

INSPECTION REPORT

CASTLECROFT PRIMARY SCHOOL

Wolverhampton, West Midlands

LEA area: Wolverhampton

Unique reference number: 104311

Headteacher: Mrs. P. J. Keech

Reporting inspector: Mrs. Brenda Iles
120000

Dates of inspection: 06/03/00 – 07/03/00

Inspection number: 190232

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 - 11

Gender of pupils: Mixed

School address: Windmill Crescent
Castlecroft
Wolverhampton
West Midlands

Postcode: WV3 8HS

Telephone number: 01902 556606

Fax number: 01902 556608

Appropriate authority: Governing body

Name of chair of governors: Mr. J. Rowley

Date of previous inspection: 11th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Brenda Iles	Registered inspector
Richard Barnard	Lay inspector
Bernice Magson	Team inspector

The inspection contractor was:

SES

6 Star Corner
Barby
Nr. Rugby
Warwickshire
CV23 8UD

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than most other primary schools and draws pupils from a wide range of backgrounds. The school is growing because parents are pleased with the quality of education provided. During the inspection there were 228 pupils on roll, 128 boys and 100 girls aged five to eleven. In addition there is an attached nursery which caters for 50 children under five who attend on a part time basis. They are admitted from the age of three. Altogether 62 pupils were under five in the nursery and reception class. Approximately 10 per cent of pupils come from non-European backgrounds and of these the majority speak English as their first language. Sixteen per cent of pupils are entitled to free schoolmeals which is about average. Forty-eight pupils are on the school's register of special educational needs of whom seven have statements. Provision for pupils with visual impairment supports up to 12 pupils. There are six visually impaired pupils on roll who attend the school from beyond the catchment area. Attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

Castlecroft is an improving school with many strengths. It has a strong caring ethos which promotes positive attitudes to learning. Because of the excellent leadership of the headteacher priorities to raise standards have been effective. Pupils achieve high standards in English, mathematics and science by the age of eleven because the quality of teaching is good. Staff and governors are committed to providing the best possible opportunities for pupils with the available resources. Pupils with special educational needs and visual impairment receive good support. They enjoy the full range of curriculum provision and achieve well in relation to their specific difficulties. The close partnership with parents enables the aims of the school to be met in full. Overall the school provides very good value for money.

What the school does well

- Good teaching enables pupils to achieve well in the juniors and attain high standards in literacy and mathematics by the time they leave the school.
- The headteacher provides excellent leadership and is very well supported by governors and staff. There is clear direction to move the school forward.
- Relationships are very good and attitudes to learning are positive.
- There is very good provision for pupils' spiritual, moral, social and cultural development.

What could be improved

- The co-ordination, teaching and learning in Key Stage 1 are not as good as in Key Stage 2 and this limits the extent to which standards can be raised by the age of seven.
- The curriculum for pupils in the reception class is too formal.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and found to achieve satisfactory standards and provide sound value for money. There have been significant changes since this time and the new headteacher has introduced many initiatives that have successfully raised standards to a high level in the important areas of literacy, mathematics and science. Standards in information technology have improved and are now about average. The quality of singing is very good. Provision for nursery children was criticised in the previous report. Children now benefit from a well-structured environment, good teaching and a curriculum that meets their needs well. There has been good improvement in addressing this issue. The attention given to staff training to develop awareness of multicultural issues has enabled provision to become a strength of the school. The monitoring of teaching is now effective and has improved its overall quality. It has also identified weaknesses that are being systematically addressed in Key Stage 1. The curriculum now provides a wide range of learning

opportunities across all subjects and is particularly good at Key Stage 2. The school is on course to meet the targets set for the year 2000.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	C	A	A*	well above average A above average B Average C below average D well below average E
Mathematics	D	E	A	A	
Science	D	E	A	A	

