

# **INSPECTION REPORT**

## **WINDY NOOK PRIMARY SCHOOL**

Felling, Gateshead.

LEA area: Gateshead

Unique reference number: 108374

Head teacher: Ms. Gillian Laws

Reporting inspector: Mr. D.G. Ford  
1553

Dates of inspection: 14<sup>th</sup> to 16<sup>th</sup> March 2000

Inspection number: 189752

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: 3 to 11 years

Gender of pupils: Mixed

School address: Albion Street,  
Felling,  
Gateshead,  
Tyne and Wear.

Postcode: NE10 9BD

Telephone number: 0191 4694954

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Appropriate authority: The Governing Body

Name of chair of governors: Councillor J. Turnbull

Date of previous inspection: 14<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs. K.A. Lee	Lay inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Windy Nook is a primary school with an attached part-time nursery unit. There are just over 300 full-time pupils which makes the school larger than average. None of the pupils come from ethnic minorities and all of them have English as their first language. Around 20% of pupils qualify for free school meals which is close to the national average. There are more pupils than average with special educational needs but the number of pupils with a statement of such need is below the national average. Taking account of this information and the measures of what children have attained on entry to the school it is fair to say that the pupil intake of the school is broadly average.

### **HOW GOOD THE SCHOOL IS**

This is a very good primary school. It is extremely effective and provides lively and challenging educational opportunities. Children leaving at eleven attain more highly than in similar schools. The quality of teaching is consistently high. It successfully broadens children's horizons ensuring that they make good progress and develop a wide range of learning skills. Children respond very well to the teaching. They are very well behaved and enjoy their time at school. The head teacher leads the school extremely well. She and her staff work very hard to ensure that all pupils have positive experiences at school. Management systems are impressive and the school provides very good value for money.

#### **What the school does well**

- Promotes high standards in English, mathematics and science at the end of Key Stage 2.
- The school is very well managed by the head teacher who provides clear direction and excellent leadership to a committed staff team.
- Teaching is of a very high standard across the school.
- Standards of behaviour are very good and pupils are enthusiastic learners.
- The school works hard to involve parents in their children's education.
- There are very good assessment systems and data is very well used to keep track of pupils' progress and improve standards.

#### **What could be improved**

- The structure and use of plenary sessions at the end of lessons.
- The use of the newly developed ICT suite with whole-class groups.
- The focus of outdoor activities in the nursery.

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

The school's strengths far outweigh these minor aspects for improvement. In all areas identified there is much good practice on which to build.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1996. Since then the school has improved significantly making impressive progress. All of the issues raised in the last report have been dealt with most successfully. In particular:

- Standards at Key Stage 2 have improved considerably;
- The amount of good and very good teaching has doubled and there is now no unsatisfactory teaching;
- The new systems for supervising play times and entry to the building are very effective;
- The presentation of work is now very good;
- All of the outdoor play areas have been significantly improved.

This school is committed to raising standards in all aspects of education. This commitment is supported by the management and monitoring systems that have been established. These, together with the high expectations of the head teacher and her staff, should ensure that the impressive

improvements since the last inspection will continue to be built upon.

## 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	D	D	B	A
mathematics	B	B	A	A
science	C	B	B	B

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Pupils are attaining good standards in these subjects. Boys and girls perform equally well. Pupils with special educational needs attain levels appropriate to their ability. The school achieves a greater proportion of higher levels in English, mathematics and science than average. In short inspections such as this not all subjects are assessed in detail. However, there is sufficient evidence to suggest that pupils attain at least the national expectations across the curriculum. The school sets itself challenging targets for improvement and has a good record of achieving them. There is every indication that these levels of attainment will be at least maintained or improved.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils really like school. They are enthusiastic learners who are keen to take part in all activities.
Behaviour, in and out of classrooms	Behaviour is very good indeed. Pupils work and play very well together. They move around the school very sensibly and are attentive in lessons.
Personal development and relationships	Very good. Pupils develop maturity and independence. They demonstrate responsible attitudes and show initiative. They respect one another and, when required, work well in co-operative groups.
Attendance	Now at average levels. There is no unauthorised absence.

