

INSPECTION REPORT

WILLOW PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106745

Headteacher: Mr D C Rew

Reporting inspector: Mr M Newell
10638

Dates of inspection: 21st – 23rd May 2001

Inspection number: 193277

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Alston Road
Bessacarr
Doncaster
South Yorkshire

Postcode: DN4 7EZ

Telephone number: 01302 539249

Fax number: 01302 533929

Appropriate authority: The Governing Body

Name of chair of governors: Mr N Ford

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large primary school situated in Bessacarr, about four miles from the centre of Doncaster in Yorkshire. This is a popular school with a constant demand for places. There are presently 422 pupils attending the school, with a higher number of boys than girls. The attainment of children when they start school is generally, but not exclusively, above average. The percentage of pupils in school with special educational needs is below the national average, while the percentage of pupils with a statement of special educational need is broadly in line with the national average. The percentage of pupils eligible for free school meals is broadly in line with the national average and the percentage of pupils speaking English as an additional language is higher than in most schools.

HOW GOOD THE SCHOOL IS

This is a good school that enables pupils to achieve very high standards in English, mathematics and science by the time that they leave the school. The very good quality of teaching that is a regular feature at Key Stage 2 enables pupils of all abilities to make good strides in their learning and achieve their full potential. Pupils throughout the school show very positive attitudes to learning and behave very well. These factors make a significant and important contribution to the high quality of learning that is a feature of many lessons. The relationships between pupils and staff are of a high standard and the school makes very good provision for pupils' personal development. The headteacher has an excellent grasp of the areas that the school needs to improve and has already put in place strategies to tackle the issues identified in this inspection. This is a school that is providing good value for money.

What the school does well

- The school enables the pupils to achieve very high standards in English, mathematics and science by the time they leave school.
- The good quality of teaching for the youngest pupils at Key Stage 1 and Key Stage 2 and the very good teaching for the remaining pupils at Key Stage 2 makes a significant contribution to how well pupils learn.
- The school is very effective in the way that it promotes pupils' literacy and numeracy skills in other areas of the curriculum.
- The school expects and achieves very good behaviour from its pupils. The pupils have very positive attitudes to learning and clearly enjoy school and this is reflected in the very good attendance rates.
- The school is very caring and supportive of all pupils and very effectively promotes their personal as well as academic development.
- The school has forged a strong partnership with parents who are very supportive of their children's learning.
- The headteacher and deputy headteacher are providing excellent leadership and have established an impressive vision and accurate agenda for school improvement.

What could be improved

- Standards in information and communication technology.
- Provision for children in the Foundation Stage.
- The effectiveness of monitoring to identify what does or does not work well in teaching and learning.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the time of the last inspection. Standards in English, mathematics and science for 11-year-olds have improved and the school's results are now consistently in the top five per cent of schools nationally. The incidence of very good or better teaching has increased and, although there is scope for further improvement in the Foundation Stage, there is no longer evidence of unsatisfactory teaching. Many of the strengths identified at the last inspection have been maintained. In terms of the key issues identified for improvement, the school now provides more opportunities for pupils to learn through problem solving and investigative activities in subjects, such as science and design and technology. The school has started to address the quality of provision for children in the Foundation Stage but there is still work to be done in this area. Under the guidance and leadership of the new Headteacher, there is a renewed vigour and enthusiasm and a clear vision as to what exactly is needed to improve the quality of education that the school is providing even further. This, together with the commitment of the staff and governors, indicates that the school is well placed to move forward.

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 |
| | 1998 | 1999 | 2000 | 2000 |
| English | A* | A* | A* | A* |
| mathematics | A* | A* | A* | A* |
| science | A* | A | A* | A* |

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

The above table shows that, when compared to all schools, pupils' attainment in English, mathematics and science has been at a consistently very high level over the last three years. The school's results are more often than not in the top five per cent of schools nationally. The percentage of pupils that exceed the level expected of 11-year-olds is consistently well above the national average. The school performs equally well when its results are compared to similar schools. Inspection findings show that the school is on track to achieve very high standards again in the recently taken National Curriculum tests in English, mathematics and science. The consistently good and often very good or better teaching that is a feature at Key Stage 2 means that all pupils learn at a good rate and achieve their full potential. There is no evidence of underachievement. The school consistently sets itself challenging targets in English and mathematics, which include setting targets for the percentage of pupils that will attain beyond and well beyond the levels expected of 11-year-olds. The school has rightly identified the need to improve standards in information and communication technology because at present they are not at a satisfactory level across all elements of the subject.

During their time in Key Stage 1, pupils make steady progress overall and inspection findings show that they attain above average standards in English, mathematics and science. The pupils make good progress in their learning in Year 1 as a result of the good quality of the teaching. The attainment of children when they start school is generally, but not exclusively, above average. The children make satisfactory progress during their time in the Foundation Stage and, as a result, most are exceeding the nationally recommended Early Learning Goals by the time that they start in Year 1.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. The pupils show a real thirst for new knowledge and skills and a desire to achieve well. |
| Behaviour, in and out of classrooms | Very good. Pupils are very polite and courteous. They work together very well and show high levels of respect to adults and to one another. These factors help to create a most effective environment for learning. |
| Personal development and relationships | Very good. The school provides very good opportunities for pupils' personal development to be nurtured alongside their academic development. Relationships are very good and contribute significantly to the life and ethos of the school. |
| Attendance | Very good and well above the national average. Lessons always start on time, punctuality is not an issue and pupils clearly love coming to school. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|-------------------------|--------------------|----------------|-----------------|
| 35 Lessons seen overall | Satisfactory | Satisfactory | 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.