These results show significant recent improvement with pupils achieving grades in English within the top 5 per cent of similar schools. School targets were exceeded in 1999 and inspection evidence shows that the targets set for the year 2000 will also be exceeded. The current class of eleven-year-olds is already likely to achieve standards in literacy and numeracy that are well above average. Pupils' performance in literacy and numeracy is a particular strength. The performance of seven-year-olds is about average and shows improvement over the previous year when test results were well below average. Trends in Key Stage 1 results over three years show improvement similar to schools nationally but with significant progress being made in the last year. However, too few seven-year-olds consistently attain the higher levels because they are not challenged sufficiently often. By the age of five most pupils make good progress and achieve the age-related expectations in literacy and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils love school and are eager to learn
Behaviour, in and out of classrooms	Behaviour is very good and pupils have a good understanding of the school rules.
Personal development and relationships	Pupils value the support they receive and relationships are very good. There is mutual trust and respect between pupils and adults.
Attendance	Attendance is below average.

Pupils are confident that adults will support their needs and value the opportunities they are given to be challenged. Pupils say they value the friendship and guidance that teachers offer. Attendance is below average because holidays are taken in term time.

TEACHING AND LEARNING

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

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

The quality of teaching is at least good in 64 per cent of lessons. Examples of excellence were observed in the teaching of mathematics and drama by senior staff. In these lessons teachers provide inspiration and pupils are highly motivated to meet the expectations made of them. Lesson planning is of good quality and tasks are usually well matched to pupils' needs. Reading, writing and numeracy are taught effectively and this is raising standards. Two unsatisfactory lessons were observed. Weaknesses in teaching arose from limited strategies for managing pupils' enthusiastic behaviour and in the inadequate provision for pupils to be challenged to achieve the higher levels. Teaching by all adults in the nursery is also good and staff prepare children well for transfer to the reception class. Pupils with special educational needs receive good support which enables them to make good progress in meeting their targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements. It is significantly enhanced by clubs at Key Stage 2.
Provision for pupils with special educational needs	Provision is good and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good and a strength of the school. Subjects such as art, music, history and English make valuable contributions to cultural understanding.
How well the school cares for its pupils	Staff ensure pupils are well cared for. Good behaviour is consistently promoted within classes and at playtimes.

The curriculum for pupils in junior classes enables them to take part in a wide range of additional activities, for example, music and physical education. This is a strength and provides opportunities for pupils to demonstrate their skills in a range of ways. Within the reception class and Key Stage 1 there are too few opportunities for pupils to learn independently.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She is very well supported by the Key Stage 2 co-ordinator and staff. They work together as a committed team and they provide effective leadership. The co-ordination of Key Stage 1 is not as effective as it could be due to illness.
How well the governors fulfil their responsibilities	Governors fulfil their duties and provide very good support to the school.
The school's evaluation of its performance	There has been a thorough audit of the school's strengths and weaknesses, which is effectively influencing action to raise standards.
The strategic use of resources	Finances are very well applied to school priorities. The principles of best value are applied very well and the school provides very good value for money.

The school benefits considerably from the rigorous approach to gain additional funds to improve resources. The leadership and management of the headteacher and governors are significant strengths of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are eager to come to school. • Teaching is good • The school is well led and managed. • Their children are expected to work hard • They feel comfortable to approach the school with suggestions and complaints. 	<ul style="list-style-type: none"> • Some parents would like more information about their children's progress. • A very small proportion feel their children are not challenged enough.

Inspectors endorse parents' positive views strongly. The school provides parents with good information about their children's progress and offers an open door policy to meet the individual needs of all pupils. There are occasions in Key Stage 1 when work is not always sufficiently challenging for pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching enables pupils to attain high standards in literacy and mathematics.

Since the school was last inspected there has been significant improvement in the standards pupils achieve by the age of eleven. Inspection evidence confirms that the high standards achieved in the 1999 tests are being maintained in the current Year 6, although there are likely to be fewer pupils achieving the higher levels in 2000 than last year because there are more pupils in this cohort with special educational needs and fewer higher attaining pupils.

