

# INSPECTION REPORT

## **BERKSWICH CE (C) PRIMARY SCHOOL**

Walton on the Hill, Stafford

LEA area: Staffordshire

Unique reference number: 124234

Headteacher: Mr M H Holmes

Reporting inspector: Mrs E Linley  
27281

Dates of inspection: 17<sup>th</sup> - 18<sup>th</sup> January 2000

Inspection number: 191235

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cedar Way Walton on the Hill Stafford Staffordshire
Postcode:	ST17 0LU
Telephone number:	01785 354600
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend Dr Martin Roberts
Date of previous inspection:	4 <sup>th</sup> - 7 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	175	(below average)
Pupils with English as an additional language:	0%	
Pupils entitled to free school meals:	0.57%	(much below average)
Pupils on the register of special educational needs:	6.8%	(well below average)
Average class size:	25	

Children enter the pre-reception unit at the beginning of the term after they are four years of age. Those children who are unable to attend the unit, owing to admission regulations, are invited to attend one morning per week during the term before they start school. Attainment upon entry to school is well above what might be expected.

Since the last inspection numbers in the school have decreased slightly. However, owing to limited classroom space pupils are taught in six classes. As a result two mixed age classes have been formed; one, containing Year 4 and 5 pupils and one with Year 5 and 6 pupils. These classes are frequently taught in discrete year groups and this is made possible by an imaginative and effective use of the accommodation available.

The school is located in a residential area and traditionally serves the local villages. However, parents choose to bring their children from other areas within Stafford and the school now serves a growing area. Most pupils come from secure home backgrounds with favourable socio-economic backgrounds. Parents have high expectations of the school to provide high quality education for their children and they are keen to provide support to achieve this goal.

### HOW GOOD THE SCHOOL IS

This is a very good school with a great deal to celebrate. Very good leadership and teaching result in very good standards. The strengths of the school greatly outweigh its weaknesses.

#### What the school does well

- The headteacher, with the support of staff, governors, parents and pupils, creates an excellent ethos.
- Pupils' behaviour and attitudes to learning are very good.
- Teaching is a strength of the school; over 50% of lessons observed were very good or better.
- Provision for pupils in mixed age classes is very good.
- Pupils' attainment in mathematics is well above average.

#### What could be improved

- Standards in information technology and provision for the subject.
- Standards of pupils' writing in Key Stage 1.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all carers of pupils at the school.*

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

The school has improved well since its last inspection in November 1996 particularly in its organisation of provision for pupils in mixed age classes and for pupils under five years of age. The quality of teaching has been improved still further and is now very good overall. Developments within the school, such as setting targets for improvement, that have been met, have contributed well to ensure that the high standards achieved by pupils have been maintained. The school's process of self-evaluation has been effective. For example, provision for information technology has been identified by the school as a priority for development; resources are limited to support pupils' progress in this subject. In addition, the school has identified the need to raise standards of pupils'

writing in Key Stage 1 still further and plans are in place to implement strategies to address this issue. The school is well placed to continue its planned improvements and provides very good value for money.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	A*	A	A
mathematics	B	A	A	A
science	C	A	A	B

**Key**

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

By the age of five, the majority of pupils in the current reception class achieve beyond what is normally expected for their age in language and literacy and in numeracy. At seven years of age standards are very high in mathematics in comparison to all schools and to similar schools. Standards in reading are above average in comparison to all schools and broadly match the average in comparison to similar schools. In writing, standards are average in comparison to all schools and below average in comparison to similar schools. By the age of 11, standards are well above average in English, mathematics and science when compared to all schools. In comparison to similar schools, standards are well above average in English and mathematics and above average in science.

National Curriculum test results for eleven-year-olds since 1996 reflect a trend of improvement that broadly matches the rate of improvement nationally. However, taking the four years 1996 to 1999 together, results show that the performance of pupils in English and mathematics are very high in comparison to the national average and in science are well above the national average.

