

INSPECTION REPORT

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

Newton le Willows

LEA area: St. Helens

Unique reference number: 104801

Headteacher: Mrs. B. Horsfall

Reporting inspector: David Carrington
15414

Dates of inspection: 8th – 10th May 2000

Inspection number: 188833

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

Gender of pupils: Mixed

School address: Birley Street
Newton le Willows
Merseyside

Postcode: WA12 9UR

Telephone number: 01925 225455

Appropriate authority: The Governing Body

Name of chair of governors: Rev. Graham Keegan

Date of previous inspection: 29th April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's Church of England Primary School is located very close to the town centre of Newton le Willows in the metropolitan borough of St Helens. It is a voluntary aided school with 123 boys and 106 girls aged four to eleven years on roll. The school has a very good reputation locally and there is a very strong demand for places at the school. Hardly any pupils come from minority ethnic backgrounds or speak English as an additional language. About twelve percent of pupils have special educational needs, a proportion that is average. Three percent of pupils have a statement, which is above average. About ten percent of pupils are entitled to free school meals. This is about average. When children start school, they have the expected level of skills and knowledge.

HOW GOOD THE SCHOOL IS

St Peter's School provides an effective education for its pupils that results in high standards. From the time that pupils start at the school, they are taught very well and have a very well balanced curriculum that gives them every chance to succeed. Pupils' personal development is also catered for very well and so they develop into well-rounded children who are good to know and to talk to. The management of the school is very well focused on what matters most, and all staff and the governors form a united team that is working hard for excellence. There are one or two aspects that require the finishing touches to ensure that what the school does is second to none. There is every sign that the school will do these things with the same success it has achieved so far. It is evident that the school gives very good value for money.

What the school does well

- Standards in English, mathematics and science are very good at the end of both key stages.
- Very good teaching throughout the school ensures that pupils make very good progress.
- The very good provision for pupils' spiritual, moral, social and cultural development gives rise to high quality relationships and a very positive work ethic.
- Excellent leadership and management are given by the headteacher and the deputy headteacher, supported very well by all other staff.
- There are excellent systems in place to monitor and evaluate school performance, and the crystal-clear school development plan ensures that very effective action is taken to maintain school improvement.

What could be improved

- Curriculum and lesson planning (including that for the under-fives) does not always identify the exact knowledge, skills and understanding to be learned in lessons and these objectives are not shared and evaluated consistently with the pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in April 1996, there were five key issues:

1. Improve standards in handwriting, spelling and pupils' study and research skills in order to boost attainment in English.
2. Review the use of the accommodation, especially in relation to the location of toilets and access to them.
3. Make communication with parents more effective.
4. Give pupils more opportunities to take part in individual research and investigation.
5. Consider the use of classroom support staff in the reception class

Since that time, standards in English have improved greatly in both key stages, a new

buildings programme is well on the way to completion and there is generous provision of classroom support staff in all classes. Communication with parents is more effective and pupils have every chance to research and investigate for themselves. Inspectors judge that the school has made very good improvement overall and that it is in a very strong position to maintain this trend. Everyone in school is focused on what matters most – the pupils.

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	B	A	A
mathematics	A	A	A	A*
science	A	A*	A	A

Key

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

Pupils achieved high standards in the 1999 National Curriculum tests. Standards then were well above both the national average and that of similar schools. The school has held this strong position for three years and its rate of improvement in standards has matched the national trend. Standards in 1999 at Key Stage 1 were also well above both the national and similar schools average. Indeed, standards in reading and mathematics in Key Stage 1 were amongst the top five percent of schools nationally. They were in the top five percent of similar schools for Key Stage 2 mathematics in the same year. The school's targets for attainment were surpassed in 1999.

During the inspection it was evident that the high standards seen in the national tests are to be found in the other subjects. The school has invested much in new technology and the good standards seen in information technology show much improvement over those found at the first inspection. Achievement in arts subjects is a strength of the school, with some very high quality poetry, painting, ceramics and sculpture work evident.

