

INSPECTION REPORT

THE LIONEL WALDEN PRIMARY SCHOOL

Doddington, March

LEA area: Cambridgeshire

Unique reference number: 110632

Headteacher: Mr D. J. Barron

Reporting inspector: Mr Colin Henderson
23742

Dates of inspection: 19th – 21st June 2000

Inspection number: 188375

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: High Street
Doddington
March
Cambridgeshire

Postcode: PE15 0TF

Telephone number: 01354 740405

Fax number: 01354 741514

Appropriate authority: The governing body

Name of chair of governors: Mr K. Robinson

Date of previous inspection: May 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|-----------------|----------------------|
| Colin Henderson | Registered inspector |
| Len Shipman | Lay inspector |
| Jean Peek | Team inspector |

The inspection contractor was:

TWA *Inspections* Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| WHAT THE SCHOOL DOES WELL | 10 |
| Standards are well above average | |
| Teaching is consistently very good | |
| Pupils have excellent attitudes to learning. Their behaviour is very good | |
| The headteacher provides excellent leadership. There is a very effective team approach | |
| The partnership between school and parents is excellent | |
| The quality and range of learning opportunities are very good | |
| The school provides very good care and welfare for its pupils | |
| | |
| WHAT COULD BE IMPROVED | 14 |
| Pupils' skills in information and communication technology are not consistently developed at Key Stage 2 | |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 14 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 15 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Lionel Walden Primary School is situated in the attractive rural Fenland village of Doddington. It is similar in size to the average primary school and currently has 226 pupils on roll (112 boys and 114 girls). The number of pupils has increased significantly in recent years. Most children come from the local village which has a mixture of rented and private housing. The pupils are mainly of white, United Kingdom ethnic background and only one per cent of pupils comes from ethnic minority groups. There are 53 pupils (23 per cent) on the school's register of special educational needs, most of whom have moderate literacy difficulties. There are four pupils (1.8 per cent) with statements of special educational needs which is similar to the national average. Just under three per cent of pupils are entitled to free school meals which is below the national average. Baseline assessment indicates that attainment on entry is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

The Lionel Walden Primary is a very good school with many excellent features. It has established a very effective team approach and works very closely with parents and the community. Pupils enjoy coming to school and adopt a positive and enthusiastic attitude to their learning. They achieve high standards promoted by very good teaching and excellent relationships. The school benefits from the clear positive direction given by the headteacher and the support of an influential and active governing body. Excellent development and financial planning are used very well to clearly focus on school improvement. The school gives good value for money.

What the school does well

- Pupils achieve standards that are well above the national average, particularly in literacy and numeracy.
- Teaching is consistently very good throughout the school.
- Pupils' attitudes to learning are excellent and behaviour is very good.
- Relationships are excellent throughout the school.
- The leadership of the headteacher is excellent and strongly focused on school improvement.
- There is a very effective team approach involving staff, governors and parents.
- The partnership between school and parents is excellent and contributes significantly to high standards.
- The quality and range of learning opportunities for all pupils are very good.
- The school provides very good care and welfare for its pupils.

What could be improved

- The school has no significant weaknesses. Pupils' skills in some of the required aspects of information and communication technology are not consistently developed in Key Stage 2. The school has already identified this as a development priority and has clear plans for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in May 1996. Standards have improved, particularly in basic literacy and numeracy skills at the end of Key Stage 2. Very significant improvements have been made in aspects of school management which have positively promoted higher standards. The school has developed very good procedures for monitoring and evaluating teaching and learning. These are used very well to target areas for improvement. Teaching is now of a consistently very high standard. The governing body is effectively involved in ensuring that resources are used fully to improve identified development priorities. The range and quality of resources have been improved considerably.

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

Key

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

These results show that standards have improved. The school achieves standards that are well above the national average. A clear focus on basic skills, supported by very effective implementation of the literacy and numeracy strategies, are promoting improvement. Compared with schools which have a similar number of pupils entitled to free school meals, standards in 1999 were well above average in English and above average in science. They were average in mathematics as the number of pupils achieving Level 5 was below the national average. The school has targeted to improve this number. Inspection evidence confirms that standards are well above the national average and the numbers of pupils achieving Level 5 is above average. The school is likely to exceed its challenging targets for 2000 for 81 per cent of pupils to achieve Level 4 or above in English and 83 per cent in mathematics.