The work that pupils were doing during the inspection confirmed these standards. This was particularly evident in mathematics where the majority of pupils observed were working at a level well above expectations. The improvement in standards is supported effectively by the school's targets that are set to challenge different pupils and year groups appropriately.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' enthusiasm for school is excellent. They are keen to work hard and they demonstrate very good attitudes in work and play.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school day. The pupils' ability to value the feelings of others is excellent.
Personal development and relationships	Personal development is very good. Throughout the school, from the youngest to the oldest pupils, responsibility is welcomed with enthusiasm. Relationships throughout the school are very good.
Attendance	Attendance is very good and pupils enjoy coming to school.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Very good	good	Very good

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

Teaching was at least sound in 94 per cent of lessons observed. It was good in 35 per cent, very good in 47 per cent and excellent in 6 per cent of lessons. The very good and excellent teaching ensures that expectations of pupils are high and that work is well matched to what pupils already know. This is a feature of the teaching of mathematics and the implementation of the Numeracy Strategy throughout the school. The teaching of English and of the 'literacy hour' is very good in Key Stage 2 and good in Key Stage 1. In Key Stage 1, teachers do not always ensure that all pupils reach their full potential in standards of writing. There was unsatisfactory teaching in six per cent of lessons, where lack of organisation meant that pupils were not making enough progress. However, the substantial amount of good and very good teaching enables pupils to make good progress overall and this is fundamental to the provision for those pupils in the reception and mixed age classes.

## OTHER ASPECTS OF THE SCHOOL

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is broad and relevant to the pupils' needs and interests and meets statutory requirements. Curriculum provision for information technology is satisfactory, however, there are limited resources available to support teaching and learning of the subject. A broad range of extra curricular activities is provided including outdoor and residential visits which enhance pupils' learning in Key Stage 2.
Provision for pupils with special educational needs	Satisfactory overall.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has strong Christian values which enhance its excellent ethos. The staff provide good role models. They have high expectations of their pupils to behave well. This supports pupils' understanding of their moral and social responsibilities. Very good provision is made for pupils' spiritual, moral and social development with good provision in place for pupils' cultural development.
How well the school cares for its pupils	Very good. All aspects of pupil care and welfare are strengths of the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and is totally committed to the school. He is very well supported by all staff who work as an effective team to raise standards still further.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well and meet their statutory requirements in full . They are keen to support the school and provide appropriate challenge to ensure that the school continues to strive for improvement.
The school's evaluation of its performance	The school has evaluated its performance well and determines best value for money effectively. It has successfully identified strengths and areas for development and has used the information well in drawing up the school development plan.
The strategic use of resources	Very good use is made of all staff, time, resources and accommodation. This is reflected in the organisation of the mixed age classes.

## 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 high standards in English and mathematics.</li> <li>• Children make good progress.</li> <li>• Children are happy and like coming to school.</li> <li>• The values and attitudes that the school promotes.</li> <li>• The care that the school provides for all pupils.</li> <li>• Pupils' very good behaviour.</li> <li>• Parents are welcomed in school to share ideas and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed age classes.</li> <li>• Provision of extra-curricular activities.</li> <li>• Pupils' annual reports.</li> <li>• Opportunities provided for all children to attend the pre-reception unit.</li> <li>• Equipment for information technology.</li> </ul>

The findings of the inspection team confirm all the positive points made by parents raised at the parents' meeting, through questionnaires and during the inspection. Inspectors also confirm parents' views relating to the limited amount of equipment for information technology and that it does not adequately support pupils' learning. In relation to pupils' annual reports, inspectors confirm that they do not consistently provide information that relates specifically to what pupils know, understand and can do. The school has recognised this as an area for development. Whilst the school provides a broad range of extra-curricular activities for pupils in Key Stage 2; pupils in Key Stage 1 do not have similar opportunities. However, this provision is what might typically be seen in a primary school.

In relation to mixed age classes, given the limitations of accommodation, the organisation and provision for mixed age classes is very good. With regard to the admission of children to the pre-reception unit, the school acknowledges that the constraints of admission regulations limit attendance for a minority of pupils. However, new arrangements have been put in place to increase opportunities for attending the unit during the term before the children join the reception class.

## **PART B: COMMENTARY**

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

**The headteacher, with the support of staff, governors, parents and pupils, creates an excellent ethos.**

1. The very good leadership of the headteacher, with the support of staff, governors, parents and pupils, creates an excellent ethos that is embedded in Christian values. The work of the school is carried out within a context of genuine care for all pupils. All associated with the school are committed to equal opportunity, to provide an effective learning environment and to raise standards. This commitment reflects the aims of the school that are central to school life. The promotion of self-respect, self esteem and the importance of valuing others is evident at all times. This has a significant impact on pupils' learning.
2. The school community ensures that all pupils are encouraged to do their best. From an early age pupils respond well to the high expectations made of them. For example, in the reception class, children begin to take responsibilities and take it in turns to lead their classmates out of the classroom and to sit on a special box near the teacher. Pupils know that their efforts to work hard and to care for others are appreciated by the adults who work in the school. For example, at lunch time older pupils assume responsibilities easily and with competence and they care for their younger friends effectively. At all times they are courteous and respectful of each other. Their hard work is appreciated by the dinner staff and by the headteacher who are supportive in a firm and friendly manner.
3. The school provides the opportunity for all pupils to share their achievements, for example in assembly, when the contents of 'the gold box' are shared and discussed. Also, the chair of governors, the local vicar, is a regular visitor to school. The assemblies that he leads are spiritual and entertaining; he brings a special 'human touch' to the face of the church. Parents value the efforts made by staff and are supportive of events such as the Christmas productions that are held in the village church.
4. The school community is a welcoming place; pupils in Year 6 talked of not wanting to leave it. It provides a secure environment in which teachers teach and pupils learn effectively. The excellent ethos that is clearly evident within the school is central to the high achievement that has been sustained since the last inspection.

