

INSPECTION REPORT

**NEWNHAM ST. PETER'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Newnham-on-Severn

Gloucestershire

LEA area: Gloucestershire

URN: 115694

Headteacher: Mrs V.E. Weatherhead

Reporting inspector: Mr. J. Heap
18824

Dates of inspection: 21ST May - 22nd May 2000

Inspection number: 187964

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Station Road
Newnham-on-Severn
Gloucestershire

Postcode: GL14 1DQ

Telephone number: 01594 516208

Fax number:

Appropriate authority: The Governing Body

Name of chair of governors: Mr R Copeland

Date of previous inspection: May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of pupils on roll	141 (below average)
Pupils with English as an additional language	0 (below average)
Pupils entitled to free school meals	4 (below average)
Pupils on the register of special educational needs	34 (well above average)
Average class size	23.5 - mornings 28.2 - afternoons

The school serves pupils aged four to eleven years from a diverse range of social backgrounds. The majority live in the parishes of Newnham-on-Severn and Awre, which are about 11 miles from the city of Gloucester. However, a significant proportion travels from neighbouring villages and towns. There are 67 boys and 74 girls in the school. The size of the school roll is larger than at the time of the last inspection. The vast majority of the pupils are white, and a very small minority comes from other ethnic heritages. Three pupils have a Statement of Special Educational Need and this is above the average for similar schools. Overall, attainment on entry to the school is broadly average but this masks a wide range of ability that is also evident in national results at the end of Key Stage 1. The majority of classes are organised to cater for mixed age groups, particularly in the afternoon sessions.

HOW GOOD THE SCHOOL IS

This is an effective school in several important aspects. It continues to achieve standards that are well above average at the end of Key Stage 2. Pupils are prepared very well for the next stage of their education. The leadership and management of the headteacher are effective; governors and staff provide satisfactory support. Standards of behaviour and pupils' attitudes to school and learning are very good. Given that the costs of running the school are high and that the progress of pupils is above the average, the school gives satisfactory value for money.

What the school does well

- By the time pupils leave the school at the end of Key Stage 2, attainment in the core subjects of English, mathematics and science is well above average.
- Overall, teaching is good in Key Stage 2. This promotes very good learning.
- Pupils' attitudes to school and their behaviour are very good. Pupils' personal development and the relationships they form are good.
- Provision for pupils' social and moral development is good.
- The headteacher has developed in the school good standards of teaching and learning and the drive towards improvement. She receives satisfactory support from the governors and staff.

What could be improved

- The attainment of lower achieving pupils in Key Stage 1 is not high enough, particularly in reading and writing skills.
- The monitoring of teaching and learning is insufficient to avoid weaknesses in classroom practice.
- The curriculum for the under fives does not provide sufficient opportunities for children to acquire the skills to become independent learners.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has developed satisfactorily since the previous inspection in May 1995, but this has not been enough to overcome all the shortcomings, particularly in Key Stage 1 and for the under fives. At Key Stage 1, results in mathematics have improved from below average to well above the average. Results in reading and writing have improved in relation to the well above average proportion of pupils who achieved the higher than expected Level 3. At Key Stage 2, the proportion of pupils who exceed the expected

Level 4 is very high in English and well above the average in mathematics and science. The school is on course to exceed its targets for English and mathematics.

Satisfactory improvement has been made to standards in geography in Key Stage 1 and art in Key Stage 2, largely due to improved planning and policy-making. Standards in information technology have risen satisfactorily, most particularly in desk-top publishing and word processing. The role of co-ordinator has been developed well and they now have a much wider remit. There have been satisfactory improvements in monitoring, but the influence of the headteacher has been reduced by her need to teach Year 2 pupils every morning. The school development plan is a detailed document that has clear priorities and a broad review and evaluation system. The school has maintained the positive ethos and relationships and has qualified for Investors in People status.

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	B
mathematics	A	A	A	C
science	B	A	A	B

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

The level of attainment of five-year olds is broadly average, but overall there is a wide range of attainment.

By the end of Key Stage 1, the wide variation in attainment is still apparent. For example, in 1999, 42 per cent of Year 2 pupils reached the higher than expected Level 3 in reading whilst 37 per cent did not reach the expected Level 2. Standards in mathematics are well above the national average; whereas results in reading and writing are below the national average, even though Level 3 results are well above average in both aspects of literacy. In comparison to similar schools, standards are above average in mathematics and well below average in reading and writing. Over the last four years results have been well above the national average in mathematics, above in reading and close to the national average in writing. There is no significant difference between boys' and girls' levels of attainment.

