

INSPECTION REPORT

**TROWELL CHURCH OF ENGLAND (V.C.)
PRIMARY SCHOOL**

Trowell, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122770

Headteacher: Mr. I. Bullock

Reporting inspector: C.D.Loizou
18645

Dates of inspection: 3 – 4 October, 2000

Inspection number: 193238

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: | Derbyshire Avenue Trowell Nottingham |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr. G. Lockwood |
| Date of previous inspection: | 14 January, 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Trowell district of Nottinghamshire which is approximately five miles west of Nottingham city centre. The area that the school serves is rural and is mainly comprised of private housing. The school is a Church of England (Voluntary Controlled) infant and junior school. There are 175 pupils on roll between the ages of 4 and 11 years. This is below average for schools of this type. Most of the pupils live in the immediate area. The number of pupils eligible for free school meals is approximately 9%, which is broadly average. There are no pupils in the school learning English as an additional language. There are 26 pupils (15%) on the school's special educational needs register which is average. The school admits children at the start of the term in which they will be five years of age. At the time of the inspection there are only six children under five in the reception class which has a mixture of five year olds and under fives. The attainment of the children under five on entry to the school covers a wide range of ability and is above average overall.

HOW GOOD THE SCHOOL IS

This is a good school which provides an effective education for the pupils, enabling them to achieve high standards. The pupils make good progress and achieve high standards in English, mathematics and science. Standards have improved in line with the national trend, reflecting the good teaching that exists across the school and the very good leadership provided by the headteacher and senior staff. The school has made good improvements since the last inspection, particularly in the way that teachers set targets for the pupils and planning lessons that meet the specific learning needs of all pupils across a wide ability range. The school provides good value for money.

What the school does well

- Standards are high because a significant proportion of the teaching is very good and sometimes excellent. Targets are set for the pupils which help the teachers to plan challenging work.
- Relationships throughout the school are very good, resulting in good behaviour and attitudes to learning.
- The teaching is well planned. It enables the pupils to plan their own work, develop independence and improves their thinking further.
- The support provided for those pupils identified with special educational needs is effective because additional support is well targeted to meet their specific learning needs.
- Parents play a very important role in the school with many helping in lessons. This is having a positive impact on the pupils' learning in school and at home.
- The headteacher and key stage managers provide very good leadership. With the governors they monitor the school's performance closely and are clear about what needs to be done to improve further.

What could be improved

- Raise the quality of all teaching and learning further, to consistently reach the very good and excellent standards seen in the school.
- Ensure that the children in the foundation stage have safe, secure and regular access to outdoor physical play enabling them to use large apparatus and wheeled toys.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in January 1997. The school has maintained high standards in national tests and the most recent test results in 2000 indicate further improvement with more pupils achieving levels above those expected for their age. Standards have improved in the last four years in line with national trends and have always been above the national average. The school has adopted effective monitoring procedures which enable the headteacher, governors and staff to measure the school's performance. This helps the school to identify the most effective aspects of teaching and learning. As a result the school is now well placed to continue to improve the quality of teaching so that more lessons match up to the high standards seen in the inspection which amounted to one in three lessons. The school has addressed the issues raised in the last inspection, particularly in developing effective assessment procedures that help the teachers monitor the progress their pupils make.

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 | A | B | B | D |
| Mathematics | A | A | A | A |
| Science | A | A | A* | A |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| Average | C |
| Below average | D |
| well below average | E |

The results of the 1999 national tests for eleven year-olds show that the pupils' achievement in English was above the national average, but when compared with similar schools, it was below average. Too few pupils achieved the higher level of attainment (Level 5) in the tests. In mathematics and science, attainment was well above the national average and in science it was in the top five percent of schools. Compared with similar schools, mathematics and science results were well above average. The 2000 test results show a marked improvement because two out of every five pupils who took the English tests exceeded the levels expected for their age. Similarly, in mathematics and science, more pupils scored the higher levels of attainment. The school sets challenging targets for all the pupils resulting in the school achieving better results when compared with previous years.