The most impressive feature of pupils' attitudes is the intense interest that they show in all aspects of school life. This is reflected in hard work and very positive relationships between pupils and teachers. There is also a complete absence of anti-social behaviour. Pupils get on remarkably well with each other.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good, often very good and sometimes excellent	Good, often very good and sometimes excellent	Good, often very good and sometimes excellent

Teaching is a real strength right across the school. There is no unsatisfactory teaching. In over 8 out of 10 lessons teaching is good or better. In half of all lessons it is very good or excellent. These are exceptional figures. All lessons have a number of good characteristics.

Teachers know their children well and are able to plan very effectively to ensure that they all make progress. The ability grouping in Key Stage 2 supports this approach and is most successful. There is a good emphasis on the key skills of literacy and numeracy throughout the school which are very well taught by well-informed teachers. Provision for able pupils and those with special educational needs is very good for with effective extra support provided when required. All teachers have high expectations of what the pupils should do, how work will be presented and how children should behave. Pupils respond very well to this challenging approach, demonstrating interest, enthusiasm and considerable maturity. The result is good learning habits and high levels of attainment. There are no significant weaknesses but in some lessons the final plenary sessions do not focus sufficiently on the progression of key aspects of learning and although the new ICT suite is impressively equipped its use with whole-class groups is not as effective as it should be. However, there are many really good lessons in this school, the best of them are exciting, invigorating and sometimes, inspirational experiences which pupils really enjoy and in which they make visible progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school manages to give a significant emphasis to the basic skills of literacy and numeracy whilst maintaining a broad, balanced and interesting curriculum. There are particularly good examples of work in the humanities and the arts. However, in the nursery, outdoor play is not always sufficiently focussed to ensure that the full range of the physical curriculum is developed. The school enhances the curriculum to a significant degree through an interesting range of visits and visitors as well as a good number of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Good quality individual education plans ensure that work is well focussed and challenging. Teachers and other staff provide well-judged support across the school. In addition at Key Stage 2 the ability grouping in English and mathematics provides well for pupils with special education needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school works hard to promote a positive approach to personal development. The reward system, the pupils' council and high quality assemblies all contribute to the very effective provision.
How well the school cares for its pupils	The school is very effective in caring for its pupils. Child protection procedures are good and well-understood by all staff. There are now excellent procedures for monitoring and improving attendance, well managed by the senior clerk. Staff know pupils extremely well and there are excellent systems for assessing and tracking pupils' academic progress and personal development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides excellent leadership to the school. She is well aware of strengths and areas for development and has a very clear view of how the school can continue to improve. She has tackled difficult issues well and has been successful in sharing her vision with her teachers and the school community. The deputy head and other key staff work very productively with the head teacher ensuring that developments are carefully planned and effectively implemented.
How well the governors fulfil their responsibilities	The governing body is well organised. It has a clear view of the needs of the school and its strengths and weaknesses. The system of governors shadowing curriculum co-ordinators supports their strategic role and ensures a good knowledge of the school's development planning.
The school's evaluation of its performance	There are good monitoring systems in place that allow the school to evaluate planning and teaching. Data is analysed extremely thoroughly to ensure that school development is securely founded on the correct priorities.
The strategic use of resources	The school plans its use of resources very well. The head teacher is very successful in winning bids for extra funding and expenditure is carefully planned to match the key educational priorities. The principles of best value are soundly applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The quality of teaching.</li> <li>• The school's expectations of pupils.</li> <li>• Children like school.</li> <li>• The progress which pupils make.</li> <li>• The help given to develop pupils' maturity.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Information on pupils' progress.</li> <li>• The provision of homework.</li> </ul>