Inspection evidence shows that standards at the end of Key Stage 1 are also well above average in reading, writing and mathematics. There is a wide range of attainment on entry to the school, although it is broadly average overall. Children under five settle quickly and happily into school routines. They achieve standards that are above those expected nationally by the time they reach five years of age, particularly in language, literacy and mathematics. These standards are then developed very well throughout both key stages. Teachers' high expectations, detailed planning to ensure that activities are closely matched to different learning needs and pupils' consistently positive attitudes all contribute to high standards. The school roll has increased significantly in recent years with many pupils starting in the middle primary years. The school uses assessment procedures very effectively to quickly identify any learning weaknesses and uses very good quality teaching and support staff to ensure that all pupils make very good progress in their learning. Pupils use their literacy and numeracy skills very well to promote high standards in other subjects, for example history and science. Word processing skills are soundly developed throughout the school, although pupils' knowledge and skills in some other aspects of information and communication technology at Key Stage 2, for example control and data handling, are not so consistently developed.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have excellent attitudes. They are positive and enthusiastic. Pupils clearly enjoy being at school and are keen to learn. |
| Behaviour, in and out of classrooms | Behaviour is consistently very good. Pupils are friendly and courteous. |
| Personal development and relationships | Excellent relationships throughout the school promote very good personal development. Staff provide good role models and pupils show respect and a caring, responsible approach. |
| Attendance | Attendance is above average. There is a prompt and efficient start to the morning and afternoon sessions. |

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 | Very good |

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

Teaching is of a consistently very high standard throughout the school. The school has focused strongly on the teaching of literacy and numeracy skills which is very effective, especially in the early years. The very high quality of teaching is a significant factor in achieving high standards of attainment, particularly at the end of Key Stage 2 where teaching is excellent. Teachers have excellent relationships with their pupils and high expectations of work and behaviour. They manage their classes very well and ensure that pupils sustain interest and concentration. Teaching and support staff work very well together to ensure that the needs of all pupils, including those with special educational needs and those new to the school, are met effectively. The very effective team approach in which teachers are encouraged to evaluate their skills and share good practice ensures that they are continually seeking to improve their teaching and its impact on pupils' standards.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Although there is a strong focus on basic skills, the school has retained a broad and relevant programme to meet pupils' needs and interests. It is enhanced well by a good range of extra-curricular activities and educational visits. |
| Provision for pupils with special educational needs | Very good provision. Pupils' needs are quickly identified. Teachers work closely with high quality support staff to ensure pupils make very good progress towards their individual learning targets. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good provision overall promotes clear understanding of right and wrong. It fosters pupils' respect for others. The school works hard to promote the pupils' awareness of their own and other cultures. |
| How well the school cares for its pupils | The procedures for child protection and for ensuring the health and safety of pupils are very good. Staff know the pupils well and show great concern for their welfare. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The excellent leadership of the headteacher provides a clear positive direction to the work of the school. He has established a strong team approach which encourages all staff to focus on, and contribute to, raising standards. |
| How well the governors fulfil their responsibilities | A very supportive and influential governing body is involved very effectively in working in close partnership with the headteacher and staff on school improvement. Governors are kept well informed and have benefited from some good quality training. They fulfil their responsibilities very well and have a detailed understanding of standards being achieved. |
| The school's evaluation of its performance | The school uses a very good range of attainment information to monitor pupil performance and target areas for improvement. The headteacher has developed very effective procedures for monitoring and evaluating teaching and learning, particularly in literacy and numeracy. |
| The strategic use of resources | A very good quality development plan clearly identifies priorities and links them well to financial planning. Regular review procedures and longer term strategic planning ensure that resources are focused well on school improvement. The principles of best value are applied very well and the school gives good value for money. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parental responses from 78 questionnaires returned (33 per cent) and from the 18 parents (8 per cent) who attended the meeting were very supportive. There were very few concerns.