Inspection evidence confirms that in all the subjects inspected attainment was above average at the end of both key stages. Standards at the end of Key Stage 1 are above average in reading, writing, mathematics and science. Standards in English, mathematics and science are well above average at the end of Key Stage 2. Standards in history are above average. The pupils achieve well and make good progress throughout the school. In Years 1, 5 and 6 they make very good progress because the teaching is of a high standard. The pupils with special educational needs make good progress because they are provided with additional support which clearly matches their learning needs. From the foundation stage the pupils have a good grasp of numbers and shapes and they learn letter sounds early, enabling them to read, write and count effectively. In history the pupils can record their work clearly using different forms of writing, including note-taking and drafting. Standards are high in literacy and numeracy because the teaching is good. The most progress is made where the teaching is particularly skilled and effective in improving their work during independent and group tasks.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school | Good. The pupils try hard and enjoy school. They respond well to praise and are motivated most when the teaching sets very high expectations. |
| Behaviour, in and out of classrooms | Behaviour is good in lessons and at other times. The pupils are polite and courteous and respond well to challenges set by teachers and support staff. |
| Personal development and relationships | Good. The pupils have opportunities to take on responsibilities. Relationships throughout the school are very good. |
| Attendance | Good. There is very little unauthorised absence. |

In the most effective lessons the pupils develop independence and confidence. When given opportunities, they persevere with tasks and problem solving exercises with enthusiasm and endeavour. In most lessons the teachers set high expectations by ensuring that the pupils are attentive and prepared to meet their targets and objectives. There are good opportunities for the pupils to participate in discussions and when working in groups they co-operate and are usually on task. The pupils are punctual and keen to come to school. This is reflected in the above average levels of attendance and the prompt start to lessons.

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | 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 teaching is good throughout the school with many very good features and no unsatisfactory teaching. In thirty-five percent of the lessons observed the teaching was very good and one lesson was judged to be excellent, resulting in rapid progress made by the pupils, especially when working independently or during group work. One in four lessons observed were satisfactory and two out of five were good. This good standard of teaching is having a positive effect on the pupils' progress and attainment. The most effective lessons are those where the teaching pays close attention to improving the pupils' work or performance. For example, when the pupils are engaged in independent and group work, in the very best lessons, the teacher circulates and ensures that all the pupils are improving their work, often marking or correcting work, and this has the effect of maintaining sufficient pace and challenge for all pupils to improve. The teachers plan their lessons carefully and ensure that the main teaching points are clearly explained to meet the needs of all pupils. Literacy and numeracy are very well taught across the school resulting in high standards. Science and history lessons are well taught because there is scope for the pupils to plan their own investigations, often organising their work which is well matched to their abilities.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum | The curriculum is well planned, balanced and relevant to all the pupils. It is enhanced by the high quality of literacy, numeracy and history lessons. The children in the foundation stage have insufficient access to regular outdoor play facilities. |
| Provision for pupils with special educational needs | This is good and is well managed. The school provides appropriate programmes and early intervention for those pupils who have specific learning needs. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. School assemblies are interesting and varied, offering the pupils time for reflection. The school is successful in developing good moral values and encourages every child to take personal responsibility for themselves and to co-operate with others. |
| How well the school cares for its pupils | There are satisfactory procedures to ensure the health and well being of all the pupils. Assessment procedures are used effectively to monitor the pupils' academic performance and this is an improvement since the last inspection. |

The curriculum is well planned and supports the school's aims to raise the level of achievement for all pupils. There are practical and relevant activities that enable the pupils to experience a range of academic, personal, social and physical skills. The children in the foundation stage are provided with indoor physical education lessons but they do not experience enough outdoor play which would enable them to develop physical skills further. Good use is made of school assemblies to improve the pupils' self knowledge and class discussions enable them to reflect or share their thoughts with others.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | The headteacher and both key stage managers provide very good leadership. He is well supported by the key stage managers whose infectious enthusiasm and high quality teaching influences the work of the school greatly. There is purposeful and clear educational direction which will improve standards further. |
| How well the governors fulfil their responsibilities | They provide good support. They are knowledgeable and effective in helping the school to improve. Governors make a valuable contribution to the work of the school. |
| The school's evaluation of its performance | There are good monitoring procedures. The headteacher undertakes direct observations of lessons, resulting in the identification of the most effective methods to improve teaching and learning further. |
| The strategic use of resources | The new computer suite is beginning to enhance the information technology curriculum further. The outdoor play area outside the reception class is unsafe and not available to children under five years of age. |

