

INSPECTION REPORT

BRADWELL PRIMARY SCHOOL

Bradwell, Newcastle under Lyme

LEA area: Staffordshire

Unique reference number: 124106

Head teacher: Mr R M Bentley

Reporting inspector: M Dorling
10954

Dates of inspection: 22-24 May 2000

Inspection number: 189487

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cauldon Avenue Bradwell Newcastle under Lyme Staffordshire
Postcode:	ST5 8JN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Tatton (Acting)
Date of previous inspection:	23-26 September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bradwell Primary School with 180 full-time pupils and 10 part-time pupils is smaller than the average primary school. It caters for boys and girls aged five to eleven and offers part-time pre-school places to children a term after their fourth birthday. The percentage of pupils eligible for free school meals has increased since the last inspection and, at 31%, is above the national average of 20%. Six pupils have statements of special educational need, which is above the national average. Overall the percentage of pupils identified as having special educational needs at 22% is close to the national average. Pupils come to school with attainment that is below the national average overall, although a small proportion of pupils has average or slightly above average attainment. No child in school has English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. By the time they leave the school aged eleven pupils achieve above average standards in English, mathematics and science, which represents considerable success in view of the below-average attainment on entry. The head teacher provides very good leadership, supported by a hardworking and committed staff team and an effective governing body. Teaching overall is good and particularly in Key Stage 2 it is the reason for the good progress children make. The provision for pupils with special educational needs is very good. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science by the end of Key Stage 2 are above national averages and in English and science are high when compared with similar schools.
- Teaching in Key Stage 2 is good overall and often very good or excellent.
- The school benefits from very good leadership and management.
- The pupils have enthusiastic attitudes to learning, their behaviour is good and relationships with each other and the staff are very good because of the strong, positive school ethos.

What could be improved

- The effectiveness of teaching and learning in Key Stage 1 and Early Years.
- The structure of the school day and the length of lessons throughout the school, especially for the younger pupils.

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 made good progress since the last inspection in September 1996. Several effective strategies have been put in place that have supported the substantial raising of standards in the core subjects including reading and writing. Coordinators now have clearly defined roles that include checking planning and the regular scrutiny and evaluation of pupils' work. The planned programme of classroom observation and feedback undertaken by the head teacher and, to a lesser extent the literacy and numeracy coordinators, provides useful feedback for individual staff and whole-school issues for development. Recent appointments have strengthened the teaching and support staff. The new staff have brought fresh ideas and expertise in a range of subjects, including PE and ICT and the overall quality of teaching has improved. Appropriate schemes of work have been developed, which support the very good planning systems. The school is well placed to continue to improve teaching and learning and curriculum leadership to meet the targets it

has set and to maintain the very effective management and administration systems and structures that enable the school to run so smoothly.

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	E	C	B	A
Mathematics	D	C	D	C
Science	E	C	B	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In 1999, most eleven-year-olds achieved the nationally expected Level 4 in English, mathematics and science with a higher than national percentage achieving Level 5 in Science, a similar percentage to the national average in English and a slightly lower percentage in mathematics. When compared with similar schools, standards in English and science were very high and in mathematics they were average. Although the percentage achieving Level 4 in mathematics was above the national average, fewer pupils attained Level 5 than nationally, thus reducing the average points score that is used to make comparisons. When checking the progress made between the tests pupils took aged seven and those the same pupils took when aged eleven, the school's results are better than average showing that the children made good progress and achieved well. Pupils arrive at the school with attainment generally below average. The 1999 results for seven-year-olds show that three-quarters of them achieved the expected Level 2 in all core subjects by the end of Key Stage 1. However, standards overall in English in Key Stage 1, especially in reading, are still below the national average even though satisfactory progress has been made. Pupils did slightly better in writing. In mathematics and science pupils reach average standards. Few pupils achieve Level 3 in any subject. The school's targets for attainment are appropriate and sufficiently challenging. Standards in other subjects as seen in the scrutiny of a work sample, work displayed on walls and during lessons is generally in line with expectations. Insufficient pupils' work was seen in information technology to enable a sound judgement to be made.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are mostly eager to learn, enthusiastic and want to do well.
Behaviour, in and out of classrooms	Good: pupils behave well in class. Similarly, behaviour in the playground and around the school shows that pupils respect the staff and each other.
Personal development and relationships	The very good relationships within the school ensure a happy, secure and purposeful atmosphere. Pupils are beginning to develop independence and take responsibility for their own learning.
Attendance	Good: pupils enjoy coming to school.