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Their children like school. • The school has high expectations of work and behaviour. • The school is very well led and managed. • The school works in close partnership with parents. Teachers are willing to see parents quickly to discuss any concerns. • The school achieves high standards and their children make good progress. • Teaching is good • They are kept well informed about what is happening in school and their children's progress. | <ul style="list-style-type: none"> • Some individual parents have concerns over traffic and site problems. |

Inspection evidence confirms parents' positive views of the school, particularly the high expectations, the very effective leadership and management, the good teaching and the high standards. The school has established a very effective partnership with parents which significantly promotes pupils' standards.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve standards that are well above the national average, particularly in literacy and numeracy

1. Attainment on entry for most children is broadly in line with nationally expected levels. High quality teaching and a very effective team approach involving teachers, support staff and other adult helpers enable the children to settle quickly and happily into the routine of school. The curriculum for under fives retains a full range of activities to meet the children's needs in all of the required areas of learning. The school gives high priority to the development of basic skills, particularly language and literacy and mathematics. These are taught very well and children receive good individual support to ensure that they make good progress in their learning. Teachers provide individual children with frequent and regular opportunities to extend both their early reading and speaking and listening skills. For example, teaching and support staff use questions very effectively, such as "Can the picture help you?" and "Have you ever seen anything like that?" to encourage speaking skills and to increase the range of strategies to help word recognition. This high quality support improves children's confidence, builds up excellent relationships and encourages them to achieve standards that are above those expected nationally by the age of five.
2. At Key Stage 1 teachers build on this good start in the reception class by continuing to extend pupils' literacy and numeracy skills. They use a broad range of reading resources very well to extend pupils' reading skills and understanding. For example, Year 1 pupils know that non-fiction books give information and that they need to use the 'Contents' and 'Index' pages to help them find out what they want to know. Teachers have high expectations and use them very well in setting challenging activities that enable pupils to achieve standards that are consistently above those expected for their age. For example, in a mental mathematics activity, Year 2 pupils responded very positively to the challenge to 'use your head not your fingers' in working out answers to challenging addition problems. Pupils are encouraged to extend their use of literacy and numeracy skills in other subjects. For example, in a Year 2 science lesson, higher attaining pupils are required to write their own descriptions of the life cycle of a butterfly. Very good teamwork between teaching and support staff enabled suitable guidance to be given to individual pupils to allow them to successfully complete this task.
3. At Key Stage 2, the teachers also have high expectations of the pupils. The tasks they set pupils are challenging and designed to extend their knowledge and understanding. Pupils continue to respond enthusiastically and achieve well above average standards. For example, in an excellent Year 6 mathematics lesson, higher attaining pupils used their knowledge and understanding of fractions, decimals and percentages to solve problems. They accurately calculated increases or decreases in wages and costs, after they had discussed the different ways of working out the new wage, for example, when a worker's weekly wage is increased by 12 per cent. Teaching and support staff work well together to ensure that the learning activities are challenging for pupils of differing abilities. For example, they provide appropriate guidance to all Year 6 pupils when they are required to compare and contrast different books by the same author. The range of activities also continues to encourage pupils to extend their literacy and numeracy skills throughout the curriculum, for example in detailed studies of such themes as Shakespeare in topic work.
4. Pupils' consistently positive approach to their work, very good teaching and a very good range of interesting and challenging activities all contribute to encouraging pupils to try to

achieve their highest standard. They make very good progress in their learning from average standards on entry to the school to standards that are well above the national average by the end of Year 6.