Within junior classes the introduction of a weekly lesson for extended writing is working well because the part-time teacher has particular expertise in teaching creative writing. Examples of writing show that very good progress is made over time because pupils are taught to plan, draft and refine their writing. They receive good encouragement to write for specific audiences and this increases the motivation to write. Examples of poetry show sensitivity and careful observation, awareness of feelings and emotions and personal experience. This is because the teacher makes very good use of personal experiences and artefacts that are special and engages the interest of pupils by encouraging them to choose their preferred writing style. Within the literacy hour junior aged pupils write persuasively and to give specific information. For example, Year 6 reviewed a leaflet promoting the musical 'Grease' and then designed leaflets to promote their school production 'The Pied Piper of Hamelin'. Within a rehearsal led by the headteacher there were some very good indicators of why standards are high. Very effective promotion of speaking and listening skills were expertly linked to music and drama. As a result pupils used their knowledge of terms like reprise, beat, rhythm and waltz to evaluate how their performance could be improved.

All pupils love reading. They read and write in their spare time, research topics independently, for example 'The rain forest' and the 'Ancient Greeks'. They make good use of information technology to access information and to word process their work. Because they know how to save files, move text and change the font in their writing to create an effect, there are good links developing between writing and publishing.

Use of video materials supports a high level of debate. For example in discussion, pupils who have read 'Goodnight Mr. Tom' competently explained the differences between the film and text. Higher attaining pupils preferred the text because they felt it offered more detail and that some important elements of characters were omitted from the film. While expressing enjoyment of both, they also recognised inaccuracies and bias in interpretation. Both reading and writing are very well taught and the use of drama and discussion to enable pupils to formulate opinions and present reasoned and sustained arguments is effective.

In the juniors pupils make very good progress in mathematics. They have a good understanding of area and calculate areas of regular and irregular shapes accurately. Within lessons they respond enthusiastically to mental mathematics and have a thorough understanding of their tables. When asked to double numbers they do so enthusiastically, eager to contribute their answers and to explain their methods of calculation. Standards are high because the expectations made of pupils are high and they are well supported to achieve specific learning goals. They apply their literacy skills well as they read questions, plan investigations to solve problems and make decisions independently. When working in this way there is good co-operation between pairs and small groups and pupils show interest in the ideas and opinions of others. Pupils understand the importance of explaining clearly their methods of problem solving and how others can add ideas that improve their own. The role of the leading mathematics teacher in supporting these high standards is impressive. Pupils read the comments on their work carefully which indicate to them how well they have achieved

and where they need to improve. They have positive attitudes to mathematics and enjoy their lessons. The skills learned in the daily mathematics lessons are well applied to other subjects such as science, information technology and music. In these lessons pupils use their data handling skills to present information and to count accurately when following a musical score or taking part in three part singing.

Displays are of high quality because teachers encourage pupils to take pride in their work. Handwriting is neat, joined and legible, and high standards of presentation are achieved by all pupils, including those with visual impairment and special educational needs. The range of work, particularly in English and mathematics, is very good.

Good quality adult support contributes to high achievement. For example, classroom assistants, governors, voluntary helpers and community members support most literacy lessons. Because the teachers ensure that all adults have a good understanding of learning objectives and expectations of what is to be achieved within each lesson are clear, pupils learn at a fast pace. For example in literacy lessons, objectives are stated clearly at the commencement of lessons. They are then reinforced well by adults during group work and returned to at the end of lessons to evaluate how well they had been met.

The headteacher provides excellent leadership and is very well supported by governors and staff.

Since her appointment a year ago the headteacher has made a significant impact on the work of the school. Parents, pupils, staff and governors speak of her clear vision for the future of the school and commend her highly for valuing the views of others within her approach to school evaluation and improvement. A thorough analysis of the school's strengths and weaknesses resulted in the formulation of a detailed and very well structured school development plan which enables everyone to recognise their role in moving the school forward. The partnership approach to change has been managed very successfully and there is a high level of motivation among staff to approach new challenges. As a result of consultation and shared decision making there is a strong partnership and commitment to life long learning.