Because the quality of teaching is so good, and especially since expectations are high, pupils make very good strides with their learning throughout the school. They build knowledge, skills and understanding in all subjects at a very good rate.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and they work hard in lessons. They respond quickly and eagerly to the adults in school and produce very good quality work.
Behaviour, in and out of classrooms	Very good. The school is a calm and orderly place and the pupils have very good levels of self-discipline. Only very rarely do a few pupils become restless in lessons. This is when the work is less stimulating.
Personal development and relationships	Very good. Pupils mature into children who mix very well with each other and with adults. The quality of relationships means that pupils benefit very much when working collaboratively.
Attendance	Good. The level of attendance is above the average found in most other primary schools and punctuality is good.

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.

The quality of teaching is very good overall. During the inspection, thirty lessons or part lessons were observed and the proportion judged to be of excellent or very good quality, at forty-five percent, was much higher than is usually found. In all, ninety percent of lessons seen were judged to be of good quality or better teaching. The remainder showed satisfactory teaching and there was no unsatisfactory teaching. The very good quality of teaching applied to all subjects observed, including English, mathematics, information technology and science.

Teaching is so successful at St Peter's School because staff take a profound interest in their pupils and work hard to provide the best education. All pupils, including those with special educational needs benefit from teachers' very good efforts to meet their needs. Expectations are high, so all pupils, including those with particular talents and abilities do well. Basic skills, especially in literacy and numeracy are taught very well and the teaching methods used are very successful. The identification of exactly what knowledge, skills and understanding are to be taught in lessons is an aspect of planning that could be more consistent.

Pupils respond to this very good calibre teaching by working very hard in lessons. They show sustained concentration over long periods, work responsibly on their own when required and show high levels of enjoyment and enthusiasm.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Pupils are given every opportunity to develop the necessary knowledge and skills because the curriculum is very well planned and is of great richness. The curriculum for children under the age of five is very good, though the emphasis on structured play activities is limited by some shortage of resources and space.
Provision for pupils with special educational needs	Very good. These pupils are very well supported and they make very good progress. Many of these pupils achieve at levels that are higher than might be expected given their starting point.
Provision for pupils with English as an additional language	Very good. There are very few pupils who speak English as an additional language, but they are given every encouragement in the development of language and they progress very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The quality of some assemblies is excellent and pupils' spiritual development benefits greatly because of this. Moral development is also at the centre of the school's work to foster the all-round development of the pupils. Overall, the school meets its Christian mission very well.
How well the school cares for its pupils	Very good. Child protection and pupils' welfare arrangements are of good standard. Very good assessment procedures, and the use of the information they produce, contribute much to the school's overall high level of effectiveness. The setting, sharing and reviewing of specific targets for learning in lessons is inconsistent.
The school's partnership with parents	Very good. The school provides good information about how well pupils are doing, and what they could do to improve. Some parents would like more information about some policies, especially homework. Parents support the school positively and are pleased that their children come to St Peter's school. The school has a high reputation that is richly deserved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The head teacher has a singular determination to keep improvement at the heart of the school. She is very well supported in this by the deputy headteacher and by all other staff. Everyone is united in the quest for high standards and are striving hard for excellence.
How well the governors fulfil their responsibilities	Good. The governors have very good links with the school and give valuable support. They are growing into the role of critical friend by asking the right questions at the right time about standards and the quality of education. The principles of Best Value are applied well by the governors.
The school's evaluation of its performance	Excellent. Senior management knows exactly what works well and what requires improvement. This is because they have systems and procedures to gather information about the strengths and weaknesses of the school that are second to none. They then take very good measures to bring about the necessary improvement.
The strategic use of resources	Very good. Finance, staff, resources and time are all used very effectively to produce high standards of achievement. The school gives very good value for the money invested in it.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards are good and pupils make very good progress. • Their children like coming to school. • Behaviour is good. • Staff have high expectations of pupils' work and personal development. • Teaching is good. 	<ul style="list-style-type: none"> • There is a restricted range of activities outside lessons • The information they receive about their children's progress could be even better.