The headteacher has managed the school through a difficult period because of major refurbishment programmes and uncertainty over staffing. He has maintained high standards and has moved the school on considerably. The governors and staff are very committed to achieving high standards in all aspects of the school's work. The headteacher and key stage managers monitor pupils' work and lessons closely, resulting in clear attainment targets for pupils, clear objectives for the school to improve further and better information which can be evaluated by governors to inform them of the progress being made. The headteacher is successful in establishing teams of staff and governors who work together, understanding the needs of the pupils and the school as a whole, and enabling them to identify priorities clearly in the school improvement plan.

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 like going to school. • The children make good progress and are well behaved. • The teaching is good. • The school expects the children to work hard. • The school is well led and managed. | <ul style="list-style-type: none"> • The balance and consistency of homework. • They would like the school to work more closely with parents. • The range of activities provided outside lessons. |

The inspection findings support all of the parents' positive views of the school. The homework provided across the school is good. The school is improving its links with parents who are well informed about the work being done in school. The activities provided outside lessons are satisfactory although they mainly involve older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high because a significant proportion of the teaching is very good and sometimes excellent. Targets are set for the pupils which help the teachers to plan challenging work.

1. The teachers set clear learning objectives in their lessons which enables the pupils to understand what is expected of them. This has the effect of setting clear targets for improvement so that every pupils works towards individual and group targets. The teachers prepare work which is closely matched to the abilities of the pupils. In an excellent Year 1 mathematics lesson for example, the teacher sets very high expectations of behaviour and work. The pupils were expected to add coinage to calculate totals as well as comparing the relative values of coins. All the pupils were being challenged and the teacher ensured that they completed their work on time, stayed on task and improved their learning by applying their knowledge and understanding of coins and numbers to a range of challenging tasks.
2. In a very good Year 5 and Year 6 English lesson, the pupils were provided with different writing tasks so that four groups were established working at different levels of ability. This enables the teacher to circulate and improve the work of all the pupils, including those with special educational needs who also benefited from additional support provided by a learning support assistant. In another Year 5 and Year 6 English lesson, the teaching used clear learning objectives for four different ability groups enabling all the pupils to improve their knowledge and understanding of narrative writing. In a very good Year 3 and Year 4 history lesson, the targets set for all the pupils included the development of an understanding of the politics of “democracy”. The teacher skilfully used role play and a future visit to the Castle Museum in Nottingham, to prepare the pupils for work which will involve investigating the different styles of leadership in Ancient Greece. The teacher asks the pupils to ‘*Consider the beliefs of the Athenians and the Spartans and the way they were ruled*’. ‘*We are happy citizens of Athens*’ and ‘*We are your Spartan rulers, do as we say!*’ The teacher reinforced the pupils understanding by preparing clear labels presented as banners for the pupils to hold during a simple role play exercise resulting in the pupils having clear learning targets for that particular lesson.
3. In the very good and outstanding lessons the pupils are provided with a range of interesting and varied tasks. They are encouraged to find out and work both independently and collaboratively to gain a better understanding of the objectives and targets set for the lesson. In these lessons the teaching is alert and rigorous, ensuring that the pupils improve their work. For example, in a Year 1 history lesson, the teacher circulated and ensured that all pupils stayed on task as well as improve their writing or drawings. ‘*Look at the stitching on the fabric, see if you can draw it better....*’ Here the pupils were required to observe old and new baby clothes, then draw and label their observations to draw conclusions about whether the artefacts are old or modern.

Relationships throughout the school are very good, resulting in good behaviour and attitudes to learning.