During the inspection teaching was excellent in 6 per cent of lessons, very good in 43 per cent of lessons, good in a further 26 per cent and satisfactory in the remaining lessons. No unsatisfactory teaching was observed. Teaching at Key Stage 2 is very good overall with the quality for pupils in Year 3 being good. Teaching is satisfactory for pupils at Key Stage 1 and the Foundation Stage overall and it is good for the younger pupils at Key Stage 1. Instances of good teaching were also observed in the Foundation Stage. Strategies to teach literacy and numeracy have been successfully implemented across the school. Teaching in these areas is at its best at Key Stage 2. In numeracy lessons at this key stage, pupils are encouraged to explore different ways of solving problems and to put their mental agility to the test in challenging and demanding activities. In literacy lessons, the pupils are directly taught the necessary skills to enable them to write persuasively, expressively and expansively for a wide range of audiences and purposes. The good and often very good or better teaching, together with the very positive attitudes that pupils have, make a powerful contribution to how well pupils learn.

In most lessons, teachers set high expectations to which the pupils invariably rise. Teachers often share what is to be learned in a lesson with the pupils and this more actively involves them in their own learning. In the Foundation Stage, teaching is stronger when there is direct teacher input into the different activities and when each activity has a specific objective that the children are to achieve. This good practice is not as consistent as it could be and prevents learning from being even stronger.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The school provides a good range of learning opportunities, both within the formal curriculum and through visits and visitors to school. The school is most effective in the manner in which it gets the pupils to use and extend their literacy and numeracy skills across the curriculum. |
| Provision for pupils with special educational needs | Good. The school makes good provision for pupils with special educational needs, which enables them to progress at a similar rate to their classmates. |
| Provision for pupils with English as an additional language | Good. The support that pupils receive enables them to take a full part in lessons and in the life of the school as a community. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school does a great deal to promote pupils' personal development. The pupils revel in the trust and responsibility that all staff place in them. The school is keen to promote pupils' awareness of the feelings, needs, beliefs and cultures of others. |
| How well the school cares for its pupils | This is a very caring and supportive school where the well being of pupils is given high prominence. The school is increasingly and more effectively using the analysis of test and assessment data to further improve standards. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Excellent. The headteacher has an excellent grasp of what the school needs to do to improve and has devised effective strategies to tackle identified issues. His leadership has been most successful in creating an excellent team ethos with a renewed determination to secure further school improvements. He receives high quality support from the deputy headteacher. |
| How well the governors fulfil their responsibilities | The Governing Body fulfils its statutory duties well and plays an active and effective role in the management of the school. |
| The school's evaluation of its performance | Satisfactory. The headteacher has planned, and in some instances already introduced, very effective procedures to monitor the quality of teaching and learning across the school. The recency of these initiatives means that they have not yet had sufficient time to have their biggest impact on improving teaching, learning and standards. |

| | |
|--------------------------------|--|
| The strategic use of resources | Good use is made of staff and resources and very good use made of the spacious and attractive accommodation to enhance pupils' learning. Financial planning and monitoring is of a high standard, enabling the school to run efficiently. The principles of best value are applied very well when purchasing goods and services. |
|--------------------------------|--|

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • The fact that their children enjoy school. • The high expectations that the school sets and the good progress that their children make. • The standards of behaviour. • The quality of teaching. • The approachability of the staff and the quality of information that they receive. • The strength of the partnership between home and school. • The manner in which the school helps children become mature and responsible. • How well the school is led and managed. | <ul style="list-style-type: none"> • The amount of homework that is set. • The range of activities outside of lessons. |

The parents' very positive perceptions are accurate in most instances and are reflected in the inspection findings. The amount of homework that is set is similar to, and in some classes more than, that found in the majority of primary schools. The amount of homework that is set is therefore judged to be satisfactory. Pupils benefit from the visits that the school organises to places of educational interest as well as from visitors to the school. In addition, older pupils attend residential visits that add much to their social as well as academic development. Although the school provides a satisfactory range of activities and clubs outside of lessons, the headteacher is examining ways of extending these further and of making sure that all parents are fully aware of the range of activities that are on offer at different times of the year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school enables the pupils to achieve very high standards in English, mathematics and science by the time they leave school.

1. The school promotes high standards and, by the time they leave school, pupils achieve very high standards in English, mathematics and science. When compared to all schools, pupils' attainment has been at a consistently very high level over the last three years. The school's results are more often than not in the top five per cent of schools nationally. The percentage of pupils that exceed the level expected of 11-year-olds is consistently well above the national average. The school performs equally well when its results are compared to similar schools. Inspection findings show that the school is on track to achieve very high standards again in the recently taken National Curriculum tests in English, mathematics and science. Again, a significant percentage of pupils are expected to attain beyond, and in some instances well beyond, the nationally expected level for 11-year-olds. The consistently good and often very good or better teaching that is a feature at Key Stage 2 means that all pupils learn at a good rate and achieve their full potential. There is no evidence of underachievement. The school consistently sets itself challenging targets in English and mathematics, which include setting targets for the percentage of pupils that will attain beyond and well beyond the levels expected of 11-year-olds. Teaching at Key Stage 1 is good for the younger pupils and satisfactory with some good practice elsewhere. This makes sure that pupils get off to a secure start in their educational lives and, by the end of Key Stage 1, standards in English, mathematics and science are above average.
2. Pupils throughout the school have very good speaking and listening skills. At both key stages, pupils listen very carefully and contribute very well to class and group discussions. Pupils of all ages express their ideas clearly and with a high level of confidence. Teachers are very effective in the way that they draw responses from pupils or get them to expand on what they have said. Pupils know that their views and opinions will be listened to, not only by the teachers, but also by their classmates. This means that pupils are always ready to ask and answer questions. Pupils are perceptive when given the opportunity to make an evaluation of their work or that of others. In one lesson where the pupils had to draw up an advertisement for the sale of a house, pupils gently, constructively but also very perceptively explained how the advertisements could be improved in order to make a quicker sale. The learning environment that is prevalent in many classes means that the power and importance of speech is constantly capitalised on. By the age of 11, many pupils have a well-developed and expressive vocabulary and use it very well to articulate their thoughts and ideas to present persuasive arguments. Pupils are proficient at organising their thoughts in a logical manner and always show a readiness to listen to and respond to other points of view with a high level of maturity.
3. Reading standards are at a very high level by the time that pupils leave school. At Key Stage 1, the pupils are systematically taught a range of different skills to enable them to tackle unfamiliar words and to gain a greater understanding of the texts they read. Pupils quickly become independent readers and locate information in books using the contents and index pages. Children are very well supported by their parents who do much to strengthen children's reading skills by regularly reading to them or by listening to them read. Pupils continue to develop reading skills at a good rate at Key

