

INSPECTION REPORT

HILL VIEW PRIMARY SCHOOL

Runcorn

LEA area: Halton

Unique reference number: 111169

Headteacher: Mr K Brown

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 12th – 13th June 2001

Inspection number: 193641

Short 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:	Beechwood Avenue Beechwood Runcorn Cheshire
Postcode:	WA7 3HB
Telephone number:	(01928) 714666
Fax number:	(01928) 712304
Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Dean
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average size community school for boys and girls aged four to eleven. It draws pupils from an area of mainly private housing and has 209 pupils currently on roll. Although there are significant variations between year groups, overall levels of attainment on entry are broadly in line with the average found nationally. The number of pupils entitled to free school meals (12 per cent) is about the national average. The proportion of pupils currently identified as having special educational needs (20 per cent) is broadly in line with the national average and three pupils have statements of special educational need. The school has no pupils from minority ethnic groups or for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a good school, with many very good features. It achieves good standards by providing well for the needs of all pupils. It is very well managed and the quality of teaching is good, overall. The school provides good value for money.

What the school does well

- Standards of attainment by the time pupils leave the school are usually above or well above the national average.
- Most pupils learn well and make good progress, because the quality of teaching is good, overall, and they enjoy a wide range of learning experiences.
- All pupils respond very well to the learning opportunities provided and their personal development, their attitudes to all aspects of school life and the quality of relationships throughout the school are very good.
- The school has established a strong partnership with its parents, who have a high opinion of it.
- The headteacher provides very good leadership and is supported well by the deputy headteacher and other managers, the effective teamwork of all staff and a committed governing body.

What could be improved

- Provision for some aspects of the curriculum for the Foundation Stage is limited by a lack of appropriate space both indoors and outdoors and of some resources for outdoor activities.
- Some elements of arrangements for the assessment of pupils' progress, such as their progress in the new Foundation Stage and in reading throughout the school, are not in place.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in April 1997, it received a positive report. The key issues for action identified then have been tackled well, overall. The school has continued to improve and the results achieved by pupils in the national tests at the age of 11 have maintained an upward trend, to a point where they are now generally above or well above the national average. The school reviews all

aspects of its life regularly and it has the systems, resources and personnel to ensure that it should continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	C	C	well above A
mathematics	A	B	A	A	average above B
science	A	C	A	A	average C
					average D
					below average E
					well below
					average

This is a good set of results, although the English results in 2000 were disappointing. Evidence from this inspection confirms that standards for the oldest pupils currently are above the national average in English, mathematics and science. Results in the national tests in 2000 for pupils at the age of seven were broadly in line with the national average for reading, writing and mathematics, but were below average in reading when compared with similar schools. Inspection findings indicate similar levels of attainment for pupils currently nearing the end of Key Stage 1. Children nearing the end of the Foundation Stage are in line with the levels expected nationally. There are indications of some slowing of progress in Key Stage 1 and that higher attaining pupils of this age group have not always been sufficiently challenged, but pupils of all attainment levels make good progress, overall, through the school. The school sets appropriate targets and usually achieves them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show very good attitudes in all aspects of school life.
Behaviour, in and out of classrooms	Their behaviour is very good and pupils of all ages relate very well to each other, both in lessons and around the school.
Personal development and relationships	The pupils' personal development and the quality of relationships throughout the school are very good.
Attendance	Attendance is very good. Lessons start promptly and little time is wasted.

The quality of relationships, the personal development of the pupils and their attitudes to all areas of school life are particular strengths of the school.

TEACHING AND LEARNING

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

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

The quality of teaching in all subjects, including English and mathematics, is good, overall, and much teaching is very good, particularly in Key Stage 2. There has been some disruption in staffing in Key Stage 1 this year. The skills of literacy are taught well and those of numeracy are taught very well throughout the school. Good provision is usually made in each of the classes for the needs of all pupils, including those with special educational needs and the higher attainers. Of the lessons observed during the inspection, all were at least satisfactory, 53 per cent were good and 29 per cent were very good. The teachers' classroom management is very good. They are enthusiastic and are very well supported by the teaching assistants. The teachers' subject knowledge is good, they provide a good range of interesting and often stimulating learning activities and usually have high expectations. Their use of assessment is developing well, enabling them to give useful feedback to pupils. All teachers know their pupils very well and the pupils respond very well to the experiences offered. They become confident in their learning and are generally knowledgeable about the progress they are making. Pupils of all attainment levels are keen to do well and are given every encouragement to do so.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and relevant curriculum and a wide range of opportunities to enrich the pupils' learning through visits and extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good and they make good progress.
Provision for pupils with English as an additional language	The school does not have any such pupils, currently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' personal development. They are encouraged to be responsible, to care and to be aware of cultural diversity.
How well the school cares for its pupils	The school cares very well for its pupils. It has good arrangements for the identification and monitoring of the progress made by pupils in most aspects of their learning and development.