Teaching is consistently very good throughout the school

5. Fifteen lessons were observed. The quality of teaching was very good in seven lessons and one was excellent. It was never less than good. The teaching is a significant factor in promoting high standards, particularly in Year 6 where it is of a consistently very high quality.
6. The teaching of basic literacy and numeracy skills is very good throughout the school. It is particularly effective in the early years where the governors have provided additional teaching and support staff to ensure that pupils make good progress in developing these key skills. The school has implemented the National Literacy and Numeracy Strategies very well. Teachers plan in great detail to ensure that the range of learning activities are matched very well to the different needs within each class. For example, in both literacy and numeracy plans, teachers frequently use up to five different activity groups to ensure a close match to learning needs. Teachers have high expectations that are clearly reflected in the challenging tasks which require pupils to apply and extend their knowledge and skills. They use extension activities very effectively to ensure that pupils are using their time fully and completing a significant level and amount of work. For example, in a Years 4 and 5 mathematics lesson on 'area', the teacher made clear to pupils what the objective of the lesson was and what was required of them. She provided additional work on finding out the area of more difficult, irregular shapes to ensure that they made full use of their knowledge in the time available to them. This enabled pupils to consolidate their understanding from the previous lesson and then extend it to a higher level by applying it to solve problems.
7. Teachers manage their classes very well. The quality of relationships is excellent. Teachers are confident in controlling their classes and use humour effectively to retain interest and attention. This encourages pupils to listen carefully and respond quickly to instructions. Teachers maintain an effective pace to lessons and pupils move purposefully to the different activities. Teachers ensure that time is used fully and that pupils sustain their concentration and interest. This is clearly reflected in the quality and large amount of work covered in lessons by most pupils. Teachers use plenary sessions very well at the end of lessons to check on pupils' learning and to provide opportunities for pupils to share what they have learnt with others in the class. They use questions very effectively to check on understanding and, where appropriate, extend pupils' knowledge. For example, in a Year 6 numeracy lesson, the teacher questioned pupils about the range of different strategies they used to solve percentage problems. This encouraged the pupils themselves to think carefully about explaining how they actually worked out their answers. It also enabled other pupils to understand different ways, to those that they had just used, to solve the same problems.
8. The school has been particularly effective in establishing a very effective team approach in which support staff and other classroom helpers work very closely with the class teachers to improve the quality of pupils' work. Support staff know exactly what is required of them. They know the pupils well and contribute substantially to ensuring that pupils' efforts and concentration remain focused on what is required of them. It is particularly beneficial for supporting pupils with special educational needs and for the increasing number of pupils who join the school in mid-key stage. Their needs are quickly assessed and, where needed, appropriate support is targeted to ensure that they make very good progress.

**Pupils have excellent attitudes to learning and their behaviour is very good.
Relationships are excellent throughout the school**

9. Pupils have excellent attitudes to school. They come into school happily and politely. There is a strong sense that they have come to school to learn. Behaviour in and around school is consistently of a very high standard. Pupils are thoughtful and considerate to each other and towards the staff. They are smartly dressed and clearly take pride in their school.
10. In lessons, pupils listen carefully and do not interrupt one another when answering a question. They are equally capable of working alone on tasks or happily collaborate and share ideas to promote learning. There is no disruption in class. Consistently good teaching helps stimulate and maintain their interest and concentration levels.
11. Pupils are confident with adults and are eager to show and explain their work. The relationships between staff and pupils or between pupils themselves are excellent. Mutual respect is shown and frequent examples of courtesy are evident such as voluntarily holding the doors to allow others through. Staff provide positive role models and they make time for and value each pupil.

The leadership of the headteacher is excellent and strongly focused on school improvement. He has been particularly successful in developing a very effective team approach involving staff, governors and parents

12. The headteacher provides a clear and positive direction to the work of the school. He has a very good understanding of its strengths and weaknesses. Working closely with governors and key staff, particularly those with responsibility for literacy and numeracy, he has established very good procedures for monitoring the quality of teaching and learning and for setting targets for improvement. Since the last inspection considerable time and effort have gone into developing effective systems for monitoring and evaluating the work of the school. An increasing range of information about pupils' attainment is carefully analysed by the headteacher, staff and the governors' school improvement committee. It is used very well to identify trends in achievement over time and areas that may require increased time and resources. It is also used to set challenging improvement targets. For example, the governors have provided additional staffing support with the result that an increasing number of pupils achieve above average levels at both key stages. The headteacher, key staff and the link inspector from the local education authority effectively monitor the quality of teaching through regular lesson observations. They provide supportive and constructive feedback that recognises good practice and also indicates targets to further improve teaching quality.
13. There is a strong sense of teamwork and community which positively contributes to school improvement as staff, governors, pupils and parents all work together to try to achieve what is best for the school. The school was recently successful in being re-assessed for its 'Investors in People' award. Very good staff development systems, including very effective induction procedures for new staff and for involving initial teacher training students in school, encourage all staff to continue to develop their own learning and contribute to school improvement. Subject co-ordinators, particularly those with core subject responsibilities, monitor and evaluate their subjects and plan for improvement. Some have had time and opportunities to observe their subject being taught throughout the school, although this has not yet been developed for non-core subjects.
14. There have been significant improvements in the role of the governors since the last inspection. Some changes in personnel have encouraged governors with a very broad range of expertise to contribute to school improvement. The governing body is kept well