Stage 2. The pupils are provided with a good range of books, plays, and poetry to read. The books are often of good quality and the range of fiction and non-fiction in the school does much to promote a love of reading in the pupils. The pupils are conversant with the works of many famous authors, poets and playwrights. The very good quality of teaching that is a feature of many of the lessons at this key stage encourages pupils to be analytical of the text that they read. Often pupils are asked to carry out character analyses in books, such as "Goodnight Mr. Tom", or to compare the book to the film. This detailed and analytical approach to reading means that reading beyond the literal level becomes second nature to the pupils. The opportunities that are provided to read class readers and the manner in which teachers assist the pupils result in further improvements in the expressiveness of pupils' reading and in their understanding of the text. Throughout the key stage, pupils read unseen text with confidence and quickly grasp the meaning. Teachers continue to teach reading skills directly and this means that many older pupils are able to locate information, whether it be in English lessons, history, geography or religious education, at great speed or get the gist of a piece of text after only a brief read through. This progressive extension of pupils' reading skills means that by the age of 11 many pupils are proficient and accomplished readers.

4. Writing standards are above average at the end of Key Stage 1 and high at the end of Key Stage 2. From an early age, the pupils are taught the necessary skills to become accomplished writers. Pupils are taught phonic skills through their writing as well as their reading. Pupils make very good progress at Key Stage 2 in the development of their writing style and technique. Pupils are provided with a wealth of writing opportunities. Pupils write a class fable, newspaper articles and letters, and their hopes and aspirations for the new millennium. By the time they are in Year 6, pupils write very well. They write persuasively when applying for a job, write a detailed character study of Ann Frank and debate in words the case for and against the use of bicycles. Pupils write autobiographies with great sensitivity and, after reading an extract from "The Wreck of the Zanzibar", they change the genre of writing from a diary to a letter in an impressive manner. Pupils write acrostic poems and mood and sensory poems. The pupils are taught how metaphors and similes can bring a piece of writing to life and pupils respond by writing imaginative and expressive pieces of work. As well as being taught the importance of accurate spellings, using paragraphs and correct grammar and punctuation, the pupils are directly taught how to write extended pieces of writing that capture the readers' attention. The pupils write expressively and sustain a character or plot that does not fizzle out at the first hurdle. Writing skills are further enhanced because pupils are asked to write in other areas of the curriculum. Pupils themselves add to this by undertaking personal study and research at home which often involves them putting their writing skills to good and imaginative use.
5. Standards in mathematics are very high by the time that pupils leave school, with a high percentage of pupils exceeding the level expected of 11-year-olds. The good and very good teaching that is a feature of most lessons ensures that pupils of all abilities make good progress and learn in an effective manner. The basic skills of numeracy are taught well at Key Stage 1 and this gives the pupils the confidence to handle increasingly large numbers with ease. The effective implementation of the National Numeracy Strategy has led to a greater emphasis on pupils exploring different strategies to solve problems and this is having an increasingly positive impact on standards. Pupils make very good progress in their learning at Key Stage 2. By the age of 11, pupils are proficient mathematicians. They have an excellent grasp of number, are confident and secure in handling data, have a very good

understanding of probability, solve algebraic equations with ease and measure angles accurately. The pupils enjoy nothing better than rising to the challenges that are presented to them when teachers ask them to use their number skills in demanding problem solving activities. The mental agility sessions that are now an integral and thoroughly enjoyable feature of every lesson are successful in developing pupils' ability to solve calculations at great speed and with great accuracy. The manner in which pupils are expected to use and extend their numeracy skills in other areas of the curriculum adds significantly to their learning.

6. By the age of 11, pupils achieve very high standards in science with a very high percentage of pupils exceeding the level normally expected of 11-year-olds. At Key Stage 1, the pupils have a good level of scientific knowledge and use this in an effective manner to help make accurate predictions or to help explain why things happen as they do in their scientific experiments and investigations. At Key Stage 2, the pupils benefit from an in-depth coverage of the science curriculum and a very good standard of teaching that sets high expectations. Pupils have a very good level of scientific knowledge and understanding across all elements of the subject. Pupils' recall of what they learned is very good and they are able to talk lucidly about scientific facts. Pupils are provided with many opportunities to design tests, make predictions or explain phenomena using theories. They carry out these tasks with great success and a real sense of enjoyment. Pupils' enthusiasm and the expectations their teachers have of them result in pupils showing a readiness to find things out for themselves, using books and computers both in school and at home. The finished products of these independent research tasks are often of a high standard.

The good quality of teaching for the youngest pupils at Key Stage 1 and Key Stage 2 and the very good teaching for the remaining pupils at Key Stage 2 makes a significant contribution to how well pupils' learn.