The strong leadership of the headteacher and literacy and numeracy co-ordinators has supported a rapid pace of improvement. When the headteacher took up her post she prioritised raising attainment by the age of eleven. In partnership with the co-ordinators, a detailed programme for monitoring teaching and pupils' work was organised. The curriculum was reviewed and co-ordinators were released from their classes to model lessons for staff and to work alongside them. This has enabled teachers to deliver the literacy and numeracy strategies competently and contributed to the professional development of the team. This approach to staff training has had a significant impact on standards and staff employ a wide range of teaching styles to meet the needs of pupils of different abilities. In addition, ongoing discussion of literacy and numeracy during staff meetings has enabled staff to share their practice with each other. This has resulted in the quality of teaching in the juniors being good. An additional strength of the provision is the support staff and helpers who provide valuable assistance to pupils.

Governors offer very good support and meet regularly to discuss the progress made towards meeting the targets identified in the plan. They take part in monitoring the effectiveness of change and the implementation of national strategies for literacy and numeracy. They have a very well developed understanding of the principles of best value and ensure that funds are very well applied to meet the identified priorities for improvement. The skills and expertise of governors are used effectively; for example, governors with financial backgrounds give support in setting and monitoring the budget, those with experience in education lead

curriculum developments and others with a keen interest in aspects of the school's work, such as special educational needs, ensure that the statutory requirements are met. A particularly strong feature of the work of the governors is the clarity with which they identify the school aims and steps that have been taken to achieve them. A major task was the appointment of the headteacher. Governors agreed on the qualities they sought from a new headteacher and the appointment was based on firm principles and rigorous targets for rapid improvement. They are aware of the schools' successes and identify areas that have still to be addressed.

Relationships are very good and attitudes to learning are positive.

All pupils say they enjoy coming to school and parents strongly agree that their children like school. The clear projection of the school's aims and values through the school prospectus and by all staff and governors results in a caring and strong ethos for learning. Teachers project positive role models for pupils and there is mutual respect for the views of others. Because relationships between teachers and pupils are very good, pupils are eager to please and to meet the high expectations made of them both in the classroom and at play.

The behaviour policy is very effective and places responsibility on pupils for their own learning and behaviour. They are encouraged to help each other and to take responsibility and pride in their school. For example, older pupils support younger ones in the before and after school clubs, at playtimes and in lessons. From the earliest days in the nursery children are encouraged to take turns and to share. They co-operate well and by the time they are eleven contribute their ideas to structured discussions that lead investigations. Because pupils are interested in their work, behaviour in lessons is usually good and the few occasions when noise levels become too high are due to weaknesses in teaching in infant classes.

Pupils appreciate their new IT suite and school library which provides a wide range of high quality books. Year 6 librarians operate the loan and return system using the computers. They are very proud of their library and value the efforts of the community and staff, particularly the headteacher, in providing a much improved range of reading materials. In discussion, they recognise and value their learning opportunities and recognise the good progress they have made, for example how the resources for information technology have enabled them to research information in greater depth.

Whilst all staff enjoy very good relationships with pupils those between Year 6 pupils and their teacher are outstanding. This has made a significant, positive impact on standards. Pupils describe their teacher as 'a best friend who challenges us'. As a result they attend booster classes enthusiastically to improve their work. They have a high level of awareness of the strengths and weaknesses in their reading and writing and have precise targets to meet within specific periods of time. Teachers have high expectations of pupils to achieve their best and the clarity of targets set linked to levels of attainment means that older pupils know exactly what they need to do to improve. Because targets are negotiated with pupils and are specific across the full ability range, pupils are confident they will succeed. These positive features result in pupils finding learning fun and exciting because they experience pride in their personal achievements.

There is very good provision for pupils' spiritual, moral, social and cultural development.

Since the last report provision in this aspect of the school's work has improved and is now very good. The curriculum provides good opportunities for pupils to learn about people past and present from a wide range of cultures. Very high quality assemblies provide rich

opportunities for pupils to share stories, beliefs, values and traditions from their own and other cultures. They have time to reflect on world events and how these affect people's lives and within lessons teachers draw attention to special achievements and moments of beauty and wonder. An example was seen in Year 5 when the teacher talked about a precious shell brought by her grandfather from a tropical island. Pupils handled the shell with great care and gasped as the teacher described the age of the shell and how it was found and carried home. This resulted in descriptive writing of high quality.