informed about school developments and has benefited from some good quality training from the local authority's support services. Governors work closely with the headteacher in monitoring school effectiveness and using the very good quality development plan to ensure that resources are used efficiently to target improvement. They have a good understanding of the standards being achieved and how to target further improvements. Some governors work in school and others visit lessons to look at specific aspects, for example the effectiveness of the literacy strategy, although this is not done on a regular, planned basis. The supportive and influential governing body makes a substantial contribution to promoting school improvement.

The partnership between school and parents is excellent and contributes significantly to high standards. Parents have very positive views of the school and value the efforts made by the school in encouraging their help and support

15. Parents expressed full confidence in the school and in the quality of education it provides. The school regards parental co-operation as essential in raising standards and has worked very hard to achieve an excellent partnership. Parents are kept informed through well-written newsletters and detailed annual reports which clearly show that teachers have a very detailed knowledge of each child. The school has held workshops for parents, on topics such as numeracy, so that they understand and support the aims of the teaching staff. Parents appreciate the quality and quantity of homework and fully participate in ensuring it is completed. Parents are encouraged to look at and discuss their children's work either during formal parents' evenings or by making an individual appointment at a convenient time.
16. Parents also support the school through a small but active Parents' Association and some help in lessons and around school. This input has a positive impact on standards. The school provides an 'after school club' for children whose parents work. This is a valuable service for parents and makes good use of the school's facilities as a communal asset.

The quality and range of learning opportunities for all pupils are very good

17. The curriculum has a broad range of activities which meets pupils' needs. The school places a high priority on teaching the basic skills of literacy and numeracy effectively. This helps pupils to learn. For example, highly developed reading skills mean older pupils successfully carry out individual history research, sometimes completing additional work at home. They record their work independently in attractive topic books. A recently extended range of extra-curricular activities, such as sports, music, chess, art, computer and science clubs and special events including a book week, Christmas concerts, a residential and other educational visits, effectively enhance the National Curriculum by developing pupils' interests and enjoyment of school.
18. The provision for pupils with special educational needs is very good. The school's policy of assessing pupils' needs as soon as they enter school is very effective in getting help for them as soon as possible. Teachers know and understand their pupils' needs very well. They plan clear individual targets, set work at an appropriate level and provide very good quality teaching support, sometimes from additional staff. This helps these pupils to make very good progress towards their learning targets.
19. The provision for personal development, including pupils' spiritual, moral, social and cultural development, is very good. The excellent role models provided by staff and the shared, high expectations of attitudes and behaviour ensure that pupils develop a mature understanding of their moral and social responsibilities. Even the youngest children have a very clear understanding of what is right and wrong, whilst older pupils are given extra opportunities to support younger ones, for example, during wet playtimes. The school

works hard to raise pupils' awareness of other cultures and to appreciate the richness of their own culture. For example, as part of a geography project on India, pupils in Year 3 wrote to a pupil's cousin living in India and invited a mother into school to demonstrate how to wear a sari.

The school provides very good care and welfare for its pupils

20. Procedures for child protection and ensuring the health and safety of pupils are very good. Consistently high standards of behaviour and effective anti-social behaviour policies ensure all pupils develop without fear. These measures are appreciated by all the parents as they know that their children are safe. Procedures for monitoring and promoting their personal development are excellent. A clear policy supported through assemblies and the curriculum further support this. In addition all the staff provide good role models and show great care and concern for their pupils' welfare.