7. During the inspection, teaching was excellent in 6 per cent of lessons, very good in 43 per cent of lessons, good in a further 26 per cent and satisfactory in the remaining lessons. No unsatisfactory teaching was observed. Teaching at Key Stage 2 is very good overall with the quality for pupils in Year 3 being good. Although teaching is satisfactory for pupils at Key Stage 1 and the Foundation Stage overall, it is good for the younger pupils at Key Stage 1. Instances of good teaching were also observed in the Foundation Stage. The quality of teaching makes an important and significant contribution to the quality of pupils' learning and to the progress that they make.
8. The quality of teaching of literacy and numeracy at Key Stage 2 is very good overall and good for the youngest pupils at Key Stage 1 and Key Stage 2. The way in which teachers throughout the school directly teach pupils the skills to tackle unfamiliar words and gain a better understanding of text means that, from an early age, pupils are equipped with the necessary skills to become proficient readers. This quality of teaching increases as pupils move through Key Stage 2, as pupils are taught more advanced reading skills that enable them to skim and scan for information. They are then able to locate the required information speedily and accurately. Teaching often introduces pupils to a wide range of differing styles of writing, in poetry and fiction and non-fiction. There is a great emphasis placed on not only examining what the writer is saying on the surface, but also on skilfully drawing the pupils' attention to reading and interpreting beyond the literal level. A very good example was seen in Year 6, when pupils were asked to write a parody of Rudyard Kipling's "If". Here, pupils used

expressive, imaginative language to convey the concept of parody. In an excellent lesson in Year 4, the teacher collected examples of properties for sale and introduced a very humorous estate agents' glossary which showed how the clever use of words could hide a multitude of faults. The lesson was an impressive example of teaching the need to interpret beyond the literal level. The pupils enjoyed every second of the lesson and by the end were composing glossaries of their own that in some instances told better "exaggerations" than the original glossary.

9. The pupils are expected to transfer the expressive language that they use in their speaking into their writing. They explore how the use of metaphors and similes can be used to bring their work to life. Alongside this, is the constant reference not only to content but also to the need for correct spelling, high levels of presentation and the correct use of grammar and punctuation. One of the strengths in the teaching of literacy is that throughout the school teachers teach the skills and provide the support that enable pupils to become confident and imaginative writers. In a very good lesson in Year 1, when pupils were asked to write about the advantages and disadvantages of their local park, the teacher provided a writing framework that enabled the pupils to organise their thoughts in a logical manner and expressively articulate their views and opinions. In an equally good lesson in Year 5, the pupils were asked to write a letter to Tony Blair about the need for safer and cleaner water in Africa and what Britain should do to help. The great strength was that the teacher outlined effectively and powerfully how the letter needed to be constructed. The pupils were totally engrossed and their letters showed that they an excellent understanding of how to convey powerful and emotive messages. The good and often very good quality of teaching promotes the use and development of pupils' literacy skills in all areas of the curriculum. This adds to the quality of pupils' learning and to the very high levels of attainment that they achieve by the time they leave school.
10. Numeracy is taught well and at Key Stage 2 the quality of teaching is often very good. A feature of many lessons is the quick fire question sessions at the start of lessons, which are being used to sharpen pupils' mental agility skills. The pupils thoroughly enjoy these activities and like nothing better than rising to the challenges that are often set in these sessions. At the start of all lessons, teachers share with their pupils what they are to learn. This is an effective strategy because it helps to ensure that pupils take a greater responsibility for their own learning. The session at the end of the lesson is being used well across the school to assess if the objectives of the lesson have been achieved. Many teachers then use this information to inform the planning for future lessons, taking into account the need for extension work where the learning objectives have already been exceeded. In the best lessons, the pace of the lesson is very brisk and encourages pupils to examine different strategies to solve problems of increasing complexity. In a Year 5 lesson on probability and a Year 6 lesson on calculating surface area, the teachers constantly remind pupils to make use of previous knowledge and to use their numeracy skills to help them solve problems. Once this has been done, pupils arrive at the required answers at great speed. The teachers then ask the pupils to share the different strategies that they used with the rest of the class and this enhances the learning of the whole class. The teachers throughout the school are always looking for ways in which pupils' numeracy skills can be used in other areas of the curriculum and very good examples were seen in science, history and geography.
11. In science, the importance of investigative work is promoted very effectively alongside the development of pupils' scientific knowledge. Teachers feel confident in the teaching of science. There is a high level of incisive questioning that really gets the

pupils thinking in a scientific manner. In a lesson in Year 3 on testing the absorbency of different papers and a Year 4 lesson on the properties of solids and liquids, the meticulous attention to planning, the natural enthusiasm and knowledge of the teachers and the incisive questioning led to lessons that were full of curiosity. By the end of the lesson, the pupils were not only able to explain what had happened or what they had found out, but also to explain why the findings were as they were. Throughout the school, teachers show a secure and often better subject knowledge of the subjects that they teach. For example, in music and European Awareness lessons in Year 6, history in Year 4 and information and communication technology lesson in Year 1, the teachers' knowledge, confidence and enthusiasm lit up the lessons and produced an equally enthusiastic response from the pupils. In these instances and many others that are a feature of teaching at the school, the learning of pupils is significantly enhanced.

12. Teachers have very good strategies for managing behaviour. There are few incidents of loss of concentration. Much emphasis is placed on celebrating achievement and good behaviour and, as a result, pupils respond with courtesy and respect for others. The school places a great emphasis on the quality of relationships. This starts as early as the Foundation Stage, where staff stress the importance of children working together, sharing resources and learning the importance of their own role in their learning. This good start is built on as pupils move up the school. Teaching and support staff work together well and the school recognises and values the important contribution that support staff make to the quality of pupils' learning. Throughout the school, it is clear that pupils and teachers are relaxed in one another's company. Teachers value the views and opinions of the pupils and the pupils know this. Whether it is in circle time, class or group discussions or assemblies, the pupils are always ready to offer their views and opinions in the full knowledge that their efforts will be respected, appreciated and valued by teachers and classmates alike.

The school is very effective in the way that it promotes pupils' literacy and numeracy skills in other areas of the curriculum.

