tile display telling the story of the "Sockburn Worm."
3. There are very good displays of well-finished work in design and technology, which includes glove puppets and wheeled vehicles, and exciting displays in the reception class on spring and the pond. The displays generally show pupils how their work is valued.
4. Along the corridors are photographs of the pupils on their visits to Dinard in France and to York, which give a very positive feel for the trips that the pupils made and their experiences.

Standards of attainment are high across the school. High results in national tests are matched in the day-to-day work of the pupils seen during the inspection.

5. Overall, the standards of attainment of the pupils are well above average. The school keeps very good records of the pupils' performance in a wide range of tests and uses this information very well to track individual's progress through the school, starting with entry-level assessments when the start school at the age of four.
6. The standards of attainment demonstrated by the under-fives were very high in literacy and numeracy. The work in lessons that the pupils were asked to do was very demanding. The pupils showed a good grasp of language, particularly reading skills. In one numeracy lesson they counted competently to twenty, starting at thirteen and were able to count out loud in tens to one hundred.
7. The school's results in the national tests for seven year olds are consistently very high. In the tests for eleven year olds the standards improved immediately after the last inspection. They have since remained consistently very high when compared with national standards.
8. When the results are compared with those of primary schools with a similar proportion of children eligible for free school meals, the science and mathematics results are better

than those in similar schools and the English results are close to the average. The school has analysed the reasons for this satisfactory, but relatively weaker performance in English and has a number of appropriate strategies in place to improve standards. Pupils' performance is being very carefully tracked and information collected is used to target specific needs. For example, teachers have analysed the relatively weaker performance of boys in some aspects of English, such as writing. In the light of this they have revised the work that they set to make it more attractive to the boys.

9. The work that pupils were seen doing during the inspection, particularly in literacy and numeracy, broadly confirmed the standards suggested by the test results. Attainment in English was, overall, very high, particularly, when pupils were reading and writing. Standards in speaking and listening were not as good as in reading and writing. This was the case both for older and younger pupils.
10. Numeracy standards were very high, both within mathematics and when pupils used their numeracy skills in other areas. However, standards were not as high in other aspects of mathematics work, for example when the pupils were handling and displaying data. Standards in science were consistently very high.
11. Pupils' standards in information and communication technology (ICT) were not as good as in the core subjects of English, mathematics and science. This was mainly due to the limited opportunities pupils had to use ICT within their lessons and the level of skills they were expected to use.
12. Standards of work observed in music and in art were very high. As part of the millennium celebrations the pupils composed a "millennium hymn" that they sing in assembly. The standard of performance of the instrumentalists in assemblies and in lessons is very high and individual pupils confidently sing in front of the school.
13. During this short inspection the work of pupils in other subjects of the school's curriculum was not examined in detail. Consequently no judgements were made about standards of attainment in these subjects.
14. The pupils' standards of attainment when they start at the school are overall, high; and they make good progress as they move through the school. Consequently they achieve well by the time they leave school. The pupils with special educational needs make particularly good progress. The school works hard to ensure those pupils with particular learning needs have the same opportunities as their fellow pupils to make progress in all subjects of the curriculum. A well-planned programme of work is provided for them.
15. The school has set appropriate and challenging targets for pupils' academic achievement, based on very good knowledge of pupils' progress year by year.

Teaching seen was good overall. There was some teaching seen that was excellent and some very good, but also a little that was unsatisfactory.

16. The quality of teaching overall was of a high standard in the twenty-four lessons observed. Teaching was judged to be excellent in three lessons, very good in four lessons, good in seven lessons, satisfactory in eight lessons and unsatisfactory in two lessons. The quality of teaching has a clear, positive impact on the progress that pupils make in their learning.
17. The pupils are taught by their class-teachers for virtually all their subjects. Teachers are very dedicated and committed to their pupils. There is a wide range of ability in each class and the teachers know their pupils well and work hard planning to meet the pupils' particular needs. Pupils with special educational needs are particularly well supported by their teachers and classroom assistants. Resources are used well in classes.
18. There is good question and answer work by the teachers; and pupils are often excited by their lessons. In one lesson in a Key Stage 1 class the teacher drew out from the pupils very effectively the facts, places and actions related to a current story, and ensured that they understood the difference between the fictional island in a story and a real island where the author lived. Generally teachers have high expectations for their classes, both in the quantity and quality of the work that they expect of their pupils.
19. The teaching of literacy and numeracy was observed in virtually all classes and was good overall. Teachers have a secure understanding of the structure of the literacy hour and the daily mathematics lesson. The school has laid a good foundation for teaching literacy and numeracy skills and this is reflected in the high standards seen. In one lesson the teacher used a very old door key as a stimulus for literacy work. With this stimulus the pupils' planning and story writing was of a very high standard. At the end of the lesson some of the pupils read out the beginnings of their stories fluently and with a good sense of audience.
20. Overall, the quality of teaching of the under-fives was judged to be very good. The under-fives are given very challenging activities and respond very well. In one lesson seen pupils were expected to, and gave clear explanation of why they had chosen a particular library book.
21. For pupils aged five to eight the quality of teaching was very good overall. In a science lesson on bouncing balls young pupils were expected to conduct experiments and discuss what was fair in the way that they tested the balls. In a class of mostly Year 2 and a few Year 3 pupils the teacher very effectively challenged the most able pupils, requiring them to problem-solve at a relatively high level in their work of mathematics.
22. For pupils aged eight to eleven the quality of teaching was good overall, ranging from some excellent and very good teaching to a little that was unsatisfactory. In the excellent and very good lessons seen the pupils were given the opportunity to perform at a very high level, by careful choice of situations and activities. In a music lesson, when performing a blues piece, Year 3 pupils were achieving standards that would have been more typical of Year 6 pupils. In a Year 6 mathematics lesson the teacher very effectively reinforced pupils' knowledge about decimals and moved on to problems to be