By the end of Key Stage 2, the wide variations in attainment are still an issue, but the amount of higher than average achievement is considerable. In fact, the incidence of pupils achieving the higher than expected Level 5 in English is in line with the top 5 per cent of schools in the country. In comparison to similar schools, the results in English and science are above average and the mathematics results are in line with the average scores. Over the last four years pupils' performance has been well above the national average in English, mathematics and science. Girls' attainment has been significantly better than boys over the same four-year period. The inspection findings did not provide substantial reasons for this inequality. The work seen during the inspection broadly reflects the result of the National Curriculum tests. Improvements in reading and writing at Key Stage 1 are beginning to lift standards, most particularly the improvements in pupils' knowledge of letter sounds.

The targets set for 2000 are 80 per cent in English and mathematics. Generally, these targets are appropriate and the standards achieved are at the expected level.

At the end of Key Stage 2, standards in information technology are in line with expected levels. Pupils identified as having special educational needs make satisfactory progress in relation to prior learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and eager. They have very good attitudes to school and their work.
Behaviour, in and out of classrooms	Behaviour in lessons and outside is very good.
Personal development and relationships	Pupils develop good relationships with each other and with adults. Social and moral development are good.
Attendance	Good. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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 teaching of English and mathematics is satisfactory up to the end of Key Stage 1 (4-7 year olds) and good at Key Stage 2 (7-11 year olds). Teachers are well prepared, know their pupils well and in the best lessons the pace of teaching and learning is high. The Year 6 teacher is a leading practitioner for literacy and her expertise and enthusiasm are paying dividends with some good work being done. The school meets the needs of all pupils satisfactorily. Overall, the teaching of literacy and numeracy is satisfactory. Ninety-five per cent of lessons seen were satisfactory, or better; five per cent were very good, or better and five per cent were unsatisfactory.

Overall, the quality of learning is satisfactory in under fives and in Key Stage 1. Pupils in Key Stage 2 learn very well. In the under fives children do not learn well enough the skills of experimenting and investigating. In Key Stage 1, higher and average attainers are developing their reading and writing skills well, but lower attainers are not acquiring the basic skills of writing and reading well enough, particularly the use of letter sounds to build up difficult and unknown words. Learning in Key Stage 2 is generally very good. Particular strengths are the mature and accurate reading, the understanding of algebra in mathematics and the developing use of vivid language to develop interesting stories.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the quality and range of the learning opportunities are satisfactory. The curriculum in both key stages is broad and balanced and the literacy and numeracy strategies are effective, most particularly at the end of Key Stage 2. The provision for children under five is unsatisfactory. The range of opportunities outside the normal school day is narrow.
Provision for pupils with special educational needs	Throughout the school, the work designed for pupils with special educational needs and the support they receive is satisfactory.
Provision for pupils with English as an additional	There are no pupils who need extra support.

language	
Provision for pupils' personal, including spiritual, moral, social and cultural development	The headteacher and staff provide good role models; values are central to the school's work and enable pupils to have a good and mature understanding of social and moral issues. Overall, cultural development is satisfactory, particularly the approaches to local culture. Opportunities for pupils to visit religious settings of other faiths are narrow.
How well the school cares for its pupils	Overall, the school has satisfactory procedures for its pupils' welfare. Health and safety matters are dealt with promptly and the school is a secure place to learn. Procedures for assessing academic and personal development are satisfactory. Pupils receive good support and guidance that helps to raise achievement. Child protection procedures and practice are satisfactory.

The school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher is a good leader and manager who has a clear vision of the areas needed to improve the school. Consequently, the educational direction of the school is focussed and primed for further improvement.
How well the governors fulfil their responsibilities	The governing body is supportive of the school and its management. Particular strengths are the ways that governors challenge management in the areas of finance and special educational needs. They are effective in these areas and now have a good opportunity to further shape the future direction at the school, for instance, in the monitoring of the curriculum and raising standards
The school's evaluation of its performance	This is an unsatisfactory part of the school's work, primarily because the headteacher has had to reduce her monitoring role as a result of her teaching commitment.
The strategic use of resources	Satisfactory. Educational priorities are budgeted for and grants are appropriately used. The school has satisfactory procedures that enable it to measure itself against other schools and use its resources effectively.