The inspection team agreed with the positive comments of the parents and indeed identified them amongst the school's strengths. However, the range of extra-curricular activities is good, homework is appropriately provided and well-planned and reports on progress are informative and useful.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards in English, mathematics and science at the end of Key Stage 2 are high.**

1. The results achieved by pupils in Key Stage 2 National Curriculum tests have improved over the last three years. Results in science are now better than similar schools and in mathematics and English they are much better.
2. Pupils quickly learn to read and by the age of seven they enjoy story-books and have started to use non-fiction books to support work in other subjects. They have good skills for tackling new words and by the time they are eleven the majority of pupils are confident and fluent readers. They read for pleasure and use a variety of texts including printouts from the Internet to research other topics. Pupils in Year 6 made particularly good use of large quantities of written material to develop their own arguments for and against fox hunting.
3. Pupils acquire good writing skills. There is a clear link in all year groups between the teaching of reading skills and the development of writing. Pupils have a good understanding of the structure of language with pupils in reception familiar with the technical terms “phoneme” and “grapheme”. By the time that they are seven pupils have good spelling skills with the highest attaining spelling words such as “universe”, “nurse” and “always” correctly. By the time that they leave school pupils can write accurately in a variety of forms using language appropriately to suit the purpose. For example, pupils in Years 5 and 6 in one lesson made very good use of descriptive language in writing their own poems. One pupil wrote “He scoops up leaves with his giant paws sending them clashing, targeting at doors” when comparing the wind with a wild animal.
4. English attainment is firmly rooted in good speaking and listening skills with pupils of all ages encouraged to express themselves and to discuss ideas. Teachers plan carefully to provide challenging opportunities for spoken language. This begins in the nursery where story is often used as a focus for encouraging children to talk about new ideas. The teacher made good use of a story about seeds to help pupils to express their own ideas about flowers and growth. Older pupils take part in a lively and well-informed discussion about fox hunting. They are able to use tone of voice well to emphasise points appropriately and are confident in their ability to present their ideas to an audience.
5. In their writing, reading and oral work pupils demonstrate a growing understanding of different forms of language. Young pupils distinguish between prose and poetry as well as fiction and non-fiction. By the time that they leave school they understand terms such as “genre”, “argument”, “ballad”, “elegy” and “narrative”.
6. In mathematics standards are also high. Pupils in nursery and reception count and recognise numbers. Throughout the infant department well-structured numeracy sessions help pupils to progressively build on these skills. Thus, for example, pupils in Year 2 can count to and beyond 100 in 2s, 5s and 10s. They have a good understanding of “multiples” and “factors” as well as working confidently with doubling and halving.

7. Pupils in the junior department continue to build effectively on their basic skills. By the time that they leave the school pupils are confident in basic numeracy work. They use the four rules of number and understand the relationships between, for example, multiplication and division. The most able can use and convert fractions, decimals and percentages and they use graphs and charts well to answer problems. In one lesson pupils use ready reckoner graphs accurately to convert a range of foreign currencies into pounds.
8. Pupils' mental arithmetic skills are very well developed. Regular, brisk and focussed sessions ensure that pupils are encouraged to refine their skills and to increase their speed of calculation. By the time that they are eleven pupils have a range of techniques for solving mental arithmetic problems. They understand how to estimate and round numbers up or down to check the accuracy of their answers.
9. Attainment in science is also high. There are many very good and some excellent lessons for all ages and pupils respond to these lessons demonstrating impressive grasp of scientific ideas and principles. This is particularly the case in work that took place on electricity. Pupils at Key Stage 1 understand about simple circuits and "flow" of electricity. They know of "electrons" and a simple piece of active drama helped them to see the impact of switches in breaking circuits.
10. At Key Stage 2 this work is built on impressively. Pupils are able to make more complex circuits. They make their own switches and can construct two-way circuits. They also construct circuit diagrams using standard symbols and most impressively they were able to interpret commercial circuit diagrams from a car handbook.