solved. The pupils were demonstrating practically, at the front of the class, how the decimal point holds the place value; they were then able to work out complex problems involving money and percentage decreases.

23. In a small number of the lessons the pupils were not challenged sufficiently and the teachers were too supportive, providing work that was too structured. Pupils were completing worksheets that were too easy, for example, in some mathematics and science work. The pupils in these lessons were not given the opportunity to show independence, even though there were good examples seen in other lessons of pupils working well in groups while the teacher worked with others. In this small number of unsatisfactory lessons, and in a small number of overall satisfactory lessons, the pupils did not pay sufficient attention to their teachers and on occasions talked quietly while the teacher was speaking, particularly when the work was not sufficiently stimulating.
24. During this short inspection only a sample of subjects being taught was seen. Consequently judgements about the quality of teaching in specific subjects were not possible. However, across all years the planned opportunities provided for pupils to use information and communication technology (ICT) and develop ICT capability were limited. Although computer programs are used to reinforce basic skills in numeracy and literacy, for example, when pupils were word-processing, frequently the ICT skills teachers required of their pupils were at a lower level than would be expected typically for the ages of the pupils.

Leadership and management are very good.

The headteacher has a clear vision for the school. The staff and headteacher work very well together as a team.

25. The school is very well led and managed. The headteacher has a clear vision for the school that is shared by staff and governors. The first priority is seeking to provide the best education possible for the pupils at the school. The headteacher is very well supported by dedicated and hardworking staff and governors.
26. The strategic planning for the school's developments is very good. There is an appropriate range of improvements planned, based on a good overview of the strengths and weaknesses of the school. ICT is rightly identified as a key area for development.
27. There is a clear commitment in the school to raising standards. Appropriate tracking and monitoring of pupils' achievements are in place. Alongside the focus on standards staff are also aware that both teaching and curriculum are continually developing and need monitoring. There are good procedures in place whereby the headteacher and deputy headteacher monitor the quality of teaching, and the curriculum co-ordinators monitor the quality of teachers' curriculum planning and provide feedback, both individually and overall to the whole staff. These procedures are working well and help to ensure that pupils are receiving a broad curriculum that meets the requirements of the National Curriculum and that the national literacy and numeracy initiatives are being implemented.
28. The school's development plan identifies its educational priorities clearly. The planning process helps the school and governing body to make the best use of the resources

available and to allocate resources as appropriate for particular school needs. Recently, for example, the school paid from its own budget for staff to have specialist training on working with pupils with specific special educational needs as no grant was available.

29. The amount of money available each year for the school is low compared to national averages, being close to the lower quartile for all primary schools. The school uses the money available to the full, applying the principles of best value well to spending decisions. For example, having identified information and communication technology as a key priority the school has purchased new computers to increase access for the pupils.
30. The governors fulfil their statutory responsibilities very effectively. They know the school well and have a clear view of strengths and areas for development in the school. They contribute to the school in a wide range of ways, including helping out during the school day. They are very effective in being both supporters and 'critical friends' to the school, helping to prioritise the developments and supporting bids for extra funding.

The school has maintained a broad curriculum for all its pupils.

The provision for cultural development is very good and permeates the whole curriculum. The provision for pupils with special educational needs is very good and they are very well supported.