13. The pupils achieve very high standards in English and mathematics by the time that they leave school. The fact that these subjects are taught well, and often very well, makes a strong contribution to these standards. The school is also very effective, particularly at Key Stage 2, in promoting and nurturing pupils' literacy and numeracy skills in other areas of the curriculum. Teachers are constantly capitalising on the opportunities that are offered in subjects, such as history, science, design technology and geography. The great strength is that these opportunities are recognised at the planning stage and then teaching directly links to specific development of writing and numeracy skills. For example, if pupils are asked to carry out a research task on the Second World War, the emphasis is not only on pupils acquiring the required information but also on the direct teaching of the skills necessary to take notes accurately and efficiently. This attention to detail adds significantly to developing and extending pupils' literacy skills as well as adding to their historical knowledge.
14. In science, the pupils are asked to record the findings of their investigations in their own words. There is no over-reliance on worksheets. Teachers stress to pupils the importance of describing what happens in their investigations and the need for clear and precise language to explain why things happen as they do. The pupils are often provided with a clear writing framework that helps them to organise their thoughts and findings in a logical and precise manner. The overall impact of this is that pupils

develop a deeper understanding of differing scientific concepts and also realise the need for different types of writing style for different purposes. After studying forces, pupils wrote excellent poems about Isaac Newton and gravity. Pupils are asked to present their results in many different formats, sometimes in text and on other occasions in graph or tabular form. Teachers always remind pupils of the need for accurate measurement. When recording temperature, pupils are asked to look at divisions of degrees when recording their results. This means that pupils have to make best use of their mathematical skills in first of all measuring accurately and then devising a graph or table that accurately depicts sometimes small changes in temperature. Pupils' learning is further advanced when they are asked to interpret the results and then to clearly explain what the outcomes and findings are.

15. In history, pupils are asked to write descriptive pieces of life in Ancient Egypt or Ancient Greece. First of all, pupils carry out their own research and then put together high quality pieces of work that really give the reader a feel for what it must have been like in these times. Teachers stress the importance of using expressive language and, as a result, the readers' attention is hooked. When studying the Second World War, the Tudors, Romans and Vikings, pupils not only show a good sense of historical knowledge, but the quality of teaching ensures that the pupils are expected to suggest reasons as to why events happened as they did and to use their literacy skills to express opinions about peoples' behaviour. Teachers are also quick to pick up on any incidental opportunities that arise within lessons to further develop pupils' skills, for example, asking pupils to work out in their heads how long a particular monarch has reigned or how long ago in history certain events happened. Such instances not only reinforce pupils' numeracy skills but also add a sense of fun to the lesson to which the pupils respond with great enthusiasm.
16. In geography, pupils are often asked to locate places or landmarks using grid references. The teachers skilfully remind pupils of the need to use their knowledge of co-ordinates learned in mathematics to help them with the task. Even when the pupils are using six figure grid references, this recall of previous knowledge helps them to locate the required place at a much faster rate. There are many examples of work in geography being used as a vehicle for extending pupils' literacy skills. Pupils learn about rivers around the world but are also asked to write about the benefits and dangers of water and how it can impact on the landscape. They write up visits to a local power station and write very good pieces of work when contrasting differing localities. Pupils' persuasive writing skills are put to the test when they are asked for their views and opinions of the siting of a local quarry. In design and technology, pupils are expected to draw up accurate and scaled drawings of a whole range of products such as carts, shelters, Tudor houses and moving toys. Pupils' mathematics skills are put to good use in estimating and measuring tasks. When making an Egyptian thread calendar the pupils had to accurately transfer their pattern on to hessian. The pupils were asked to write up the process from start to finish together with an evaluation. The finished pieces of writing and the calendars were of an impressive standard.
17. The school has taken part in an initiative run by the National Gallery, entitled "Take One Picture." This involves pupils studying a particular painting and the school devising various activities centred on the painting. The painting chosen was "The Graham Children" by William Hogarth. The school devised a wide range of tasks that included descriptive pieces, imagined conversations of the children in the portrait, and letter writing. The exercise generated a high level of motivation amongst pupils of all ages and this was reflected in the high quality pieces of work that were completed.

The pupils themselves were quick to point out that the portrait acted as a great stimulus for their writing and the school is to undertake the project again later this year. There is little doubt that the pupils benefit greatly from the opportunities that are provided to extend their literacy and numeracy skills in many areas of the curriculum and that this contributes to the very high standards that are achieved. Equally impressive is the fact that the pupils themselves are eager to seize the opportunities offered to them. When older pupils were asked to complete a project at home on exercise, they wrote extensively in their own words after much research. They presented their work in an impressive manner using text, tables, graphs and pie charts.

The school expects and achieves very good behaviour from its pupils. The pupils have very positive attitudes to learning and clearly enjoy school and this is reflected in the very good attendance rates.

18. The school sets very high expectations of good behaviour and pupils respond very well to this. Behaviour in and around the school is very good and has a significant impact on pupils' learning. Under the guidance of the headteacher, the school promotes good behaviour not by imposing strict sanctions but by helping pupils to understand the difference between right and wrong. This is often done through assemblies, well-chosen stories and by helping to instil in pupils an appreciation of the impact that their actions may have upon the well being and happiness of others. Pupils demonstrate high levels of self-discipline and conform readily to the school's high expectations of good behaviour. This starts in the Foundation Stage where children are expected to quickly conform to the routines of the school day, to work together and to share resources. At Key Stage 1 and Key Stage 2, pupils' behaviour continues to be very good. Pupils are encouraged and expected to show high levels of self-discipline and when teachers are working with small groups of pupils the rest get on with their work in an excellent manner. Pupils can be relied upon to work conscientiously and with high levels of concentration. At break and lunch times pupils are polite and courteous to adults supervising them. The older pupils are mindful of the needs of younger children and take on a pastoral role without a second thought. Pupils of all ages are always willing to help with tasks and jobs around the school and can be fully relied upon to complete such tasks with a sense of pride, maturity and achievement. Parents believe behaviour to be of a high standard and they are quite right in this perception. They are also proud of their children's reputation in the wider community and recognise that children's behaviour remains at a very high level when they make visits to places of historical or cultural interest and when the children attend residential camps. The behaviour shown by pupils makes a most significant impact on the learning environment that exists in the school and to the good progress that is a feature of most lessons.
19. Teachers throughout the school work hard to help create an atmosphere and ethos that are conducive to effective learning. They have a desire to make learning an enjoyable experience. Most lessons are characterised by high expectations and the pupils are encouraged to be inquisitive and investigative learners through the setting of open-ended tasks. The opportunities teachers provide for pupils to take an active role in lessons, to discuss issues and to share ideas often result in pupils displaying high levels of interest and enthusiasm. Pupils are eager to read out text in class, to offer their views and opinions, to demonstrate a particular movement in a physical education lesson or to confidently explain why they like or dislike a particular piece of art or music. The pupils show a desire to do well and to work hard. They have a thirst