4. The pupils’ are enthusiastic about their work and enjoy trying to improve and learning about new things. They are attentive and keen to try hard and in most lessons the introductions are clear and purposeful enabling the pupils to participate in class discussions and share their ideas. In a good Year 2 mathematics lesson, relationships are positive and supportive and the teacher has developed a very good working atmosphere enabling the pupils to help and support each other. The good behaviour in most lessons is very much related to the expectations set by the teaching

and the strong relationships that exist across the school between pupils and with adults. In the reception and Year 1 class during a good English lesson, the very good relationships between the teacher, nursery nurse and the pupils, help to maintain a positive learning environment. All the pupils and young reception children feel comfortable with their surroundings and as a result are keen to learn and to behave well.

5. In a good Year 4 and Year 5 history lesson, the teacher has established very good working relationships with all the pupils. As the pupils investigate *'Henry the VIII has a problem'*, the teacher is able to build on the very good relationships she has established to encourage the pupils to work independently, researching books and information, and stay on task. In a good Year 3 and Year 4 science lesson, the teacher has established effective working relationships with the class enabling them to get on with labelling parts of the human body and bodily functions related to the digestive system, sensibly and diligently. In Year 1, the Key Stage 1 manager's infectious enthusiasm and high expectations excites and interests her pupils who respond with very high standards of behaviour and work.

The teaching is well planned. It enables the pupils to plan their own work, develop independence and improves their thinking further.

6. In all lessons the teachers' planning incorporates a range of tasks and learning objectives which are well matched to the abilities of the pupils, including those identified with special educational needs. In a good Year 4 and Year 5 English lesson for example, the planning linked very well with some design and technology work because the pupils had to write instructions for a design project to make a Christmas decoration. The planning for children under five in the foundation stage is effective in preparing the children for early language and mathematics. For example, the teacher incorporated a shape game into her lesson enabling the children to gain hands on experiences of two-dimensional shapes as well as learning to distinguish between shapes by looking at particular attributes such as the number of sides, whether the sides are curved or straight. The teachers' planning in these examples leads on to some very good activities during independent and group work which enable the pupils to make good progress in their learning.
7. In the most effective lessons where the teaching is very good or excellent, the planning also involves more opportunities for the pupils to plan and organise their own work. For example, in the Year 1 history lesson where the pupils observed old and new baby clothes, the pupils were allowed to choose which artefacts to observe and how best to record their work. In a very good Year 5 and Year 6 English lesson, the teachers' planning folder incorporates opportunities for the pupils to use the book *'The Silver Sword'* as a source to record *'flashback scenes'*. This has the effect of enabling the pupils to use the story as inspiration for their own ideas when planning narrative writing. In another very effective literacy lesson, Year 6 pupils were able to look more closely at the text because the teaching had planned appropriate activities which were aimed at evoking discussion about the qualities of each character in the story *Carrie's War'*.

The support provided for those pupils identified with special educational needs is effective because additional support is well targeted to meet their specific learning needs.

8. Learning support assistants are very well deployed so that they are effective in supporting those pupils identified with specific learning difficulties. Special educational needs (SEN) provision is well managed so that all the pupils on the SEN register have appropriate individual education plans with clear targets for improvement. In a very good Year 5 and Year 6 literacy lesson the learning support for one pupil was very effective in helping him to read the exercise set by the teacher and to record his work. In a very good history lesson in Key Stage 2 the learning support assistant worked alongside a group of pupils when they investigated how two different societies existed in

Ancient Greece. In a Key Stage 1 mathematics lesson a group of four pupils were being supported very well when counting and recognising coins. All of the support provided is well planned by the teacher and overseen by the SEN co-ordinator. The learning support assistants are also involved in the planning so they have a clear idea what is expected of them in lessons where they are required to support individuals and groups of pupils.

Parents play a very important role in the school with many helping in lessons. This is having a positive impact on the pupils' learning in school and at home.