The inspection team agrees with parents about the many very good things in school and judges that the range of activities outside lessons is very good. As part of their commitment to bring improvement, school managers are willing to examine enhanced ways of sharing targets for learning with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are very good at the end of both key stages.

1. Standards in the core subjects were judged as broadly satisfactory in both key stages at the time of the school's first inspection in 1996. Standards then were best in mathematics. In addition, pupils did well in art, design and technology and music. Over the next two years, standards in national tests were very good in mathematics and science and good in English by the age of eleven. In these years, 1997 and 1998, standards were very good in the Key Stage 1 national tests. The standards achieved in 1999 were more consistently very good or excellent across both key stages. Thus, standards have shown steady improvement since 1996, as summarised in the following chart:

Key Stage 1						Key Stage 2				
Inspection	National tests			Inspection		Inspection	National tests			Inspection
1996	1997	1998	1999	2000		1996	1997	1998	1999	2000
C	A*	A	A	A	Reading					
C	A	A	A	A		Writing				
					English		C	B	B	A
B	A*	B	A*	A	Mathematics	B	A	A	A	A
B	n/a	n/a	A*	A	Science	B	A	A*	A	A

<i>Judgements in relation to national averages</i>	Key
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*
not available	n/a

2. It is clear from this analysis that in some years, the standards achieved place the school in the top five percent nationally (A*). There is a very well promoted and shared commitment that standards should be A* more consistently and that everyone works all-out for excellence. There are not many schools that have so many As and A*s on such a chart.

3. The school gives very good attention to the basic skills of literacy and numeracy. The development of knowledge and skills in reading is rapid and pupils read fluently, with great confidence and much expression. The older pupils locate information quickly in books and when using CD-ROM and the internet. They skim the text effectively to locate the precise information they require and know how books are classified in a library. Writing is very well promoted in English and other subjects. There are many good opportunities to write for different purposes and in different styles and spelling and handwriting develop well. The written work examined by inspectors was of high quality.

4. In mathematics, pupils not only know the common ways to add, subtract, multiply and divide, but learn how to use pattern and relationships to solve problems in ways that are personally meaningful and successful. The process of finding the answer is as important in the work as the actual answer and this enables pupils to think flexibly when working with number that will stand them in good stead in secondary education. Pupils' mental arithmetic develops very well. They are not only accurate, but also calculate the answer at good speed.

5. Work in science is based successfully on investigation and experiment. This subject is popular with pupils because it is so practical. By the end of Year 6, pupils select their own materials and methods for investigations, make detailed predictions of outcomes, organise an effective fair test, observe the results carefully and identify whether their predictions were accurate. This work is written up very well in a good range of styles.

6. The school is not an examination factory. Excellent attention is given to ensuring that the curriculum contains all the necessary subjects and aspects, and that the all-round education of pupils is assured. Standards in information technology have risen as the school has invested more in computers and other new technology. Pupils locate information with comparative ease, whether stored on hard disk, CD-ROM or the Internet. They know how to give instructions to control machines and use computers to monitor changes in temperature and other things. Overall, standards are good in information technology and there is every indication that they are rising to match those in the other core subjects.

7. The school has a much deserved reputation for its work in arts subjects. The site is enlivened by very good displays of pupils' art, design and technology and other creative work. Some of the work in ceramics is of excellent quality.

<p>Very good teaching throughout the school ensures that pupils make very good progress.</p>

8. The quality of teaching is very good for all pupils. Of the thirty lessons or part lessons observed by inspectors, ninety percent were of good or better teaching. There was no unsatisfactory teaching seen and forty-five percent of teaching was of very good or better, resulting in pupils making very good progress.