31. A high priority is given to the core subjects of English, mathematics and science; but the school manages to maintain a very broad curriculum for all pupils as well. The curriculum for the under-fives is broad and balanced and the school is already planning work that will be in line with the latest guidance on Early Learning Goals.
32. A very good range of extra-curricular activities including music, sport and day and residential trips enhances the curriculum.
33. In many classes the use of one subject to support another subject helps to ensure efficient use of time and allows teachers to maintain a broad curriculum. For example, in religious education teachers use themes such as the study of the Egyptians or the Hindu religion as vehicles for other creative work. This includes imaginative painting and very good clay work in making figures of Hindu Gods.
34. Good use is made of the daily literacy and numeracy lessons overall but teachers are still developing their use of time within the planned sessions to ensure that the end of the lesson is used effectively.
35. The provision for pupils' personal development is good overall. The school's approach to teaching pupils about their own and other cultural traditions is very good. Their cultural development permeates the work in the school. There are good examples of local, European and world-wide cultures being studied by the pupils. An artist in residence was paid for by the Darlington Arts Centre. In history and geography there are examples of map work and local and world studies, including work on the Egyptians, the Tudors and World War II. The pupils respond to these opportunities very well. The quality of their work is very good; they can talk easily about what they have done and they choose to take time at breaks or lunchtimes to continue with their creative work.

36. The planned provision for pupils with special educational needs is very good. The school gives a high priority to this group of pupils. The time of classroom assistants is effectively used in providing maximum support for pupils with special educational needs. Staff work hard to ensure that all pupils with special educational needs have access to a broad curriculum that is appropriate. Individual education plans are good.
37. The school has well thought out plans for teaching the National Curriculum subjects and religious education in all years. Pupils' experiences and learning in each subject build up steadily from year to year. Overall the provision is very good but there are weaknesses in the planning of information and communication technology for all pupils.

WHAT COULD BE IMPROVED

The pupils make insufficient use of information and communication technology (ICT), which limits their ICT capability.

This is an area of development that has already been identified in the school's development plan.

38. Pupils made little use of ICT in lessons seen or at other times. Much of the work that was seen was of a low level, and did not allow the pupils to demonstrate good standards in ICT capability.
39. There were a few word-processed pieces of writing on display; but the pupils seen using the word-processors were not working at a high level and were not using many of the facilities available and appropriate to what they were doing. For example, there was very limited use of different fonts to improve presentation. Some pupils were using programs to develop their skills in number and language; but the programs were not related well to the main learning objectives for the classes. Some of the older pupils were using data about animals, downloaded from the Internet, and were rewriting the fact sheets for a younger audience but they were not using ICT for this.
40. Generally, pupils' standards of attainment when communicating and handling information are low and there is very little evidence of any work where pupils are controlling, monitoring and modelling with computers.
41. The school has rightly identified ICT as a priority for the coming year in its development plan. The school has conducted an audit of the current provision. The level of provision in terms of numbers of computers and the programs to run on the computers is now quite good and includes the equipment needed for pupils to control and monitor external events.
42. There is a good ICT policy and the development plan identifies training for all staff through the National Grid for Learning as a priority. This is appropriate, as a number of staff are fully aware that they need more professional development on ICT.
43. However, the focus in the development plan is on resources. It does not make sufficient provision for staff, particularly curriculum co-ordinators, to identify where the computers will support the learning in subjects. Improving the planned development of the pupils' own capability with ICT, with a clear view of the progression in skills and

knowledge, also needs addressing more effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. To continue to improve the school from the current good base the governing body, headteacher and staff should:

(a) Improve pupils' standards and experience in information and communication technology (ICT) by:

- (i) improving the use pupils make of ICT within subjects;
- (ii) ensuring that all pupils are systematically taught to develop their skills in ICT capability.

(See paragraphs 11, 38-43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	17	29	33	8	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)	0	243
Number of full-time pupils eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	26

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	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%	Unauthorised absence	%
School data	3.1	School data	0.0
National comparative data	5.4	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	15	15	15
	Total	33	34	33
Percentage of pupils at NC level 2 or above	School	97 (97)	100 (100)	97 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	15	15	15
	Total	33	33	34
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	20	25	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	19
	Girls	23	23	25
	Total	38	42	44
Percentage of pupils at NC level 4 or above	School	84 (83)	93 (79)	98 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	19
	Girls	23	23	25
	Total	39	42	44
Percentage of pupils at NC level 4 or above	School	87 (76)	93 (79)	98 (90)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	207
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	21:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	48

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	383,387
Total expenditure	382,623
Expenditure per pupil	1,591
Balance brought forward from previous year	13,763
Balance carried forward to next year	14,527

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	241
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	1	2
My child is making good progress in school.	55	39	5	0	1
Behaviour in the school is good.	48	44	6	0	2
My child gets the right amount of work to do at home.	29	54	11	2	4
The teaching is good.	61	35	3	1	1
I am kept well informed about how my child is getting on.	53	32	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	67	26	3	3	1
The school expects my child to work hard and achieve his or her best.	67	34	1	0	1
The school works closely with parents.	47	40	8	3	1
The school is well led and managed.	63	31	3	2	2
The school is helping my child become mature and responsible.	55	38	4	0	3
The school provides an interesting range of activities outside lessons.	37	31	16	3	12