The pupils are keen to come to school and attendance is above the national average. Pupils are involved in a wide range of extra-curricular activities and, as they get older, they take responsibility around the school. The school's stated ethos of "*caring and sharing and learning together*" is very apparent as children respond positively to each other and the staff, and generously celebrate the achievements of others.

TEACHING AND LEARNING

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

Teaching is good overall. Teaching in the Early Years and Key Stage 1 is satisfactory overall and sometimes good. Teachers are committed and conscientious. They plan lessons carefully, make the purpose of the learning clear to pupils and are usually well prepared and organised. Teachers care deeply for their pupils and positive relationships mean that they generally manage behaviour well. However, although pupils make a sound start in the Early Years and Key Stage 1 their learning and progress are slowed by the teachers struggling with a timetable that leads to lessons that are much too long for young children. In addition, too few learning tasks are practical and active and pupils sometimes become restless. The majority of teaching in Key Stage 2 is very good or excellent and it is always satisfactory. This contributes significantly to the good progress pupils make and the high standards they reach. Literacy and numeracy are well taught and pupils use their skills competently in other subjects. Across the school, the marking of pupils' work does not always tell them what they have done well and what they need to do to improve. Pupils with special educational needs are well taught by their teachers and learning support assistants, which enables them to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the school provides an appropriately varied and relevant curriculum including all National Curriculum subjects and religious education. Residential visits, field trips and a particularly wide range of interesting extra-curricular activities provide valuable experiences to extend pupils' understanding of the wider world.
Provision for pupils with special educational needs	Very good: specific targets for development are identified. Individual education plans are carefully matched to needs and regularly reviewed. The pupils make good progress benefiting considerably from effective and well-coordinated support given by teachers, classroom assistants and volunteer helpers, including parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: the school promotes each of these aspects well. Pupils are helped to develop a clear understanding of moral and social responsibilities, an appreciation of cultural diversity and to raise their spiritual awareness.
How well the school cares for its pupils	Very well: this is a very caring school in which all are valued and appreciated. This strong ethos of care effectively meets the needs of individual pupils.

The curriculum meets statutory requirements and provides a solid framework in which pupils can make good gains in their personal, social and academic development. The safety, protection and guidance of pupils are at the heart of the school's work. Parents are confident that their children are very well cared for, behave well and are helped to develop as mature and responsible learners.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good: the very effective head teacher provides clear, purposeful and dynamic leadership. He has developed a hardworking team and knows the school's strengths and weaknesses well. His commitment to working together and his ability to delegate, help staff to take responsibility and develop effectively as professionals. Additionally, he regularly checks the quality of teaching and learning and, as a result, standards are improving. The school provides an effective staff training programme often in partnership with other local schools. The administrative and other non-teaching staff are equally committed to the school and to their own development and training.
How well the governors fulfil their responsibilities	Satisfactorily: the governors have a good understanding of the school's priorities because of the clear information provided for them by the head teacher and other staff. They fulfil their statutory responsibilities.
The school's evaluation of its performance	The school has a clear view of its work and future priorities. Regular checking of the quality of teaching and standards has improved the results and identified development priorities.
The strategic use of resources	Very good use is made of all staff, resources and of the building. The school is good at getting extra funds for special projects, which has meant that building improvements have been made and continue to be made. Financial control and administration are excellent and the school is constantly striving to get the best value for money. Time during the teaching day is not always well used as sometimes, sessions are too long and pupils become restless.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like the school and they make good progress. Teaching and children's behaviour are good. Parents feel comfortable about approaching the school and believe it is very well led and managed. The school has high expectations for children, helps them to become mature and responsible and provides a very good range of interesting extra-curricular activities. The majority of parents feel well informed about how their child is getting on and value the close way the school works with them. 	<ul style="list-style-type: none"> A small minority of parents would like to see homework arrangements improved.