for new knowledge and skills. They take a pride in their work and show a real willingness to learn from their mistakes. There are some excellent examples of marking of pupils' work where the marking is detailed and constructive and outlines what pupils need to do to improve. Equally impressive is the manner in which pupils take on board the comments and, as a result, improve their work. When asked, pupils state that they really enjoy school and the Year 6 pupils expressed particular regret at the thought of leaving Willow School but, at the same time, acknowledged their gratitude at the way in which the school had prepared them for the next stage of their educational lives. Such attitudes contribute significantly to the very high standards of attainment, the quality of learning and to the ethos of the school. The pupils' love of school is further reflected in the very good attendance rates that are well above the national average. The vast majority of pupils arrive on time allowing lessons to get off to a brisk start. The school does much to promote the importance of good attendance and emphasises to parents and pupils the impact that this has on pupils' learning and attainment.

The school is very caring and supportive of all pupils and is very effective in how it promotes their personal as well as academic development.

20. This is a very caring and supportive school where pupils' personal development is nurtured alongside their academic development. The school is much bigger than most primary schools but it has a family atmosphere where pupils are known well and their needs and achievements as individuals recognised and celebrated. The school seeks to develop independence in pupils from an early age and encourages children to show respect for the feelings and needs of others. This good start is built on as pupils move up the school. Within lessons, pupils have a well-developed sense of what is expected of them in terms of behaviour and academic achievement. Pupils rise to these expectations. Respectful behaviour is encouraged throughout the school. A particular strength is that pupils are encouraged in lessons to express their views and opinions. Whether the topic of conversation is the siting of a local quarry, local playground facilities or the anguish being faced by the starving millions in Africa, pupils know that their views will be listened to and respected and never ridiculed. As well as adding much to pupils' speaking and listening skills it also brings an added dimension to their personal development because it improves their confidence and self-esteem. The increasing emphasis that the school is now placing on " Circle Time" means that pupils are provided with golden opportunities to reflect on their own beliefs and values in addition to the opportunities provided within collective worship and class topics.
21. The headteacher is aware of the great potential in the pupils of the school to bring an added dimension to the life of the school as a community. Already, pupils carry out a wide range of tasks and duties around the school. They carry out these tasks with a high level of maturity. The older pupils provide excellent role models for the younger pupils and show a high level of genuine care and respect for the needs of these young children. Within lessons, many pupils are always ready to carry out independent study and research and to continue their work at home. With little prompting from teachers, the pupils bring the work back to school and confidently share their findings with the rest of the class. The pupils are always ready to support charities and, using their own initiative, have organised their own fund raising activities for events, such as "Red Nose Day." The headteacher is keen to build on the provision that is already in place for pupils' personal development by establishing a School Council where issues pertinent to the school environment or issues that may

be causing concern can be discussed and appropriate action taken. This will provide an excellent forum for the views of pupils to be listened to and respected. As a further indication of the manner in which the headteacher wants to constantly move the school on in an innovative manner, a number of "Playground Supporters" are to be appointed and trained. These are to be pupils who will mediate in any discussions or disputes that may occur in the playground.

22. The school provides a very good range of visits and visitors to the school that not only add to pupils' knowledge and understanding, but also bring a further dimension to their personal and social development. Pupils visit a Viking village, a power station, Eureka, as well places of historical and cultural interest. Much is done to enhance pupils' personal development through residential visits to an outdoor pursuit establishment and a local village where pupils experience a very different locality to their own. Religious education is supported by visits from the local vicar and other speakers. The older pupils are made aware of the dangers of drugs. The opportunities that are provided for pupils to compete in a range of sporting activities against other schools give pupils the chance to meet with pupils from other social and cultural backgrounds as well as developing their physical skills. The school uses members of the local community well. For example, "retired helpers" are trained to hear pupils read and visit the school regularly to support this activity. This gives the pupils an insight into how older members of the community can still play an important role in the education of younger pupils. Overall, the level of care and concern that is prevalent within the school, together with the provision that is made for pupils' personal development, contribute significantly to the learning of the pupils.

The school has forged a strong partnership with parents who are very supportive of their children's learning.

23. The school has always recognised the importance of working in partnership with parents for the benefit of the children. To this end, the school provides good quality information about the life and events of the school and keeps parents well informed about what their child is being taught and what parents can do to support children's learning at home. When initiatives, such as the National Literacy and Numeracy Strategies come on stream, the school examines how it can inform parents about the requirements and the contribution they can make as parents. Information relating to the nationally recommended Early Learning Goals was sent out to all parents of children in the Foundation Stage and good quality information relating to Curriculum 2000 was sent out to parents of children in Key Stages 1 and 2. This provided parents with a clear picture of what children were learning and again the contribution that they could make to children's learning at home. Parents show a keen interest in their child's education and this is reflected in the high turnout at the consultation evenings where parents can discuss their child's progress. The formal written reports by class teachers are often of a good standard, because they not only clearly state what each child has achieved, but also set clear targets for improvements. Curriculum information about what is being taught in each year group is sent home to parents on a termly basis. To further improve the impact that such information can have on pupils' learning, amendments to the content and layout of this information are already planned for autumn 2001. In addition, parents are always welcome to approach members of staff on a more informal basis if any child is experiencing problems. Parents feel confident that their concerns will be listened to and appropriate action taken where necessary.