9. It is very clear that this quality of teaching is not just reserved for inspection week. The scrutiny of pupils' work showed that teachers have consistently high expectations and that the work was demanding, stimulating and very well matched to the needs of different groups of pupils. When children start school, they have broadly average skills and knowledge. They settle quickly, and because expectations are high, they achieve good standards by the age of five. They then go on to achieve very good standards by the age of seven and eleven. Progress is very good through Key Stages 1 and 2. Pupils get a very good education at St Peter's school and are very well prepared for the work at secondary school. This is all down to the very good teaching in school.

10. Teaching is a success at St Peter's school and has many strengths. There is, however, one aspect that could be enhanced. Some teachers are skilled at identifying very clearly and precisely what knowledge, skills and understanding are to be developed in lessons. This stands out in lesson planning that includes succinct statements of what is to be learned. This is a strength that is not as consistent across the school as it might be.

11. Most of the lessons seen would stand as examples of the overall effectiveness of teaching, though an excellent reception class information technology lesson serves this purpose very well. Here, the lesson was very carefully planned and the basic skills of keyboard use were taught very effectively. The teacher had particularly high expectations, had prepared individual “keyboards” for each pupil and used these very well to help them identify individual keys such as *Caps lock*. The two support staff took an effective role in ensuring that pupils of all aptitudes were well involved in the work and that they made very good progress. The whole lesson moved with briskness and a very good sense of fun and enjoyment. The pupils learned much about the keyboard in this session and one remarked with confidence: “it’s the space-bar, it lets you leave spaces between the words” to demonstrate newly found knowledge.

The very good provision for pupils’ spiritual, moral, social and cultural development gives rise to high quality relationships and a very positive work ethic.

12. The school has a clear Christian mission that is shared, understood and promoted very well by everyone. It is very successful in meeting its aims to enable all pupils to fulfil their potential within a stimulating Christian learning environment. The pupils develop very well as people who care, share and give welcome to others.

13. Some assemblies are of very high quality and promote the spiritual development of pupils in a natural and spontaneous way. During the inspection, the Monday afternoon whole school assembly was an excellent example of how all pupils, young and old, were drawn into the celebration of prayer. There was a very tangible moment of spiritual awareness as the Year 3 pupils moved to form an embracing semi-circle around the other pupils. When their candles were lit, there was a profound sense of awe and reflective silence. This spirituality is enhanced in lessons. Pupils show a very well developed alertness to the beauty and special qualities of plants and leaves in science and the power of pattern in mathematics, for example.

14. The Christian ethos of the school impacts powerfully on the development of pupils’ moral codes. The school is orderly, harmonious and welcoming. Pupils behave very well, they know right from wrong and are patient, waiting their turn and encouraging others to take theirs in a very mature way. Parents all acknowledge the very positive attitudes and relationships promoted in school and agree that their children become much more mature and responsible as they move through the school. This maturity shows in the way in which pupils mix, regardless of background. The social development of pupils is very effective and learning benefits because pupils work together very well to investigate, experiment and discover things.

15. As identified above, pupils’ education in arts subjects is very successful. This is because standards in art, design and technology, poetry, dance, music and other art forms are all very good. Pupils have many opportunities to develop culturally, and the programme of performances outside school and visits to museums, galleries, theatres and other venues contributes much to their appreciation and understanding of different art forms. The pupils also have good opportunities to find out about, and celebrate the rich contributions made to society by people from other cultures.

Excellent leadership and management are given by the headteacher and deputy headteacher, supported very well by all other staff.

16. The visitor to school cannot fail to be impressed by the many very good things that take place there. On entering the buildings, the school is welcoming. Pupils move around in an orderly way, they are courteous and patient and much hard work in lessons is evident. The high quality of work on display speaks much for the very good standards and the smiles on people's faces portray a school that is at ease with itself as it strives for improvement.