Overall, levels of staffing and learning resources are adequate. The accommodation has shortcomings:

- the playground is too small;
- some classrooms are cramped and the Year 2 group has to be taught in a corridor each morning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their child likes school.• The good behaviour in the school.• The progress their child is making.• The quality of teaching.• The way the school helps their child to become more mature.• Expectations on the child to work hard.• The quality of leadership and management.• The approachability of the school.	<ul style="list-style-type: none">• The range of activities outside lessons.• Homework.• The closeness of the school/parent relationship.

Inspectors agree with the majority of positive comments. The quality of teaching in under fives and Key Stage 1, but is good in Key Stage 2. The range of activities outside lessons is small, and the running of clubs is not a regular event. The homework policy is similar to that of other primary schools, shows consistency with government guidelines, but it is inconsistently administered across the school. Overall, the closeness of the school's relationship with parents is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time they leave the school at the end of Key Stage 2, pupils' attainment in English, mathematics and science is well above average.

1 The results of the 1999 end of Key Stage 2 National Curriculum tests in English, mathematics and science are well above average. When compared with schools that have a similar intake of pupils, English and science results are above average and mathematics results are average. The proportion of pupils attaining the higher than expected Level 5 is very high in English (in line with the top five per cent of schools) and well above average in mathematics and science. These Level 5 results are the main reason why the school is judged to have made very good progress in its results since the same group of pupils did their Key Stage 1 tests in 1995. The main reasons for this progress are:

- the good quality of teaching, which includes improvements in the use of the assessment;
- the pupils' very good attitudes to learning; and
- the pupils' growing maturity.

2 Girls' attainment in English, mathematics and science has been significantly better than that of boys since 1996. There is no evidence from the inspection as to the reason for this.

3 By the end of Key Stage 2 the higher attainers have a mature understanding of the issues raised in their reading books. They can identify with characters and their traits. Their expression is particularly good and they understand how to use punctuation properly. Lower attainers recognise lots of words and their understanding of plot and characters is satisfactory. Standards in writing are developing from weak beginnings at the end of Key Stage 1 to mature, detailed and skilful work at the end of Key Stage 2. For example, Year 6 pupils make good use of adjectives:

' the blistering, hot sun ' ; - ' Nick, a short boy with dark hair ' – this often provided extra detail to interest the reader;

They are also able to strongly argue a case, typically, for and against the building of a superstore.

4 Pupils of all levels of attainment show increasing maturity; for example an average attainer writes:

'The passengers cried out in horror as the ground came surging towards them. The plane was spiralling hopelessly downwards with terrifying speed. There was a big thunderous bang as it hit the soft sand and skidded across it.'

5 All pupils produce examples of atmospheric and interesting introductions to their writing that captures the attention of the reader :

'The scream echoed through the alleyway.....'

6 Pupils' work in mathematics is invariably accurate and completed at a good pace. They are particularly quick at mental mathematics and basic number work. Pupils attain similar standards in all of the areas of mathematics. For example, the majority of pupils calculate fractional parts of measures, such as length, using a calculator. They have excellent knowledge and understanding of algebra and complex operations such as working out equations. Most pupils use fractions accurately and know how to work out the square of a number.

- 7 Attainment in English and mathematics is developed well by their further use in pupils' topic work which is often completed as homework. This work is often enhanced by the good use of information technology, particularly desk-top publishing skills and word processing.

Overall, teaching is good in Key Stage 2. This promotes very good learning.

- 8 In relation to the findings of the previous inspection, the teaching in Key Stage 2 has significantly improved. This reflects the vast majority of parents' views that the quality of teaching is good and that the children are expected to work hard. A smaller majority feels that the provision of homework is about right, but inspectors found that there are inconsistencies, particularly concerning the amount of time to be spent on tasks. On both of these issues, pupils were in agreement when they talked to inspectors. There are several reasons for these improvements:

- satisfactory implementation of the literacy and numeracy strategies;
- increased monitoring of teaching by senior staff, co-ordinators and local officers;
- improved guidance documents and training in areas such as geography, design and technology and art.