9. The headteacher has well established procedures, both formal and informal, which enable him to contact parents and to provide information about the work of the school. The *parents and friends association* is also very much involved in the school, often with parents volunteering to help in classrooms or to take groups, and this is helping the school to forge closer links with its parents. Parents and governors are often seen in school helping, for example, at lunchtimes and when groups of pupils need help with reading, sewing or art and craft work. Newsletters often include information about the curriculum and the work the pupils are expected to do each term. The parents themselves say that they are pleased with the progress their children make and believe this to be a welcoming school.

The headteacher and key stage managers provide very good leadership. With the governors they monitor the school's performance closely and are clear about what needs to be done to improve further.

10. Since the appointment of the current headteacher the school has developed well established monitoring and evaluation systems which enables the school to evaluate what it is doing and improve further. The key stage managers work closely with the headteacher and together they provide very effective leadership and management. The headteacher has a planned programme of lesson observations where he has established and negotiated with his staff times when he is able to visit their lessons and offer critical feedback on what constitutes effective teaching and learning. This is also helping the school to evaluate its own performance and set realistic and challenging attainment targets for all the pupils.
11. The key stage managers scrutinise teachers' planning and lead staff meetings to feedback curriculum information. This helps to provide cohesion with staff teams in each key stage working together to improve planning, teachers' marking and assessment procedures further. Both managers are very effective teachers and this inspires confidence in other staff. The headteacher has adopted a very effective senior management model which comprises of two key stage managers and himself forming the core management team. The governors have approved of this model as a way forward and see it as improving team work across the school.
12. The governors are well informed and knowledgeable about the procedures and routines they undertake to manage and oversee the work of the school. They are effective because they work closely with the headteacher and staff and are able to assess the strengths and weaknesses of the school in order to improve further. The school development plan is a useful guide which enables the governors to be fully informed and involved. The school has successfully addressed all the issues raised in the last inspection and the governors have worked very hard to maintain the good reputation established by the school. They have steered the school through a difficult period of major refurbishment and some uncertainty over staffing. As a result the school is now well placed to make further improvements and maintain the high standards achieved by the pupils as well as raising standards in all subjects of the curriculum.

WHAT COULD BE IMPROVED

Raise the quality of all teaching and learning further, to consistently reach the very good and excellent standards seen in the school.

13. Of all the lessons seen during the inspection, approximately thirty-five percent was of a high standard, forty-one percent was good and twenty-four percent satisfactory. In order to maintain and build upon the high standards that the pupils achieve in English, mathematics, science and history, the school must try to use its very good evaluations of teaching and learning to help the staff distinguish what makes for very good and excellent teaching. The most effective literacy and numeracy lessons have many features which could be used to develop the teaching further in all subjects of the curriculum.
14. One in four lessons were judged to be satisfactory and ought to have been good or better. In these lessons there was insufficient attention to improving the pupils' work, especially during independent and group work sessions. Introductions to lessons sometimes went on for too long with some teacher over-stating a point or back-tracking over too many points, resulting in some pupils losing interest and becoming fidgety and inattentive for brief moments. Although the planning incorporates work for a range of abilities in some lessons the teaching sets the same task for all the pupils resulting in the more able not being sufficiently challenged during groups work or independent task work.

Ensure that the children in the foundation stage have safe, secure and regular access to outdoor physical play enabling them to use large apparatus and wheeled toys.

15. The children in the reception class do not have regular access to outdoor physical play apart from break-times and some planned outdoor physical education lessons. The classroom itself is adjacent to a secure area which ought to be used for regular physical play so the pupils are able to use large spaces, equipment and wheeled toys. In this respect the school is not providing sufficiently challenging physical experiences using outdoor space nor is there sufficient time for the children under five to use a range of equipment. The area designated for this is currently unsuitable because the paving slabs are uneven.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the good work being done, the school should now:

- * **Improve the quality of teaching and learning further in all lessons to match the very good and excellent standards seen, by:**
 - agreeing the criteria that makes for very good and excellent teaching;
 - ensuring the transfer of high standards and variety of teaching methods seen in the teaching of literacy, numeracy and science to other subjects of the curriculum;
 - ensuring that, in all lessons when the pupils are engaged in independent or group work, the teaching consistently aims to improve the pupils' level of attainment or performance by matching the work closely to the needs of the individuals.