17. The headteacher is the pivot in this. She is an inspirational manager with a very clear vision of what is right and proper for the school. The pursuit of high standards and excellent quality in what the school does is at the heart of her priorities and she ensures that all others join with her in this endeavour. Other people do this willingly and the shared determination to succeed is one of the headteacher's great accomplishments.

18. The deputy headteacher gives very good support to the work of the headteacher. She is a very good class teacher and takes a central role in school management. She is alert to the strengths and areas for development in school and works hard, with great impact, to motivate and involve others in the process of improvement.

19. Other members of staff have key roles in management. The school is of the calibre it is because there is shared commitment to high standards and all staff work for the same end, the best education for the pupils.

20. Governors have a record of successful support and management. They know much about the school and are developing systems and procedures to check that decisions bring the desired results. Governors pursue the principles of *Best Value* effectively in their decision making and are asking critical questions at well-judged moments more and more.

21. It is very evident that people count at St Peter's school and that the chief of these are the pupils. Managers keep the best interests of the pupils in mind at all times and because of this close focus, ways to improve are identified with great effect.

There are excellent systems in place to monitor and evaluate school performance, and the crystal-clear school development plan ensures that very effective action is taken to maintain school improvement

22. A sterling quality of the school is that people are not afraid to put their own performance under the microscope and identify what they could do better. Staff see the process of monitoring as a positive experience, not a threat and all take part with a will to improve. Because of this approach, the systems and procedures in place to check and evaluate what is done work smoothly.

23. Managers collect much data to help them analyse how well the school is performing. They track the progress of pupils very carefully in order to identify any under-performance and to help pupils celebrate their successes. Clear, rigorous and manageable targets are set for achievement and these are monitored regularly. The data to support this progress-chasing is presented in an easily understood format and this enables all staff to identify very quickly where there are problems or reasons to celebrate. The statutory whole-school targets set in 1999 were set at rigorous levels and pupils exceeded them comfortably. On

the evidence of the inspection, the school is well on track to meet the challenging targets for this year and for the two years to follow.

24. There is an excellent programme of monitoring of standards, teaching and the curriculum in place. Everyone has a role in this work and all know the ground rules for monitoring. Senior managers and subject coordinators monitor and evaluate teaching and learning against very rigorous criteria, and the outcomes are shared orally and in written reports that have a very strong analytical stance.

25. The school development plan identifies the chief priorities of the school with precision and clarity and sets these against staff responsibility, cost, timescale and success indicators. The plan is common property because everyone has an opportunity to make their own contribution and all understand the ranking of the priorities. School development planning is very effective because it is the benchmark by which staff and governors judge how well they are doing.

26. School self-evaluation and improvement is well entrenched in the school. Managers are very well informed, they take very effective action to bring about improvement and they are equally quick to ensure that the very many positive things in school are sustained and strengthened. There is no room for complacency in this school. The staff team is determined to work for excellence in the very best interests of the pupils.

WHAT COULD BE IMPROVED

<p>Curriculum and lesson planning (including that for the under-fives) does not always identify the exact knowledge, skills and understanding to be learned in lessons and these objectives are not shared and evaluated consistently with the pupils.</p>

27. There are very few aspects that require strengthening as management has already made the necessary adjustment to systems and procedures to bring continuing success. However, there is a cluster of smaller issues that centre on the need for clear, precise and consistent identification of learning outcomes, measures to ensure these are met and the sharpening of target setting. These issues are not unusual in a school that has already established a very good track record.

28. Inspectors identified that in lesson planning, the statement of learning objectives varied from class to class. In some, the things to be learned were specified clearly, in others, the objectives were more general or related to what was to be taught, rather than what was to be learned. There are very many strengths in planning and staff do not have to look far for best practice in the statement of precise knowledge, skills and understanding to be learned.