Literature is used particularly well to draw attention to changes made over time. In discussion, Year 6 pupils confidently compare the work of R.L. Stevenson, Phillipa Pearce and Roald Dahl. They recognise how books and language help to develop understanding of history and social changes in society and describe the changing use of vocabulary, grammar and style over time. This is a particular strength and reflects a maturity beyond that usually observed at this age. As a result pupils are well prepared to study literature in depth when they transfer to their secondary schools.

Art, music and religious education also support provision very well. Pupils are introduced to the works of artists and composers and have opportunities to work in different styles. Through the study of world faiths they develop empathy and understanding of the values and traditions of people from other parts of the world, including non-western cultures. Displays project positive images of this broad range of cultures and encourage pupils to become familiar with a wide range of artefacts such as holy books.

The before and after school clubs provide good opportunities for pupils to develop relationships and extend their learning beyond the school day. In addition, they take responsibility for maintaining the school library and setting up the computer suite for classes at the start of each day. The good links established with the local secondary school and community enhance learning considerably. Visitors to the school share their experiences with pupils and this contributes well to their understanding of citizenship and care within the community. An example of this is the successful parent and pupil reading project that encourages and supports family learning.

The high moral code is well supported through the school's behaviour policy. Pupils have a clear understanding of right and wrong and of the action that will be taken if there is any bullying. Pupils adhere to the school rules and where pupils experience difficulties they receive good support to positively develop understanding of the impact of their behaviour on others, both within and beyond the school.

WHAT COULD BE IMPROVED

The co-ordination, teaching and learning in Key Stage 1 are not as good as in Key Stage 2 and this limits the extent to which standards can be raised by the age of seven.

Long term staffing problems have resulted in discontinuity in the teaching and management of the infant classes. The Key Stage 1 co-ordinator has not been able to be involved in the rigorous monitoring and evaluation of teaching and standards because of illness. Since his return to work revisions to roles and responsibilities have been made. His strengths have been deployed teaching information technology to all classes and supporting pupils with visual impairment from the start of the spring term. While the headteacher and other senior staff have monitored teaching and learning in Years 1 and 2, teacher assessment and the ongoing review of pupils' progress and standards of teaching have been hampered by the difficulties. The lack of continuity of staff has contributed to a slowing down of pupils' progress especially that of higher attaining pupils, particularly in mathematics. Consequently the drive

to improve standards is not as far forward for this age range as it is in Key Stage 2. Although targets are set for pupils they are not as specific as they should be.

While most pupils in Year 2 now attain standards which are at the expected levels in literacy and mathematics, and this shows an improvement from test results for seven year olds in 1999, they are not sufficiently challenged in all lessons to consistently achieve the higher levels. Discussions with pupils and sampling of work shows evidence of higher attainment in aspects of English such as writing and reading. Pupils read with expression and show good awareness of phonics and punctuation but these skills are not always applied independently to work in other subjects. Within mathematics, pupils' responses to mental mathematics are positive and by the age of seven their knowledge of tables is often good but the reliance on worksheets in group and independent tasks results in too few opportunities for pupils to investigate and choose ways of exploring and solving problems. Consequently their achievements are not high enough.

During the inspection two unsatisfactory lessons were observed in Key Stage 1. In both lessons the pace of learning was slow because teachers became too concerned about minor elements of pupils' behaviour. This interrupted the flow of the lessons and opportunities were missed to engage pupils in conversation, reinforce the specific timing of tasks and maintain the interest and motivation of those pupils with limited concentration. In a mathematics lesson the teacher did not ask pupils questions which were well matched to their individual needs and they became restless and too noisy during their practical tasks. There was insufficient intervention to draw attention to positive features of behaviour and pupils' investigative work to reinforce the expectations set at the start of the lesson. As a result learning was unsatisfactory because all pupils, especially those who were more able, were not challenged sufficiently to extend their knowledge.