- * **Provide for the children in the foundation stage regular access to outdoor play which:**
 - is safe and secure with opportunities for the children to develop their physical skills;
 - improves their confidence and self-esteem through regular use of wheeled toys and large apparatus;
 - helps them develop control over their bodies, the way they move and improves their physical skills further to support their development in other areas of learning.

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 | 4 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 6 | 29 | 41 | 24 | | | |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|------------------------------------------------------------------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 175 |
| Number of full-time pupils eligible for free school meals | 15 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---------------------------------------------------------------------|---------|
| Number of pupils with statements of special educational needs | 0 |
| Number of pupils on the school's special educational needs register | 26 |

| 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 | 9 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 4.4 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.1 |
| 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 | 15 | 6 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---------------------------------------------|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 13 | 15 |
| | Girls | 6 | 6 | 4 |
| | Total | 21 | 19 | 19 |
| Percentage of pupils at NC level 2 or above | School | 100 (92) | 90 (92) | 90 (88) |
| | National | 82 (81) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 15 | 15 |
| | Girls | 6 | 6 | 6 |
| | Total | 21 | 21 | 21 |
| Percentage of pupils at NC level 2 or above | School | 100 (92) | 100 (92) | 100 (92) |
| | 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 | 6 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 13 | 17 | 17 |
| | Girls | 5 | 5 | 6 |
| | Total | 18 | 22 | 23 |
| Percentage of pupils at NC level 4 or above | School | 72 (84) | 88 (79) | 92 (99) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 16 | 19 |
| | Girls | 5 | 4 | 6 |
| | Total | 21 | 20 | 25 |
| Percentage of pupils at NC level 4 or above | School | 84 (90) | 80 (85) | 100 (100) |
| | 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 | |
| Black – African heritage | |
| Black – other | 2 |
| Indian | |
| Pakistani | |
| Bangladeshi | |
| Chinese | |
| White | 173 |
| Any other minority ethnic group | |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|------------------------------------------|------|
| Total number of qualified teachers (FTE) | 7 |
| Number of pupils per qualified teacher | 25 |
| Average class size | 29.2 |

Education support staff: YR – Y6

| | |
|-----------------------------------------|-----|
| Total number of education support staff | 1.8 |
| Total aggregate hours worked per week | 49 |

FTE means full-time equivalent.

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.

Financial information

| | |
|--------------------------------------------|-----------|
| Financial year | 1999/2000 |
| | £ |
| Total income | 286,116 |
| Total expenditure | 278,165 |
| Expenditure per pupil | 1,635 |
| Balance brought forward from previous year | 6,246 |
| Balance carried forward to next year | 14,197 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 175 |
| Number of questionnaires returned | 70 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 61 | 37 | 1 | | |
| My child is making good progress in school. | 60 | 34 | 6 | | |
| Behaviour in the school is good. | 59 | 40 | | 1 | |
| My child gets the right amount of work to do at home. | 34 | 43 | 17 | 4 | 1 |
| The teaching is good. | 66 | 34 | | | |
| I am kept well informed about how my child is getting on. | 47 | 43 | 9 | 1 | |
| I would feel comfortable about approaching the school with questions or a problem. | 71 | 23 | 3 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 63 | 37 | | | |
| The school works closely with parents. | 46 | 37 | 16 | | 1 |
| The school is well led and managed. | 49 | 47 | 1 | 1 | 1 |
| The school is helping my child become mature and responsible. | 53 | 37 | 10 | | |
| The school provides an interesting range of activities outside lessons. | 27 | 49 | 19 | 4 | |

Other issues raised by parents

Some parents are concerned about the arrangements made at the end of the school day when younger children are dismissed from their class. They feel that the staff ought to hand over pupils, especially the younger children, directly to parents or carers because the parents are asked to wait beyond the school grounds to receive their children.