29. Whilst assessment is very well developed in school, the setting and sharing of targets requires some refinement. Again, there is some very good practice in the use of targets to build academic success. The school sets targets for attainment for individual pupils and shares these with parents, though some parents would like more information about the progress made. Some teachers identify specific learning targets for each lesson and share these with the pupils. A smaller number go on to review the targets with the pupils at the end of the lesson. Greater consistency in the setting and sharing of targets will ensure that pupils in all classes know how well they are learning and give impetus for hard work and high levels of attainment.

30. Curriculum planning for the under-fives is detailed and, in the main, identifies the necessary experiences for the children to build appropriate skills and knowledge. In one area there could be some improvement though. This concerns the identification of opportunities for the youngest pupils in school to take part in structured play activities, indoors and out. Not every child spends enough time in experimenting with different toys, construction kits, equipment, apparatus or materials. There are some shortages of appropriate resources for play and some apparatus is under used. Restricted space outdoors does not help the provision of a balanced programme of play for the under-fives. Inspectors judge that the school is well on track to provide an appropriate curriculum for the Foundation Stage when it becomes operational later this year but that adjustment to planning should be made in order to incorporate all of the necessary learning forms.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. St Peter's Church of England Primary School is highly effective. Pupils are given a very good education in a calm, orderly and hard working environment. The very good quality of teaching to be seen across the whole school results in lively, stimulating and highly motivating activities for pupils and this, in turn, means they work hard, produce much and learn a lot. Standards are very good as a result.

32. There is one aspect where the school could make further improvement. This is incorporated into the current school development plan and its significance is recognised by key managers, who are keen to make the necessary enhancements. Therefore, inspectors suggest that successful attention to this issue will bring even more A*s in national tests and other measures of the school's success.

Enhance planning to allow for the appropriate development of skills and knowledge through play activities for the under-fives, and for target setting and sharing for pupils in Key Stages 1 and 2.

By:

- Identifying clearly and consistently in planning what knowledge, skills and understanding are to be learned in lessons.
- Ensuring that opportunities for a balanced programme of structured play is built into planning for the Foundation Stage curriculum.
- Making sure there are sufficient resources and time available for structured play for the under-fives.
- Setting targets based on the outcomes of assessment for pupils.
- Sharing the targets with pupils at the start of lessons.
- Reviewing the targets together at the end of the lesson.
- Revising the targets upward as necessary.
- Refining the information on targets provided for parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
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
4	41	45	10	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)	229
Number of full-time pupils eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.05
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	18
	Girls	15	16	17
	Total	31	34	35
Percentage of pupils at NC level 2 or above	School	89 (100)	97 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	18
	Girls	15	15	17
	Total	31	32	35
Percentage of pupils at NC level 2 or above	School	89 (94)	91 (86)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	10	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	9	9	10
	Total	22	24	25
Percentage of pupils at NC level 4 or above	School	88 (80)	96 (83)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	8	7	10
	Total	21	21	25
Percentage of pupils at NC level 4 or above	School	84 (83)	84 (93)	100 (97)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	0
White	226
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)	10.4
Number of pupils per qualified teacher	27.3
Average class size	32.7

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	294

Financial information

Financial year	1998/1999
	£
Total income	432 564
Total expenditure	434 843
Expenditure per pupil	1 883
Balance brought forward from previous year	52 249
Balance carried forward to next year	49 970

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	56	39	4	0	1
Behaviour in the school is good.	65	34	1	0	0
My child gets the right amount of work to do at home.	39	47	11	3	0
The teaching is good.	59	39	2	0	0
I am kept well informed about how my child is getting on.	37	42	17	2	2
I would feel comfortable about approaching the school with questions or a problem.	53	33	9	4	1
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	46	43	8	1	2
The school is well led and managed.	58	37	4	0	1
The school is helping my child become mature and responsible.	52	44	3	0	1
The school provides an interesting range of activities outside lessons.	32	33	21	3	10