24. The headteacher is very keen to extend and develop further the strong partnership with parents that has been a feature of the school for many years. Soon after taking up post, the headteacher held an open meeting for parents at which he outlined his vision for the school and the contribution that parents could make. Soon after, he sent out a questionnaire to all parents canvassing opinion on the quality of education being provided at the school. The senior management team is currently collating the responses and, after discussion with the Governing Body, the school intends to take appropriate action where necessary. The headteacher has already addressed parental concerns regarding car parking at the start and end of the school day and has created a very attractive sitting area where parents can wait in safety when collecting their children at the end of the school day. Parents are most appreciative of this and welcome the speed in which the issue was tackled once initial concerns had been expressed.
25. The response to the parents' questionnaire issued for the inspection showed just how much the parents value the quality of education the school provides. Very few parents disagreed with the statements on the form, with a high percentage agreeing. The parents often show their appreciation by the high levels of support they give to organising and attending fund raising activities that raise considerable amounts of money for the school. The school greatly appreciates the time and effort parents are willing to give. There is clearly a strong partnership between home and school and parents are keen for their children to do well. This partnership plays an important role in children's educational, personal and social development. It is of note that the headteacher is seeking further ways of strengthening this partnership so that it can have its biggest possible impact on the quality of pupils' learning.

The headteacher and deputy headteacher are providing excellent leadership and have established an impressive vision and accurate agenda for school improvement.

26. The headteacher and deputy headteacher have only been in post for a relatively short period of time but have already accurately identified the areas that the school needs to address to move the school forward. The headteacher has established an impressive vision of where he wants the school to be. He recognises the strengths that are already apparent in the school and the high standards that the pupils achieve. However he is not one for resting on the school's laurels and shows a great determination to improve the school still further. The headteacher and deputy headteacher form a powerful partnership and have been most successful in building a strong team spirit within the school. They work well together and their driving desire is to provide the best quality of education for the pupils in their care. The headteacher is effective in the way that he delegates responsibilities and actively involves staff in the management of the school. He has delegated curriculum and assessment responsibilities to the deputy headteacher. She carries out these duties in an impressive manner and is having a positive impact on the quality of learning across the school. The headteacher has also expanded the senior management team and enabled teachers to have a bigger impact on the quality of education that the school is providing. All these factors have resulted in there being a renewed determination and vigour in the school to make greater strides forward. This approach has also resulted in the headteacher and deputy headteacher quickly gaining the respect of staff, pupils, parents and governors.
27. A great strength in the management of the school is the manner in which the headteacher has articulated in the School Development Plan a clear and accurate

picture of the exact areas that the school needs to address. This plan is an excellent document because it has clear success criteria that are linked to raising standards, challenging but realistic time scales and accurate costings. The headteacher has recently instigated a far more rigorous approach to the monitoring of teaching and learning across the school. The recency of these strategies means that they have not yet had time to make their biggest possible impact but inspection evidence clearly indicates that improvements in teaching and learning are being made and teachers are to be commended in the way that they show a readiness to take on board constructive criticism in order to secure their level of performance.

28. The school has made satisfactory progress since the time of the last inspection. Standards in English, mathematics and science for 11-year-olds have improved and the school's results are now consistently in the top five per cent of schools nationally. The incidence of very good or better teaching has increased and there is no longer evidence of unsatisfactory teaching in the Foundation Stage. Many of the strengths identified at the last inspection have been maintained. In terms of the key issues identified for improvement the school now provides more opportunities for pupils to learn through problem solving and investigative activities in subjects, such as science and design and technology. The arrival of the new headteacher has seen the school systematically address the quality of provision for children in the Foundation Stage and improvements have been made. The quality of leadership that is now being provided indicates that the school is well placed to improve further.
29. The Governing Body is supportive of the work of the school and fulfils its responsibilities well. The headteacher and governors have quickly established an effective working partnership, with the headteacher constantly providing the Governing Body with high quality information about the work of the school, a vision for the future and the targets and aspirations the school wishes to achieve. The governors in return show that they know the school well and are effective in the way that they hold the school to account for the quality of education that it provides. Relationships between the school and governors are very good and add much to the sense of community that exists within the school. Financial planning is of a high standard and there is a very close match between spending and identified areas in the School Development Plan. The headteacher shows an excellent grasp of the need to assess the impact of major spending decisions, such as additional support staff or computers, on standards. Together with the excellent support provided by the school finance officer, the headteacher applies the principles of best value most appropriately when purchasing goods or services. Taking all factors into account, this is a school that is presently providing good value for money.

WHAT COULD BE IMPROVED

Standards in information and communication technology.

30. The school has worked very hard to improve attainment in this area of the curriculum and has also improved its resources. The pupils are increasingly using computers to support other areas of the curriculum. Evidence seen during the inspection showed that pupils are competent at word processing, at merging pictures and text, and handling data by the time that they leave school. There is clear evidence that pupils bring considerable knowledge from home and put this to good use when completing independent study and research and produce impressive pieces of research that are presented using text, graphs and pie charts. The area of weakness is that over time pupils have not been systematically and progressively taught the necessary skills to enable them to become proficient computer users across all elements of the subject, such as control, modelling and sensing, and that computers have not been consistently used to support pupils' learning in all areas of the curriculum. The co-ordinator for the subject has drawn up an excellent quality action plan that outlines a scheme of work to ensure that all the necessary skills are taught in a progressive manner. The action plan also accurately identifies the need for further high quality in-service training for staff, additional resources and the need for all staff to constantly capitalise on the opportunities to use computers in all areas of the curriculum. This action plan shows that the school has an excellent grasp of what needs to be done to improve standards and if rigorously implemented should provide an effective platform for an improvement in pupils' learning and attainment.

Provision for children in the Foundation Stage.