WHAT COULD BE IMPROVED

The school has no significant weaknesses. Pupils' skills in some of the required aspects of information and communication technology at Key Stage 2 are not consistently developed

21. Although pupils' attainment in information and communication technology is broadly in line with nationally expected standards, particularly at Key Stage 1, it does not reflect the high standards pupils achieve in other curriculum areas. Pupils' word processing skills are developed effectively throughout the school and many teachers enable pupils to extend these skills in a broad range of subjects. By talking to staff and pupils and looking at a range of work in folders and on display around the school, there was clear evidence of word processing skills being used well in literacy, for example, to produce a book of poems, a story book and a class magazine. Skills were also developed in science when pupils, some with the support of a parent helper, typed a description of their investigation, and in history and geography to describe the lives of famous people, such as Florence Nightingale, or places in Africa.
22. Teachers plan to have regular opportunities for pupils to develop their skills in other aspects, such as using class data to produce a range of graphs in Years 2 and 3, and providing instructions to control the movements of a programmable robot. However, these do not consistently identify which skills are to be covered and how they are to build on individual pupils' prior knowledge and understanding. Many pupils have a good understanding of how to use information and communication technology to research information for topics, for example, through using the Internet at home. These are not consistently extended through frequent opportunities in school. The school's detailed development plan indicates that this is a priority for action. There are clear plans to improve and extend staff subject knowledge through training and to improve the range and quality of resources. The subject co-ordinator is currently adapting national guidance to provide a more structured approach and enhancing opportunities for pupils in Years 5 and 6 to extend their skills through a weekly computer club.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Ensure that the planned developments in information and communication technology extend individual pupils' skills by building on prior knowledge and understanding.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

23

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 7 | 47 | 46 | 0 | 0 | 0 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

| | |
|--|--------------|
| Pupils on the school's roll | YR – Y6 |
| Number of pupils on the school's roll (FTE for part-time pupils) | 226 |
| Number of full-time pupils eligible for free school meals | 6 |
| Special educational needs | YR – Y6 |
| Number of pupils with statements of special educational needs | 4 |
| Number of pupils on the school's special educational needs register | 51 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 2 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 26 |
| Pupils who left the school other than at the usual time of leaving | 18 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.5 |
| 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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 12 | 20 | 32 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 12 |
| | Girls | 19 | 18 | 18 |
| | Total | 31 | 30 | 30 |
| Percentage of pupils at NC level 2 or above | School | 97 (86) | 94 (83) | 94 (86) |
| | National | 82 (82) | 83 (83) | 87 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 12 |
| | Girls | 19 | 19 | 19 |
| | Total | 31 | 31 | 31 |
| Percentage of pupils at NC level 2 or above | School | 97 (83) | 97 (86) | 97 (80) |
| | National | 82 (82) | 86 (86) | 87 (87) |

Percentages in brackets refer to the year before the latest reporting year. 2000 national percentages not available at date of publication

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 | 4 | 13 | 17 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 4 | 4 | 4 |
| | Girls | 13 | 13 | 13 |
| | Total | 17 | 17 | 17 |
| Percentage of pupils at NC level 4 or above | School | 100 (74) | 100 (83) | 100 (83) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 3 | 3 | 4 |
| | Girls | 13 | 12 | 13 |
| | Total | 16 | 15 | 17 |
| Percentage of pupils at NC level 4 or above | School | 94 (74) | 88 (83) | 100 (64) |
| | National | 68 (65) | 69 (65) | 75 (72) |

Percentages in brackets refer to the year before the latest reporting year. 2000 Key Stage 2 results not available at time of inspection.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 3 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 191 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 9.2 |
| Number of pupils per qualified teacher | 28.1 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 146 |

FTE means full-time equivalent.

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 | 3 | 1 |
| 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.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 373,786 |
| Total expenditure | 369,655 |
| Expenditure per pupil | 1,712 |
| Balance brought forward from previous year | 20,000 |
| Balance carried forward to next year | 24,131 |

Results of the survey of parents and carers

Questionnaire return rate 33%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 235 |
| Number of questionnaires returned | 78 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 68 | 29 | 0 | 3 | 0 |
| My child is making good progress in school. | 73 | 24 | 3 | 0 | 0 |
| Behaviour in the school is good. | 68 | 32 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 55 | 40 | 4 | 0 | 1 |
| The teaching is good. | 69 | 28 | 3 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 54 | 38 | 6 | 0 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 72 | 21 | 7 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 77 | 22 | 1 | 0 | 0 |
| The school works closely with parents. | 59 | 35 | 6 | 0 | 0 |
| The school is well led and managed. | 73 | 27 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 68 | 26 | 5 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 49 | 40 | 4 | 0 | 7 |