**The school is very well managed by the head teacher who provides clear direction and excellent leadership to a committed staff team.**

11. The head teacher has been in post for just over 3 years. In that time there has been a number of new staff appointments including the current deputy head teacher. The staff has been brought together into a cohesive and hard-working team with a clear, shared vision of where the school is going.
12. The head teacher has very high expectations of staff, pupils and herself. She has put in place a systematic approach to development planning which identifies relevant priorities and provides clear direction. For example, following a thorough analysis of test results a strong focus has been placed on early literacy skills and this is already paying dividends.
13. The head teacher and her deputy work very well together. They have complementary skills that are well used. The deputy has appropriate levels of delegated responsibility with a particular focus on the school's planning systems.
14. All staff work extremely hard. They are committed to the school and are clear about their roles and responsibilities. There are good systems for monitoring planning and teaching. Co-ordinators are effectively used and work well together to develop the school curriculum.
15. The vision and leadership of the head teacher are reflected in the very effective way in which the national strategies for literacy and numeracy have been implemented. They underpin the high expectations that all staff have of their pupils. This is noticeable in the very challenging lessons that teachers plan for their pupils.

16. There is clear evidence that the head teacher has managed considerable change in the school. She has worked with staff and governors to ensure that they are all appropriately involved in the thorough audit of school performance and the impressive management plan that flows from it. Finances are very well managed to ensure that the principles of “best value” are followed and that school priorities are properly resourced. There are detailed policies and procedures to underpin all major aspects of school life. Administration is efficient and the school runs very smoothly. This is due in no small part to the administrative procedures, led and implemented by the senior clerk.

**Teaching is of a very high standard across the school.**

17. Teaching is a real strength of this school. Lessons are very carefully planned with teams of teachers working well together. This ensures that best use is made of the considerable expertise available to the school. Activities are always interesting and challenging. Pupils are encouraged to think for themselves within well understood routines. Lessons move along at a very brisk pace that helps to maintain pupils’ interest and concentration. Teachers have excellent relationships with pupils. They use rewards well and this positive approach to discipline results in lessons that are extremely orderly and characterised by an industrious working team.
18. Around half of the lessons in the school are very good or excellent. These lessons really excite and inspire pupils. They set appropriate levels of challenge to match pupils’ prior attainment. This approach is well supported by the carefully organised ability grouping for mathematics and English at Key Stage 2. Teachers are very knowledgeable about the subjects that they teach and always ensure that children know what they are to learn in the lesson.
19. There are a number of examples of excellent teaching. In one science lesson with older juniors the lesson started with a learning challenge from the teacher who tells pupils that by the end of the lesson they will be able to explain an apparently indecipherable circuit diagram. This immediately grabbed the interest of the pupils who set to with a will to complete the set activities. Throughout the lesson the teacher uses challenging technical vocabulary such as “polarity”, “cells”, “light emitting diode” and draws on a wide range of practical examples to make difficult concepts clear to the pupils. This resulted in impressive gains in understanding and a really enjoyable learning experience.
20. A PE lesson with the reception children was another example of excellent teaching. This lesson was extremely well planned and organised. The teacher’s rapport with her pupils was exemplary and she made particularly good use of support staff in her work. The lesson struck the ideal balance between careful routines that emphasised safety and challenging physical activities for the pupils. Once again throughout the lesson pupils were clear about what they were to learn and had a very good understanding of how the lesson worked.
21. During the inspection, lesson after lesson challenged children well. They built on previous knowledge and used a range of thinking skills. The classrooms are bright and cheerful with excellent displays of pupils’ work. Space is very well managed to ensure that teachers can use effectively a good range of teaching approaches. It is no coincidence that pupils are attentive and well behaved in lessons. Their interest is engaged from the start and their imagination and enthusiasm are channelled into

productive learning.