The inspection team fully endorses the extremely positive views of parents. Parents did not specify whether their child received too much or too little homework. The team feels that the homework policy that is in place is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science in National Curriculum tests at the end of Key Stage 2 are above national averages and in English and science are high when compared with similar schools.

1 On admission to the school, pupils are generally attaining below average standards. They make steady progress in Reception and Key Stage 1 because of satisfactory and sometimes good teaching and the way staff sensitively introduce them to school life. In Key Stage 2 pupils' learning and consequently the progress they make accelerates, largely as a result of very effective teaching. Additionally, the school has put several arrangements in place, including the successful introduction of the literacy and numeracy strategies, booster classes and additional literacy sessions, which are contributing to raising standards. So when checking the progress made by pupils between the tests they took when they were seven and those taken by the same pupils when they were eleven the school's results are better than average showing that the pupils have made good progress. These results represent considerable success for the school and contribute to the very positive views that parents have of their children's attainment.

2 Pupils with special educational needs make good progress and achieve appropriate standards. This is because of the very good support they are given and the excellent liaison between teachers and support staff. Additionally, very good support is given by volunteer helpers, a group of parents who have been suitably trained and through the Family Literacy scheme that targets boys who have made a slow start in reading in Reception.

3 In addition to these strategies, consistently effective and focused teaching accounts for the recent raising of standards. Lessons are planned to provide interest, excitement and even fun so that pupils learn more easily and have stimulating subjects about which to write about. For example, in literacy lessons, Year 6 pupils had studied parts of Dylan Thomas's "Under Milkwood" which led to the quality of the work, particularly the evocative language used, being very good.

4 Much emphasis is placed on literacy and numeracy and in applying these skills in other subjects such as history, geography and science. By Year 6 reading is good and most pupils can use a non-fiction text, dictionary or thesaurus competently to find words, check spellings, look up references and search for information concerned with their topic work. They read aloud with confidence and clarity and teachers encourage careful attention to accuracy and fluency. A Year 4 pupil was gently reminded "*Slow down, Christopher*" when he was rushing and therefore making errors. Standards in writing are good and pupils write in a good range of styles and genre for different purposes. The majority of pupils present their work carefully using a legible joined script that is often a pleasure to read. For example, the stories and poems written by Year 6 pupils in response to their literacy study of "*Gawain and the Green Knight*" were very well presented. Standards in speaking and listening are high. Pupils listen carefully to each other and their teachers and are not afraid to offer a viewpoint or ask a question. In an exciting Year 6 geography lesson focused on world trade, a pupil in a group representing a poor country said, "*How come the United States has so much money and is finished first? We've had to work really hard and we're nowhere near finished - and we've got hardly any money!*"

5 In mathematics and science pupils achieve good results in national tests and use their numeracy skills competently across the curriculum. For example Year 3 pupils were

recording their results of a science investigation *“Can a shadow change its size?”* on graphs and tables, as well as in writing. However, even more emphasis on investigations is needed in both subjects to provide more challenge and promote mathematical and scientific enquiry.

6 In lessons seen in Key Stage 2 during the inspection, standards of work were mostly in line with national averages and where the teaching was particularly challenging or inspiring pupils were sometimes working at above average levels. Year 4 pupils for example, were excited by resources they had downloaded from the Internet connected with their history topic on Sutton Hoo. The teacher capitalised on this enthusiasm by devising challenging investigative tasks that motivated pupils to think for themselves, to use historical evidence and to speculate about the lives of people in the Saxon period. In a Year 5 Religious Education (RE) lesson pupils were prompted to compare the customs and beliefs of Muslim and Christian practice. The way the teacher encouraged led to pupils asking thoughtful questions such as *“Why do other languages seem to take longer?”* This and others questions stimulated issues for debate and enhanced pupils’ understanding and respect for other cultures.