**Pupils' behaviour and attitudes to learning are very good.**

5. Pupils behave very well at all times during the school day. Parents are very pleased with their children's behaviour in and out of school. They are particularly proud of the complements that are received about their children's behaviour when on school visits organised by the school to support the curriculum.
6. Pupils are respectful of their peers and of adults who visit and work in the school. They are courteous and regularly hold doors open for each other and adults as they move about school. Relationships within school are very good.

7. Pupils' attitudes to learning are very good. Their enthusiasm for school is excellent, and, as a result, pupils are very keen to learn. Pupils listen very well to their teachers and to each other in lessons. For example, in a Year 3 literacy lesson, pupils were observed to be very well behaved, enthusiastic and extremely diligent. Their attention was very well focussed and their concentration was sustained throughout the lesson. Pupils work together very well and they work on their own with equal commitment. Pupils' behaviour and attitudes to learning make a significant contribution to the high standards that are achieved.

**Teaching is a strength of the school; over 50% of lessons observed were very good or better.**

8. The quality of teaching is very good overall, and is a strong feature of the school. During the inspection, teaching was observed to be at least sound or better in 94 per cent of lessons. It was good in 35 per cent, very good in 47 per cent and excellent in 6 per cent of lessons. Unsatisfactory teaching was observed in six per cent of lessons, where lack of organisation meant that pupils were not making enough progress. However, the substantial amount of good and very good teaching enables pupils to make good progress and this contributes significantly to the high standards achieved and the good progress that pupils make. In addition, the provision of homework contributes effectively to learning throughout the school.
9. Teachers are enthusiastic and work hard, to ensure that lessons are well paced and provide challenge. They have high expectations of their pupils to behave very well and to give of their best at all times. Relationships between teachers and pupils are very good; as a result a positive working atmosphere is created that promotes an excellent ethos for learning. For example, in a Year 5 and 6 history lesson, pupils were relaxed and confident as they discussed with their teacher copies of old photographs that they had been given to study. As a result, they used the source materials well to find clues about the past and improved their knowledge and understanding of the Victorians.
10. Very good teaching is a feature of the implementation of the National Numeracy Strategy and of mathematics lessons throughout the school. Teachers ensure that expectations of pupils are high and that tasks are well matched to what pupils already know. For example, in a Year 2 lesson the teacher showed very good subject knowledge and confidence in challenging pupils effectively to put three digit numbers into order. All pupils enjoyed the lesson and worked very hard.
11. The teaching of literacy is good in Key Stage 1. Teachers promote class discussion effectively and this has a positive impact on developing pupils' speaking and listening skills still further. In a Year 1 lesson, pupils spoke about their observations of the characteristics of the pig and the wolf from 'the Three Little Pigs' well. More able pupils expressed themselves clearly in their written work and described the pig: 'he has a snout and he has short legs'.
12. Teaching of literacy is very good or better in Key Stage 2. Teachers consistently have high expectations of what their pupils are capable of achieving. Teaching is challenging and very well paced. Where teaching was observed to be excellent the lesson was very well planned to meet the needs of all pupils and the objectives of the lesson were shared effectively with the class. The teacher's excellent questioning enabled her to assess the pupils' initial perception of the text 'Tom's

Midnight Garden' by Philippa Pearce. Very good subject knowledge enabled the teacher to support pupils' learning effectively. As a result pupils in this Year 6 class made very good progress in their understanding of abstract nouns.