**Standards of behaviour are very good and pupils are enthusiastic learners.**

22. Pupils really enjoy coming to school. Their behaviour is very good in classes and around the school. They help and support one another in lessons and are quick to praise each other's efforts. For example, in PE lessons when teachers use pupil demonstration, classmates are quick to applaud the skills of others. There are also excellent examples of co-operative working in science, English, mathematics and in particular when a group of Year 6 pupils jointly described a challenging multi-media project.
23. The high standards of behaviour and the impressive attitudes to learning are firmly rooted in consistent approaches to the management of behaviour, positive relationships between adults and children and the good quality teaching throughout the school. Teachers have high expectations of how pupils should behave and explain these carefully to them. Pupils recognise this, respond with maturity and the result is a very positive learning atmosphere.
24. A particularly impressive aspect of the role that pupils play in the school is the school council. The pupil members are delighted with their role. They feel that they are playing a real part in school matters. In particular they are proud of the "concerns" box system that was introduced at their suggestion to allow pupils to express any problems – anonymously if necessary. They are very positive about school naming the best things, as teachers, pupils and facilities. "We have things that other schools do not have".
25. The school is characterised by positive behaviour. There is no evidence of bullying and there is a clear link between teaching, behaviour and raising standards.

**The school works hard to involve parents in their children's education.**

26. Parents at the parents' meeting before the inspection were unanimous in their support of the school. Parent helpers work in many classes and they feel welcome and well prepared by the teachers. The majority of parents feel that they are well informed by the school and although a minority feel that there could be more information on pupils' progress, the evidence of the inspection is that reports on progress are informative and useful.
27. A particularly impressive aspect of the school's involvement with parents is the courses that are provided for them. The early year's co-ordinator leads "A Caring Start" which is a programme of training aimed at supporting parents in working with their children at home. It is very well organised and thoughtfully presented. The materials provide new insights for parents, particularly in emphasising the need for children to be given opportunities to explore and investigate to gain knowledge. Parents are very keen on the course and the commitment from the school. They welcome the chance to develop their knowledge of education and appreciate the structure of the course.

**There are very good assessment systems and data is very well used to keep track of pupils' progress.**

28. The school has a thorough approach to planning which defines clearly what pupils are to learn. This system provides a firm foundation for the assessment of pupils' attainment. Teachers mark work very conscientiously. The best practice in the school is excellent with teachers providing clear, precise guidance on what pupils should do next. However, not all marking includes this level of detail.
29. Teachers keep precise records of pupils' progress. These judgements are supported by a structured process of testing based on nationally developed assessment material. This produces a wealth of statistical information that is very thoroughly analysed by the school. This information is used in two main ways. At a whole-school level performance is analysed year on year and compared with similar schools. This gives a clear picture of relative attainment and school improvement. The outcomes are shared with staff and governors to make sure that everyone has a clear view of the school's performance. Part of this work is to look at variations between and within subjects. It is through this process that the school has been able to identify specific aspects of English to be improved at Key Stage 1 and to plan precise improvement strategies.
30. At an individual pupil level data is very well used to make predictions, set targets and track progress. As they move through the school pupils' prior attainment is well used to plan for the next stage of education. This process supports the ability grouping which is very effective at Key Stage 2. Within this system staff can consistently monitor pupil progress to ensure that movement between groups can take place as pupils' levels of attainment change.

## **WHAT COULD BE IMPROVED**

### **The structure and use of plenary sessions at the end of lessons**

31. Lessons are all well prepared and structured. Introductions are clear and teachers make pupils aware of what they intend them to learn. Learning activities are well organised, interesting and matched to pupils' prior attainment. However, although lessons have clearly defined concluding plenary sessions, teachers do not always make best use of the time available. The structure of these sessions generally relates closely to the learning objectives and children are encouraged to share their learning experiences. However, many plenary sessions are too brief and opportunities are missed to refer pupils back to previous learning or to prepare the ground for what comes next. The best lessons combine discussions of what has been done with clear analysis of the framework of learning.
32. This ensures that pupils are aware of the continuity of learning experiences and helps them to make good progress.