Teaching in Key Stage 2 is good overall and often very good or excellent

7 Teaching in Key Stage 2 is often inspiring and challenging and sometimes outstanding. As a result pupils try their best, work hard and achieve good standards of work, especially in English, mathematics and science. All teachers plan their work carefully to give comprehensive coverage of the National Curriculum and identify clear learning targets for lessons. Teachers share the targets with pupils and remind them what they have to learn during lessons. This keeps pupils closely focused on their work so that they make good progress.

8 Teachers' expectations of hard work and achievement are high and demanding. This was typified in a Year 5 lesson when a teacher said, *“I want to hear your brains whirring”* and *“You have just 5 minutes to complete these two tasks.”* Teachers use praise and encouragement that recognise genuine achievement, so that pupils are motivated to go on trying hard match these constant challenges. *“You have just discovered that in fractions, when the denominator is high the share is low.”*

9 Teachers know their pupils well and help each one to learn increasingly effectively. Relationships are often excellent and because of this, pupils want to work with and please their teacher. Thus behaviour is always good and pupils work well together. When teachers enable pupils to work collaboratively in pairs or groups, this enhances their learning skills and improves their ability to work with others, listening to viewpoints and dividing work fairly. Some teachers are very good at injecting good-natured humour and fun into their lessons so that pupils really enjoy learning. Interesting and often fast-moving activities cause pupils to work with excitement and feel pride in their achievements.

10 In most lessons work is well planned and prepared and pupils are well organised, so that no time is lost. Good use is made of resources to help learning, for example one teacher successfully used an overhead projector to involve all pupils in the construction of Carroll diagrams in mathematics. In another lesson, good use of the computers caused pairs of pupils to practise work on fractions with genuine enthusiasm. Teachers manage classroom support staff well and, in turn, they provide a valuable contribution to pupils' learning.

11 Lessons often include a good range and variety of teaching and learning methods. Very good use is made of class work, pupils working in pairs to learn with and from each

other, and individual work. In an English lesson pupils had to work in pairs to identify and discuss aspects of characterisation. The teacher read the story to the class very well. This helped them to understand how the story moved along and in turn pupils were able to use this new knowledge and understanding in their own story writing.

The school benefits from good leadership and management

12 Underpinning the work of the school is the dynamic and purposeful leadership and management provided by the head teacher. He has successfully created a cohesive team that involves all members of staff, teaching and non-teaching. All members of the school community have a strong commitment to the school ethos of “*Caring, sharing and learning together.*” All work together for the good of the pupils and to raise standards. This powerful desire to raise standards of attainment and give pupils a solid foundation for future learning and life shapes the provision that the school makes for an interesting and enriched curriculum.

13 The head teacher works well with all members of staff, encouraging them to take responsibility and to undertake further professional development. The school’s active membership of the Wolstanton Partnership involving the local secondary school and its other contributing schools enables the group to tailor training to the schools’ specific needs. This has resulted in apt and focused training for Bradwell that benefits staff and pupils. Non-teaching staff are treated equally with their professional development needs being well catered for. This means that the quality of administration is constantly being reviewed and improved and that all staff who have contact with children, for example lunchtime supervisors, are helped to follow the school strategies for promoting good behaviour and to endorse the caring ethos. Governor training is also provided, although not all governors use the opportunities offered.

14 The recently-created senior management team, that unusually includes the school’s administrative assistant with her very good financial and administrative expertise, is successfully managing to maintain the many things the school already does well while also moving forward. The school actively seeks initiatives (many of which involve grants from various agencies or commercial enterprises) that help to increase the school’s effectiveness and efficiency and raise standards. Without this degree of commitment to obtaining extra funding many of the successful initiatives such as the wild environmental area, pottery kiln, building improvements and Family Literacy could not have happened.