**Provision for pupils in mixed age classes is very good.**

13. The school's classroom accommodation is insufficient for seven year groups and as a result pupils are taught in six classes. Two mixed age classes have been formed; one, containing Year 4 and 5 pupils and one with Year 5 and 6 pupils. The headteacher, staff and governors are aware of the concerns that many parents have regarding this arrangement. However, the school is totally committed to providing the very best education that is possible for all pupils. In consequence very good arrangements have been put in place to enable Years 4, 5 and 6 to be taught in discrete year groups frequently during the week. This has been made possible by an imaginative and effective use of the accommodation in addition to the effective management of funds available to the school.
14. A teaching area has been established in the hall to enable Year 6 pupils to be withdrawn for lessons in numeracy and literacy for four days of the week. This arrangement causes minimal disruption to the school day, however it enables pupils in Year 4 and Year 5 to be taught as separate year groups at the same time. Staff are effectively deployed by the headteacher to support this organisation.
15. Teaching of pupils in the mixed age groups is consistently good with very good and excellent teaching having been observed during the inspection. High quality teaching is a significant feature of the provision for pupils in the mixed age classes. For example, in a literacy lesson for Years 4 and 5, the teacher had planned effectively to meet the needs of all pupils in both year groups. She questioned pupils directly to assess their understanding of the extract from 'the Pied Piper of Hamelin'. Each question reflected a thorough knowledge of the pupils' capabilities. The pace of the lesson was very good and offered challenge to all pupils in the class. As a result all pupils were attentive and interested in their work. Teachers' high expectations are evident at all times in the mixed age classes. As a result, the quality of teaching makes a significant contribution to pupils' learning and the high standards they achieve in the Year 4 and 5 class and the Year 5 and 6 class.

**Pupils' attainment in mathematics is well above average.**

16. Pupils' attainment in mathematics is well above average throughout the school. Teachers and pupils alike are enthusiastic about the subject and their very good attitudes to teaching and learning have a positive impact on the high standards that are achieved in mathematics.
17. When children begin school, their mathematical skills are well developed and are above what might be expected for their age. For example, in a numeracy lesson, the children in the reception class used a selection of two dimensional shapes effectively to make repeating patterns. In addition, they were able to recognise a shape by its description only. The majority of children make good progress in their early years and their learning is supported effectively by the consistently very good teaching in the reception class.

18. Good progress is sustained throughout Key Stage 1. Pupils enjoy numeracy lessons and enjoy the challenge that the consistently good and very good teaching provides. In a Year 2 lesson, pupils could put three digit numbers, such as 335, 533, 353 and 652 in order. They were then able to repeat the same activity with money: £1.50, £5.45, £5.30 and £6.70. This standard of understanding would normally be expected of pupils in Year3. In the plenary session of the numeracy lesson, pupils demonstrated a very good understanding of mathematical language.
19. In Key Stage 2, pupils continue to maintain good progress in mathematics. In Year 6 pupils have a very secure knowledge of mathematical concepts. For example, in a numeracy lesson, higher attaining pupils demonstrated excellent knowledge of fractions. All pupils could put fractions in order of their size. They were able understand the meaning of the numerator and denominator to achieve this. The very good teaching observed ensured that all pupils were challenged in their work. Pupils' excellent attitudes to work in this lesson, their very good behaviour and their enjoyment of mathematics ensured that learning was effective.

## **WHAT COULD BE IMPROVED**

### **Standards in information technology and provision for the subject.**

20. During the inspection teachers were not seen teaching information technology skill. However, through discussion with pupils it was evident that the majority of pupils were confident to use computers and that their information technology skills were sound. Examples of information technology used to support learning, was evident in school. For example, in the pre-reception unit, children handled the mouse with confidence to direct the cursor on the screen. Also there were examples of poems for the millennium that had been word-processed effectively by Year 6 pupils. The presentation greatly enhanced the very good quality of the work produced.
21. In discussion, pupils in Year 6 talked with confidence about their word processing skills and about the use of the CD-ROM to research topics that they studied in class. However, they stated that the equipment available to them in school was limited in comparison to the good quality computers and software that is available to them in their homes.
22. The school recognises that the shortcoming in equipment and software for information technology has an adverse effect on teaching and learning and hence on standards. For example, the co-ordinator has identified that the school does not have sufficient up to date equipment and software of quality to deliver the new curriculum guidelines that the school has adopted. In addition, there is a significant concern relating to staff expertise and confidence and this has an adverse effect on teaching. Limited staff training has taken place and teachers have not been able to improve their knowledge and understanding in this area of the curriculum.
23. Financial constraints have severely restricted spending on information technology over recent years. However, the school has tried to address this issue by forging links with the local secondary school to enable staff and pupils to use the information technology facilities available to secondary colleagues and students. This initiative has been of value to the school to support and enhance pupils' information technology skills.

24. The school is aware of the need to develop the provision for information technology, by way of improved equipment, staff training and opportunities for pupils to practice their skills and so improve standards. This issue has therefore been identified within the school development plan as a priority for development.