- 9 The strengths of the teaching at Key Stage 2 include good classroom management, effective planning and secure knowledge and understanding of subjects. Moreover, these qualities are underpinned by effective questioning which assists the teachers' understanding of pupils' present levels of attainment. For example, in a Year 6 reading lesson, the plan identified materials and discussion that were matched to individuals and groups. As pupils worked, the teacher made notes about strengths and weaknesses. In the very good lesson in Year 4/5, work was closely matched to the range of attainment in the class and the teacher provided plenty of the illustrations and examples that inspired the pupils to be imaginative in their approach to the poetry. Teachers manage to challenge pupils' thinking and perseverance. This was well illustrated in a Year 6 geography lesson about life in India, where pupils confronted new ideas about lifestyle and philosophy, which they find difficult to understand. In a Year 4 dance lesson, the warm-up drills were designed to make the pupils think whilst performing. The quality of the performance improved markedly as a result of this approach.

- 10 Whilst the quality of learning is not always very good, the accumulation of the varied experiences leads to very good progress overall. The pupils have very good attitudes to school and they respond very well to intellectual and physical challenge. In a Year 6 mathematics lesson, the majority of pupils increased their knowledge and understanding of algebra as a result of their quick appreciation of the idea of an unknown number :

$$\begin{aligned}4 + b &= 12 && (\text{where } b = 8) \\c - 2 &= 7 && (\text{where } c = 9) \\2q &= 14 && (\text{where } q = 7)\end{aligned}$$

- 11 Next, they realised quickly that the bracket needed to be worked out first. For example:

$$\begin{aligned}2(x + y) &= 20 && (\text{where } x + y = 10) \\(2p) 2 &= 36 && (\text{where } 2p = 18)\end{aligned}$$

- 12 In a Year 6 literacy lesson, pupils brought atmosphere to their writing within the fairy tale genre:

' Decades went by

- 13 Towards the end of this lesson, the teacher produces flashcards that had word-endings on them and she read out words to which the pupils matched the correct ending. Pupils' speed and accuracy improved during the lesson as a result of gentle competition and good concentration.

Pupils' attitudes to school and their behaviour are very good. Pupils' personal development and the relationships they form are good.

- 14 The vast majority of parents at the meeting with inspectors and in the survey of their views agree that their children enjoy school and they are also pleased that the school helps children to become more mature. Most parents feel that behaviour is good.
- 15 Attitudes to the school and to learning are very good. Reception pupils are enthusiastic and responsive when they are learning about their house and the locality. They maintain these attitudes even when the work provided for them is less interesting and lacks challenge. For example, the group of pupils completing jigsaws that were too easy in a mathematics lesson. In a discussion lesson, Year 1/2 pupils respect the right of everyone to express opinions, they know they must be supportive of others' views and invariably help the speaker. Year 4 pupils form partnerships very well in dance lessons, once their inhibitions were overcome; including the boys, who were all very reticent at first. The Year 6 pupils relish the challenges set by teachers and clearly enjoy the opportunities to work collaboratively. As with pupils in other years, and taking into account the advanced stage in their final term, these pupils remain responsive, co-operative and full of enthusiasm.
- 16 Behaviour is very good, inside and outside the classroom. Pupils are courteous and respectful to each other, their teacher and guests. They respect people's property and the resources that belong to the school. Only one incident of rude and challenging behaviour was seen during the inspection, in a Year 3 lesson; the teacher had some difficulty controlling this, but the rest of the class took no notice and carried on with their work.
- 17 Pupils' personal development is good. The school provides ample opportunities for pupils to develop socially and for them to take on added responsibility. For example, Year 6 pupils look after their ' buddies ' in the reception class. Pupils enjoy doing jobs efficiently.

Provision for pupils' social and moral development is good.