15 Strategic planning is good. Governors have a clear view of what the school needs to do. They are well served by the head teacher and other staff who keep them appropriately informed and aware of relevant issues. Financial decisions are not always easy and the recent staff reorganisation taxed the mettle, skills and expertise of the governing body for whom it was a new and painful experience. The decision was taken and handled with sensitivity.

16 A feature of good leadership is the fact that the head teacher has already identified the need to raise standards of teaching and learning further in reception and Key Stage 1 and this has already been recognised as a priority and included in the school development plan.

The pupils have enthusiastic attitudes to learning, their behaviour is good and relationships with each other and the staff are good because of the strong, positive ethos.

17 Most pupils leave school confident, knowing how to learn, how to behave and showing respect and tolerance for others. They are able to relate to their peers and adults easily and comfortably. They enjoy coming to school and eagerly participate in all activities. This is a direct and tangible result of the school's stated ethos of *"caring and sharing"* and *"learning together."*

18 In class, pupils are mostly keen to settle down to work and because teachers generally set lessons in context, pupils know what they will be doing. They look forward with eager anticipation to lessons they know will be absorbing. For example they approached their afternoon's geography lesson optimistically saying, *"Are you coming to our geography lesson this afternoon? It's going to be great - we're playing a trading game."* They appreciate the structure and purpose of their English and mathematics lessons commenting, *"Literacy and numeracy are great – it's more organised, we know what we're doing and it makes us more independent."*

19 Throughout the school behaviour is good. Pupils get on well together in the playground. The lunchtime supervisors play with the younger children in organised games. This sets up good habits for later, when older pupils organise themselves to play constructively and cooperatively in games like netball and cricket.

20 The school is an orderly community with a calm and purposeful atmosphere and this has a positive effect on pupils' learning. No bullying was seen during the inspection, and the children are confident that any aggressive behaviour is dealt with promptly and effectively. The good relationships that all adults have with pupils means that they do not like being in trouble or *"letting the side down."*

WHAT COULD BE IMPROVED

The effectiveness of teaching and learning in Key Stage 1 and the Early Years

21 Teaching for the pupils aged four to seven in the Early Years and Key Stage 1 is satisfactory overall. Teachers are committed and conscientious. They plan lessons carefully, make the purpose for learning clear to the pupils and are usually well prepared and organised. They care deeply for their pupils and relationships and generally manage behaviour well.

22 Despite this the quality of teaching is not yet good enough for pupils of this age group. When pupils start at the school their attainment is generally below average. The 1999 results for seven-year-olds show that three-quarters of them achieved the expected Level 2 in all core subjects by the end of Key Stage 1. However, standards overall in English in Key Stage 1 (especially in reading), are still below national average although satisfactory progress has been made. Pupils did slightly better in writing and in mathematics and science pupils reach average standards. However, few pupils achieve Level 3 in any subject. Three main points are essential for improvement. Teaching needs to be more inspiring, more exciting and more challenging.

23 The National Literacy and Numeracy Strategies and the National Curriculum programmes of study indicate what has to be taught but do not specify in detail how it has to be taught. Currently, teachers in Key Stage 1 do not have a sufficiently rich bank of

imaginative teaching strategies upon which they can draw to inspire and motivate pupils. Lessons are often over-directed by teachers, with few opportunities given to pupils to show initiative, imagination and independence. Some lessons lack variety so pupils lose concentration.

24 Similarly the school has not yet found strategies to help teachers to develop more personally dynamic and inspiring teaching and presentational styles to get pupils more excited about their learning, rather than just being compliant and getting on with it. Teachers in Key Stage 1 and the Early Years are not involving pupils directly in their learning often enough. Nor are they always building new work upon what pupils already know, understand and can do or making it sufficiently relevant to their interests, experience and environment. Learning needs to be more vivid, real and relevant and less mechanical and repetitive.