### **Standards of pupils' writing in Key Stage 1.**

25. The results of the National Curriculum tests for seven year olds show that standards in writing match the national average; however, in comparison to similar schools, standards in writing are below what might be expected by the age of seven.
26. When children start school in the reception class the majority of them have literacy skills that are well above what might be expected for their age. For example, in a literacy lesson the majority of children in the reception class were able to use a wordbook well. They copied words effectively and the letters they wrote were well formed and well spaced. More able children understood that a sentence begins with a capital letter and ends with a full stop. High standards in literacy are effectively supported by the consistently very good teaching in the reception class. Lessons observed were well planned to meet the needs of all children. Expectations were high, learning objectives were shared with the class at the beginning of the lesson and all children were consistently challenged to produce interesting work of high quality.
27. In Key Stage 1, the teaching of literacy was observed to be good overall. However, teachers do not consistently challenge pupils of all abilities to improve still further the content of their written work still further. Group work is planned appropriately to support pupils' skills and pupils show that they can work independently very well. Teachers support pupils by checking appropriately that they are working hard and completing the set task. In addition, non-teaching staff are deployed well to support the lesson. However, teachers' records show that they do not consistently identify targets for individual pupils that indicate specifically what is required for them to improve their writing skills. Where targets are precise they reflect the needs of less able pupils effectively. However, targets for pupils of average and above average ability are not always clear. As a result teaching of specific skills to improve standards of writing for these pupils is not consistently planned for.
28. The level of challenge to develop writing skills in Key Stage 2 was seen to be very good and standards in writing by the age of 11 are well above the national average.
29. The school has analysed the results of the tests for seven year olds in English and has identified the need to improve standards in writing in Key Stage 1 as a priority. An area for development already identified by the English co-ordinator is to provide an up to date portfolio of annotated and accurately assessed written work from pupils throughout the school. The co-ordinator recognises that this would be of great support for teachers to enable them to set targets to challenge pupils still further.
30. Whilst standards in writing in Key Stage 1 need further improvement, it should be noted that throughout the school pupils' handwriting is neat and well formed. Pupils take pride in their work and their presentation reflects the care and positive attitude towards learning that pupils have at all times.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise standards in Information technology by improving provision through:**
  - Improving teacher's knowledge and understanding of information technology;
  - Improving the range of software and equipment that is available to the school;
  - Widening the range of learning in information technology;
  - Ensuring that all pupils are provided with given sufficient time using computers to develop further their knowledge, skills and understanding.
  
- (2) Raise standards in writing by the age of 7 by:**
  - Regularly setting precise targets for pupils that will clearly indicate what is needed to improve standards in writing;
  - Ensuring that appropriate challenge is provided for all pupils in writing;
  - Put in place an up to date and accurately assessed portfolio of pupils' written work to support teachers' assessment of pupils' writing.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	47%	35%	6%	6%	NIL	NIL

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)	0	175
Number of full-time pupils eligible for free school meals	0	1

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	0	12

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	12
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence	%
School data	1.87
National comparative data	5.7

Unauthorised absence	%
School data	0.06
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	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	13	12	13
	Total	23	23	25
Percentage of pupils at NC level 2 or above	School	88 (86)	89 (95)	96 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	13	13	14
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	93 (90)	96 (100)	96 (95)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	16	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	15	15	15
	Total	34	34	34
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (89)	97 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	15	15	15
	Total	34	34	34
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (89)	97 (96)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	2
White	146
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	24.6
Average class size	29.2

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

Total number of education support staff	3
Total aggregate hours worked per week	39

### ***Financial information***

Financial year	1998/99
	£
Total income	286,765
Total expenditure	288,862
Expenditure per pupil	1,670
Balance brought forward from previous year	6,250
Balance carried forward to next year	4,153

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

### **Questionnaire return rate**

Number of questionnaires sent out	175
Number of questionnaires returned	80

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	6	0	0
My child is making good progress in school.	49	46	5	0	0
Behaviour in the school is good.	60	33	0	0	8
My child gets the right amount of work to do at home.	38	50	10	0	3
The teaching is good.	49	44	3	0	5
I am kept well informed about how my child is getting on.	28	55	18	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	28	11	1	3
The school expects my child to work hard and achieve his or her best.	66	31	1	1	0
The school works closely with parents.	36	43	15	4	3
The school is well led and managed.	46	38	8	1	6
The school is helping my child become mature and responsible.	51	41	4	0	4
The school provides an interesting range of activities outside lessons.	33	34	16	5	13