- 18 The school provides a variety of effective opportunities for the moral development of pupils. These have been most helpful in recent times because there have been individuals and small groups who have exhibited challenging behaviour. The school has discussed difficulties with parents, pupils and staff and, where necessary, has brought in dedicated caseworkers to support individuals. Consequently, there is a consistent requirement that everyone practise good behaviour and the valuing of relationships. Discussions about moral issues are a regular part of classroom life. For example, in the Year 1/2 class all pupils took part in a full discussion about incidents that upset them. The class teacher introduces rules that help in the management of the session, for instance pupils can only speak when they have the soft toy in their hand that was being passed around the group. Without the soft toy the expectation is for them to listen carefully. The links with speaking and listening are clear and used well. The message at all times is the valuing of the individual and the nurturing of self-esteem. Moral issues are raised regularly in assemblies and pupils are led to a good understanding of the difference between right and wrong.
- 19 The effective social development of pupils is readily seen in the high level of co-operation and in the collaborative work observed. Country dancing in Year 4 helps to overcome boy/girl inhibitions and it was noticeable that the initially inhibited behaviour lessened as the session progressed. Young pupils in the reception class are helped to socialise, and settle into school, within the ' buddy ' system that helpfully pairs them with a pupil from Year 6. Events in the annual school calendar provide good opportunities for pupils to view, and take part in, a wider world. For example, harvest festival, carol service, variety shows and the Year 6 residential visit. There are good opportunities to respond sociably in the dining hall at lunchtime, where good manners and sensible behaviour prevail. The wider curriculum provides many opportunities for pupils to study and understand social settings other than their own. For example, the study of Indian life in geography.

- 20 **The effective headteacher has developed in the school good standards of teaching and learning and the drive towards improvement. She receives satisfactory support from the governors and staff.**

The headteacher is a good leader and manager. Her strengths are:

- good teaching skills, particularly in literacy and numeracy;
- a willingness to analyse appropriate data that highlights strengths and weaknesses, and institute remedies where necessary;
- she is respected by pupils, parents, governors and staff;
- a strong philosophy that promotes improvement, support and respect. Consequently, she leads by example in an open and knowledgeable manner. She has brought about improvements, for instance, in the use of monitoring data to track attainment and progress. She is aware of shortcomings in school, such as:
 - attainment in Key Stage 1;
 - the quality of teaching in under fives and Key Stage 1; and
 - the curriculum for under fives.

- 21 The school improvement plan is very detailed and is set out correctly to make clear the priorities, personnel responsibilities, deadlines and resource implications.

- 22 The governing body provides satisfactory support for the school management and there is very useful expertise in its ranks; for instance, finance management skills and knowledge and special educational needs experience. They challenge views and decisions in these areas. Scrutiny of meeting minutes show the governing body receiving increasingly more information, most particularly about financial and curriculum matters. However, the governing body's impact on curriculum and teaching monitoring is not as far advanced as it ought to be and lags behind the development of the teachers as curriculum managers with budgets to control and action plans to design and implement. The enhancement of the co-ordinators' role is a good improvement from the previous inspection and includes:

- managing budgets
- providing in-service training
- scrutiny of teachers' files and pupils' work

WHAT COULD BE IMPROVED

The attainment of lower achieving pupils in Key Stage 1 is not high enough, particularly in reading and writing skills .

- 23 The 1999 National Curriculum test results at the end of Key Stage 1 in reading, writing and mathematics are significantly worse than those at the end of Key Stage 2. Compared with all schools, results in mathematics are well above the average, but results in reading and writing are well below average. In comparison to similar schools, the mathematics results are above average, but in reading and writing the results are well below average. The important factors at work here are:
- the wide variations in the levels of attainment of children under five;
 - weaknesses in basic skills, such as using letter sounds to build up difficult and unknown words;
 - an unsuitable curriculum for the under fives;
 - teaching that does not challenge or support lower attainers.

24 Work seen during the inspection confirms two views:

- that there is a wide variation in the levels of attainment at Key Stage 1, but this narrows markedly at Key Stage 2;
- that the management's identification of difficulties and weaknesses are sound and attainment is improving at the end of Key Stage 1. This is because of improvement in reading skills and the teaching of single age classes in literacy and numeracy.

25 In Year 2, attainment in reading shows marked variations. Higher attainers are very accurate and fluent readers who recognise many words on sight and understand the book very well. They use expression well and show a sense of humour whilst reading. Lower attainers lack confidence and have too few strategies to use when confronting new, or difficult words, but this is improving. Their description of plot and characters is very brief.

The monitoring of teaching and learning is insufficient to avoid weaknesses in practice.

26 At the time of the previous inspection, classroom monitoring was just beginning. There is a great deal of evidence that co-ordinators are much more involved in monitoring teaching and the curriculum. For example, the literacy co-ordinator has monitored teaching, given example lessons and continues to take in planning to keep a careful watch on the curriculum. A similar programme was undertaken by the numeracy co-ordinator. Moreover, the head teacher has observed all colleagues and continues to mentor the newly qualified teacher. The local authority attached inspector provides a useful input into the school's programme of monitoring.