25 At present teachers make generous use of praise and encouragement and this is important. However, praise should only recognise genuine effort and achievement. So, although pupils are told what it is they have done so well, it is not made equally clear when they have not done things as well as they could.

The structure of the school day and the length of lessons throughout the school, especially for younger pupils.

26 The timetable for the school is split into four sessions a day for all classes. This means that lessons are sometimes 75 or 80 minutes long. Often, long literacy and numeracy lessons, both of which involve intensive work and close concentration, follow on from each other. Depending on the subject and the interest that the activities generate this can be acceptable for older pupils but rarely is it appropriate for young ones. Even older pupils were flagging when a science lesson extended across the whole afternoon. On one occasion a literacy lesson with Year 1 children lasted 70 minutes. The pupils became restless and the tasks were not sufficiently exciting to engage their interest. This delayed their rate of progress and quality of learning. A dance lesson with reception pupils went on for 75 minutes during which time they spent quite some time comparatively inactive. The content of the lesson was really only appropriate for a sharply focused 20 minutes. A numeracy lesson with Year 2 pupils that had several strengths, including the challenging of higher-attaining pupils, was too long at 70 minutes, resulting in pupils losing interest in the repetitive activities and consequently the quality of their learning suffered.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The head teacher staff and governors should put strategies in place to improve:

teaching and learning in the Early Years and Key Stage 1 by:

- focusing on the requirements of the Foundation Curriculum to be introduced by September 2000 and planning accordingly;
- ensuring that activities are based on the needs and interests of young children and the way they learn through carefully structured and often imaginative play activities;
- continuing to teach the necessary basic skills of literacy and numeracy but in a more exciting and less paper-based way;
- raising teachers' expectations of the standards Year 2 pupils can reach and providing pupils with stimulating and real reasons for writing.

(Paragraphs: 22, 23, 24 and 35).

the structure of the school day and the length of lessons by:

- reviewing and revising the time allocated to subjects;
- plotting cross-curricular links;
- examining the juxtaposition of intensive teaching sessions;
- making sure that the curriculum for younger children allows for their shorter concentration span and need to engage in active learning;
- ensuring that a range of strategies for teaching and learning are used to provide variety, sustain interest and cater for the different ways pupils learn.

(Paragraphs: 23, 24 and 26).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
24	19	19	38			

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

	Reception and Early Years	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	156
Number of full-time pupils eligible for free school meals		57

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register		40

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	22
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	9
	Girls	11	11	11
	Total	18	18	20
Percentage of pupils at NC level 2 or above	School	78 (69)	78 (72)	87 (75)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	11	11	11
	Total	19	20	21
Percentage of pupils at NC level 2 or above	School	83 (75)	87 (72)	91 (78)
	National	82 (81)	86 (79)	87 (85)

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	12	15	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	13	12	13
	Total	22	21	23
Percentage of pupils at NC level 4 or above	School	81 (66)	78 (62)	85 (72)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	13	13	14
	Total	22	22	23
Percentage of pupils at NC level 4 or above	School	81 (52)	81 (62)	85 (76)
	National	68 (64)	69 (64)	75 (70)

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	2
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	5	1
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: Y1 – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.5
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	87

Financial information

Financial year	1998-99
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	£
Total income	286640
Total expenditure	293476
Expenditure per pupil	1537
Balance brought forward from previous year	2890
Balance carried forward to next year	4356

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	186
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	26	13	2	1	0
My child is making good progress in school.	22	21	0	0	0
Behaviour in the school is good.	16	26	1	0	0
My child gets the right amount of work to do at home.	11	27	5	0	0
The teaching is good.	24	19	0	0	0
I am kept well informed about how my child is getting on.	15	27	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	25	17	1	0	0
The school expects my child to work hard and achieve his or her best.	23	20	0	0	0
The school works closely with parents.	14	28	1	0	0
The school is well led and managed.	23	18	0	0	2
The school is helping my child become mature and responsible.	21	21	1	0	0
The school provides an interesting range of activities outside lessons.	24	17	1	0	1