31. The provision that is made for children in the Foundation Stage ensures that they get a sound start to their education. There is good development of children's personal, social and emotional development because of the good quality of teaching in this area of learning and because of the good relationships that exist between teachers and children. Many activities are planned that provide children with the opportunities to learn through investigation and exploration. The weaknesses that arise, however, are in the length of the teacher input into specific activities, which is sometimes too long. When this is the case, the children taking part in other activities in the classroom do not benefit from direct teaching interventions for too long a period of time. As a result, children do not always learn as effectively as they could. Examples of this were seen in the development of children's writing skills and in their knowledge and understanding of the world. On other occasions, although an activity has a learning outcome stated in the teachers' planning, this outcome is not always made clear to the children and, because of this, children do not always understand what they should try to achieve. The school is aware of these areas for development and has already put in place strategies to deal with the issue.

The effectiveness of monitoring to identify what does or does not work well in teaching and learning.

32. Since the headteacher took up post, he has stressed the importance of the need for a more rigorous structure to assess the quality of teaching and learning across the school. This is an accurate assessment. Lesson observations have taken place and some opportunities have been provided to scrutinise pupils' work. Teachers' planning

is also scrutinised. The weakness has been that that over time the procedures have not been rigorous or regular enough. The headteacher has already drawn up an action plan for the senior management team and co-ordinators to monitor lessons and scrutinise pupils' books on a regular and systematic basis in order to disseminate the very good practice that clearly exists and to tackle any weaknesses. However, at the present time the strategies have not been in place long enough to have their biggest possible impact on further improving the quality of teaching and learning across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to build upon the school's many strengths and high attainment levels, the Governing Body, headteacher and staff should:

1) rigorously implement the action plan that the school has drawn up for improving standards in information and communication technology with particular reference to ensuring that:

- all the necessary skills across all elements of the subject are taught in a systematic and progressive manner;
- all staff continue to benefit from high quality in-service training that will improve their knowledge and expertise;
- every opportunity is seized upon to use computers in all areas of the curriculum.

2) improve the learning for children in the Foundation Stage even further by:

- ensuring that an appropriate balance of teacher time is provided for focus and non focus groups so that all children benefit from good quality direct teaching interventions, particularly in the development of writing skills and in children's knowledge and understanding of the world;
- making sure that children are always aware of the intended learning outcome of each activity.

3) rigorously implement the strategies that have been drawn up to monitor the quality of teaching and learning across the school, with particular reference to ensuring that;

- the senior management team and curriculum co-ordinators regularly and systematically support, monitor and evaluate teaching;
- pupils' work is regularly scrutinised;
- the very good teaching practice that clearly exists is disseminated and any weaknesses tackled.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 35 |
| Number of discussions with staff, governors, other adults and pupils | 15 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 6 | 43 | 26 | 25 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR-Y6 |
|--|---------|-------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 420 |
| Number of full-time pupils eligible for free school meals | | 35 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR-Y6 |
|---|---------|-------|
| Number of pupils with statements of special educational needs | | 4 |
| Number of pupils on the school's special educational needs register | | 58 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 16 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 43 |
| Pupils who left the school other than at the usual time of leaving | 22 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 3.9 |
| National comparative data | 5.2 |

| 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 |
|--|------|------|-------|-------|
| | 2000 | 32 | 24 | 56 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 32 | 30 | 31 |
| | Girls | 24 | 22 | 23 |
| | Total | 56 | 52 | 54 |
| Percentage of pupils at NC level 2 or above | School | 100(93) | 93(91) | 96(89) |
| | National | 83(82) | 84(83) | 90(87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 31 | 31 | 31 |
| | Girls | 24 | 23 | 24 |
| | Total | 55 | 54 | 55 |
| Percentage of pupils at NC level 2 or above | School | 98(89) | 96(89) | 98(88) |
| | National | 84(82) | 88(86) | 88(87) |

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 |
|--|------|------|-------|-------|
| | 2000 | 30 | 29 | 59 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 29 | 29 | 30 |
| | Girls | 29 | 28 | 29 |
| | Total | 58 | 57 | 59 |
| Percentage of pupils at NC level 4 or above | School | 98(94) | 97(91) | 100(98) |
| | National | 75(70) | 72(69) | 85(78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 27 | 28 | 29 |
| | Girls | 28 | 28 | 29 |
| | Total | 55 | 56 | 58 |
| Percentage of pupils at NC level 4 or above | School | 93(93) | 95(87) | 98(89) |
| | National | 70(68) | 72(69) | 79(75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 1 |
| Black – African heritage | |
| Black – other | |
| Indian | 8 |
| Pakistani | 14 |
| Bangladeshi | |
| Chinese | 1 |
| White | 328 |
| Any other minority ethnic group | 7 |

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) | 16.34 |
| Number of pupils per qualified teacher | 25.7 |
| Average class size | 30 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 158 |

Qualified teachers and support staff: nursery

| | |
|--|--|
| Total number of qualified teachers (FTE) | |
| Number of pupils per qualified teacher | |

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

| | |
|--------------------------------|--|
| Number of pupils per FTE adult | |
|--------------------------------|--|

FTE means full-time equivalent.

Financial information

| | |
|----------------|------|
| Financial year | 2000 |
|----------------|------|

| | £ |
|--|--------|
| Total income | 775221 |
| Total expenditure | 749943 |
| Expenditure per pupil | 1790 |
| Balance brought forward from previous year | 55905 |
| Balance carried forward to next year | 81183 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 420 |
| Number of questionnaires returned | 97 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 26 | 5 | 0 | 0 |
| My child is making good progress in school. | 70 | 26 | 1 | 2 | 1 |
| Behaviour in the school is good. | 63 | 36 | 1 | 0 | 0 |
| My child gets the right amount of work to do at home. | 49 | 44 | 4 | 3 | 0 |
| The teaching is good. | 67 | 32 | 1 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 50 | 45 | 3 | 1 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 61 | 35 | 2 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 81 | 18 | 0 | 0 | 1 |
| The school works closely with parents. | 43 | 51 | 4 | 1 | 1 |
| The school is well led and managed. | 58 | 36 | 0 | 0 | 6 |
| The school is helping my child become mature and responsible. | 66 | 30 | 1 | 2 | 1 |
| The school provides an interesting range of activities outside lessons. | 26 | 41 | 16 | 4 | 13 |