27 However, these advances took place some time ago. The headteacher has been unable to monitor literacy and numeracy in the morning because she is teaching Year 2 pupils. Her reasons for taking on this responsibility are appropriate in terms of improving standards and early indications are that they will be rewarded with higher levels of attainment in reading and writing. Nevertheless, it has meant that the quality of teaching and compliance with curriculum guidelines in lessons has received less attention than is necessary. Issues that need to be addressed by systematic monitoring are:

- differences in attainment between boys and girls;
- the teaching and learning of lower attainers, particularly in under fives and Key stage 1; and
- the curriculum for under fives.

The curriculum for the under fives does not provide sufficient opportunities for children to acquire the skills to become independent learners.

28 Evidence from work scrutiny, lesson observations and baseline assessment shows that there is a wide range of attainment in the reception class. For example, in writing the higher attainers are working above the average level for their age by conveying meaning in their work and by writing in sentences. Average and lower attainers are working at a level well below their classmates. In mathematics, the higher attainers are again working above the average level for their age, particularly in counting and adding. The gap between these pupils and the rest is not as wide as in literacy. However, the programmes provided for pupils in each level of attainment are similar, particularly with regard to the resources available and they pay insufficient attention to the nationally recommended guidelines. There are three issues :

- the work for higher attainers is not sufficiently challenging
- limited range of teaching methods, for example, the development of too many worksheets and
- generally, a lack of high expectations.

29 The classroom is not set up to encourage pupils to experiment, investigate and determine some of their own learning. The programme is totally reliant on the teacher providing tasks and materials and the pupils carrying these out in a keen and enthusiastic manner, which, for the most part, they do. There is a need to ensure that the youngest children, those under five, are encouraged and allowed:

- to explore new learning and show the ability to initiate ideas and to solve simple practical problems;
- to demonstrate independence in selecting an activity or resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

30 Improve standards of attainment for lower attainers in Key Stage 1 by:

- developing further their reading and writing skills;
- providing greater opportunities for the skills to be used across the curriculum.

Improve the curriculum for under fives by:

- planning more activities according to the nationally recommended guidelines;
- ensuring that all pupils are challenged appropriately;
- maximising the development of pupils' independent learning skills.

Improve the monitoring of teaching and the curriculum by ensuring that the headteacher is available to lead the process and focussing more rigorously on areas of weakness such as:

- differences in attainment between boys and girls;
- the teaching and learning of lower attainers;
- the curriculum for under fives;

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

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
0	5	55	35	5	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)		141
Number of full-time pupils eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		34

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	4
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
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	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	8
	Girls	6	6	10
	Total	12	12	18
Percentage of pupils at NC level 2 or above	School	63(80)	63(70)	95(85)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	9
	Girls	6	9	10
	Total	12	16	19
Percentage of pupils at NC level 2 or above	School	63(70)	84(85)	100(95)
	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	10	8	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	7	7	8
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	78(79)	78(81)	89(88)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	7	7	8
	Total	14	14	17
Percentage of pupils at NC level 4 or above	School	78(79)	78(87)	89(83)
	National	68(65)	69(65)	75(72)

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	
Pakistani	
Bangladeshi	
Chinese	
White	121
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)	6.23
Number of pupils per qualified teacher	23
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	38.25

Financial information

Financial year	1999
Total income	257760
Total expenditure	254113
Expenditure per pupil	1777
Balance brought forward from previous year	14455
Balance carried forward to next year	18102

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	141
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	34	15	2	0
My child is making good progress in school.	46	44	10	0	0
Behaviour in the school is good.	29	61	7	0	2
My child gets the right amount of work to do at home.	20	51	20	10	0
The teaching is good.	46	46	5	0	2
I am kept well informed about how my child is getting on.	37	54	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	10	0	0
The school expects my child to work hard and achieve his or her best.	61	32	2	0	5
The school works closely with parents.	29	54	12	5	0
The school is well led and managed.	37	49	10	0	5
The school is helping my child become mature and responsible.	41	49	7	0	2
The school provides an interesting range of activities outside lessons.	27	37	27	7	2

Summary of parents' and carers' responses

Other issues raised by parents

Comments attached to the questionnaires are mainly positive. Some concerns about bullying were raised but they were not endorsed by pupils in the lengthy discussions held with representatives from each year group.