### **The use of the newly developed ICT suite with whole-class groups**

33. The school has effectively deployed considerable resources to upgrade and equip a group room as an ICT suite. The room now houses 12 up-to-date multi-media computer systems. This is complemented with appropriate furnishing to enable pupils to work independently or in groups. Use of the facility is carefully timetabled and it is a very effective resource base for group working. Particularly good use is made of it to support pupils who require extra support in language and to develop multi-media work with older juniors. It is also very well used with the out-of-school computer club run by the ICT co-ordinator.
34. However, the school also uses the room to teach ICT skills to whole-class groups. When used in this way it is difficult for the teacher to demonstrate and supervise effectively and the space is somewhat cramped. The school recognises these shortcomings and is investigating ways of deploying parent helpers to support greater group use of the room. However, there have been difficulties with the process of clearing volunteers to be used in this way.

### **The focus of outdoor activities in the nursery**

35. Provision in the nursery is good. Activities are well planned and staff are carefully deployed. There are good levels of resources and pupils are encouraged to learn through a good range of play activities.
36. Outdoor work is carefully organised and very well supervised. Staff are keen to ensure that pupils have a fair share of large wheeled toys through a well understood timing system. However, too much of the organisation is focused on this supervision and sharing. There are too many different sorts of equipment available to pupils and consequently they often do not focus on one activity for any time. Although staff identify learning objectives the range of choices for children and the consequent need for high levels of adult supervision limit opportunities to work with small groups of individuals to focus on these objectives. This means that, unlike the other activities in the nursery, adults do not fully draw out the potential learning from children's play.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

37. In order to continue the development of this impressive school, the head teacher, staff and governors should:
  - Re-examine the structure of plenary sessions and plan them carefully to ensure that they provide good linkages with previous learning and what is to come.
  - Review the management of the ICT suite with whole-class groups.
  - Develop the planning of outdoor play in the nursery to make the most of opportunities for children's learning.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	34	34	18	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	302
Number of full-time pupils eligible for free school meals	0	60

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	122

#### 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	13
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	25	19	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	22
	Girls	16	16	18
	Total	34	36	40
Percentage of pupils at NC level 2 or above	School	77	82	91
	National	82	85	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	24
	Girls	16	18	18
	Total	35	40	42
Percentage of pupils at NC level 2 or above	School	80	91	95
	National	82	86	87

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	28	27	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	26
	Girls	21	22	22
	Total	46	48	46
Percentage of pupils at NC level 4 or above	School	84	87	84
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	26
	Girls	21	22	22
	Total	44	47	48
Percentage of pupils at NC level 4 or above	School	80	85	87
	National	68	69	75

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	256
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	25.2:1
Average class size	23.3

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	92

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23.0:1

Total number of education support staff	1
Total aggregate hours worked per week	92

Number of pupils per FTE adult	11.5:1
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	494,221.00
Total expenditure	464,431.00
Expenditure per pupil	1,484.00
Balance brought forward from previous year	18,071.00
Balance carried forward to next year	47,861.00

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	350
Number of questionnaires returned	89

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64.0	35.0	1.0	0	0
My child is making good progress in school.	55.00	42.0	2.0	0	1.0
Behaviour in the school is good.	51.0	45.0	3.0	0	1.0
My child gets the right amount of work to do at home.	21.0	66.0	11.0	1.0	0
The teaching is good.	58.0	40.0	0	0	2.0
I am kept well informed about how my child is getting on.	53.0	35.0	11.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	65.0	31.0	3.0	1.0	0
The school expects my child to work hard and achieve his or her best.	65.0	35.0	0	0	0
The school works closely with parents.	51.0	44.0	5.0	0	0
The school is well led and managed.	52.0	41.0	3.0	0	3.0
The school is helping my child become mature and responsible.	43.0	53.0	2.0	0	1.0
The school provides an interesting range of activities outside lessons.	27.0	28.0	19.0	5.0	22.0