In an information technology lesson the decision to move pupils from the computers to floor space hindered the pace of learning. Pupils became frustrated with the interruption and became too noisy. The teacher became annoyed and valuable learning time was lost. Within the plenary pupils showed that they had made progress in creating and saving files of work and articulated clearly the difficulties they had experienced and how these had been overcome. The teacher's anxiety about pupils' exuberant and enthusiastic behaviour detracted from the learning and resulted in too little time being used to reward pupils' success and explain how these skills would be developed to provide further challenges in subsequent lessons.

Senior staff provide good support to the Key Stage 1 team and temporary teachers. For example, the literacy and numeracy co-ordinators are undertaking a programme of regular, direct teaching to specific groups of Year 2 pupils to raise standards higher. While appropriate action is being taken to address these weaknesses in provision the co-ordination of Key Stage 1 remains a weakness for the school to address.

The curriculum for pupils in the reception class is too formal.

The curriculum for children under five offers a broad range of learning opportunities across the same range of subjects as the Key Stage 1 curriculum. Its weakness lies in not being sufficiently well planned to the nationally prescribed Desirable Learning Outcomes to meet the specific needs of children of this age. This results in children having a more formal curriculum than they should have with too few opportunities for independent learning and structured play to extend their personal and social development. Although lessons are planned in detail and teaching is often of good quality in relation to the objectives for learning, tasks are mainly teacher directed and do not enable children to make decisions independently. There are too few toys and too little access to safe outdoor play areas to

promote learning through play and to enable children with short spans of concentration to move between tasks. At present reception aged children have too little access to resources such as wheeled toys and climbing apparatus to support their physical development and co-ordination.

There is already a sharp awareness of these weaknesses and the good liaison that now exists between the nursery and reception class is raising expectations about how provision can be improved. Staff who teach in the nursery and reception classes already have plans to develop a curriculum based on the soon to be introduced 'Early Learning Goals' for children under six.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards by the age of seven the headteacher and governors should include the following issues in their action plan:

- (1) Raise the quality of teaching at Key Stage 1 to the good level at Key Stage 2 by:
 - improving the co-ordination of teaching and learning at Key Stage 1 so that strengths and weaknesses can be more accurately identified;
 - ensuring that all pupils are fully challenged and provided with sufficient opportunities for independent learning; and
 - broadening the range and increasing the effectiveness of behaviour management strategies.

- (2) Revise the curriculum for pupils in the reception class to meet the needs of children under six in line with new national guidance and in liaison with nursery staff.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

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

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8%	20%	36%	28%	8%	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)	25	228
Number of full-time pupils eligible for free school meals		36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	3	48

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	14
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.8
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	14	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	8	10	9
	Total	19	23	22
Percentage of pupils at NC level 2 or above	School	56 (72)	68 (83)	65 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	13
	Girls	9	11	7
	Total	22	26	20
Percentage of pupils at NC level 2 or above	School	65 (77)	76 (75)	59 (75)
	National	82 (80)	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	17	18	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	15	15	17
	Total	30	31	33
Percentage of pupils at NC level 4 or above	School	86 (81)	89 (39)	94 (43)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	15	14	16
	Total	30	28	31
Percentage of pupils at NC level 4 or above	School	86 (61)	80 (61)	89 (61)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	
Black – other	1
Indian	
Pakistani	15
Bangladeshi	1
Chinese	
White	150
Any other minority ethnic group	4

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)	10.3
Number of pupils per qualified teacher	33
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	217

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	25
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	459194
Total expenditure	477464
Expenditure per pupil	2024
Balance brought forward from previous year	44882
Balance carried forward to next year	26612

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	274
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	1	0	1
My child is making good progress in school.	50	49	0	0	1
Behaviour in the school is good.	45	49	3	0	4
My child gets the right amount of work to do at home.	46	45	4	0	5
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	53	34	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	58	39	1	0	1
The school is well led and managed.	78	21	1	0	0
The school is helping my child become mature and responsible.	51	46	3	0	0
The school provides an interesting range of activities outside lessons.	47	30	11	0	12