Parents agree that the school is doing a very good job in encouraging their children to do well and to develop well, both personally and socially and that they are well informed about the work their children are doing and the progress they are making. The school offers a broad range of learning experiences for all pupils, within and beyond the school. All pupils are known and cared for very well. Throughout the school, they are treated with respect and respond well to being valued, becoming mature and responsible members of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is supported well by the deputy headteacher and other managers. The staff team makes an important contribution to the continuing development of the school and to its management.
How well the governors fulfil their responsibilities	The governors provide good support for the school, are thoroughly committed to its continuing development and have a good awareness of its needs.
The school's evaluation of its performance	The headteacher, governors and staff review the school's performance regularly and look for ways to improve it.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school. In spite of some limitations in the accommodation, the staff make good use of all the space available.

The school has a clear educational direction, under the leadership of the headteacher, and is clearly effective. The governors, headteacher and staff review all development priorities regularly, evaluating all spending decisions and the school applies the principles of best value appropriately in the deployment of resources.

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 school encourages parents to play an active part in its life, handles complaints well and is approachable. • The school gives a clear understanding of what is taught and parents are well informed about their children's progress. • Their children enjoy going to school and are able to achieve a good standard of work. • The school encourages the children to get involved in more than just their daily lessons and almost all parents are satisfied with the homework given. • The school's values and attitudes have a positive effect on their children and it achieves high standards of behaviour. 	<ul style="list-style-type: none"> • Some parents are concerned about arrangements for homework.

Parents have a high opinion of the school and the opportunities it provides for their children. The inspection team agrees with this positive view and feels that arrangements for homework are good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment by the time pupils leave the school are usually above or well above the national average.

1. The results of the 2000 national tests for 11 year olds in mathematics and science were well above both the national average and the average for schools with a similar intake. The proportion of pupils attaining the higher grade of Level 5 was also well above average in these subjects. Results in English, however, were only in line with the average nationally and for similar schools. The numbers gaining the higher grade were below average. The school has addressed the reasons for this difference and present expectations for the oldest pupils in the school are that results this year in English should be broadly comparable with those in mathematics and science. This represents an improvement in English, although, as a reflection of the nature of differing year groups, results in the other subjects are unlikely to be as high as those of the previous year. They should still be above average, however, and the findings of this inspection confirm this. The overall trend in recent years for pupils of this age has been upward.
2. Results in the national tests for pupils who were seven in 2000 were broadly in line, overall, with national averages in reading, writing and mathematics. When compared with similar schools, overall results in reading were below average and those in writing and mathematics were average. The proportion attaining the higher grade of Level 3 was in line with the national average in mathematics and below average in reading and writing. When compared with similar schools, the results were in line with the average in mathematics and below that level in reading and writing. The previous year's results had been well above average in each of these subjects. The teachers' assessments of pupils' standards in science were in line with the national figures for the numbers gaining Level 2, but no pupils were judged to have attained the higher grade. There has been considerable fluctuation in results in each of the subjects at the end of Key Stage 1 over recent years, although there has been a marginal improvement, overall. Expectations for the pupils presently nearing the end of the key stage are that results in reading, writing, mathematics and science should be broadly in line with the national figures for the numbers attaining Level 2 or better and that there should be significant improvement in the number of pupils attaining Level 3 in writing and science. The numbers gaining Level 3 in reading are again likely to be below average. These expectations are confirmed by the present inspection.
3. Children in the Foundation Stage make good progress and their standards of achievement are in line with national expectations in terms of the goals for early learning by the end of their time in the reception class. In their work in number, for instance, older children are confident in counting on to twenty from memory or with a number line, and many are able to count back from twenty to zero from memory and at some speed. They work well together and follow instructions

well. They show tuneful delight in the singing of their 'Hello to you' song and considerable control, as they follow simple notation and hand signals in their music lesson, using a variety of untuned percussion instruments. However, some aspects of their physical development and their knowledge and understanding of the world are limited by the lack of appropriate space for activities and of some resources for outdoor use.

4. Literacy skills are taught well, and pupils make good progress, overall, through the school. By the time they are in the upper years, most pupils can put a point of view persuasively and expand their argument, when considering, for example, the case of the big, bad wolf in the story of 'The Three Little Pigs' or of an animal rights campaigner opposing circuses. A Year 5 pupil, for example, was able to express the thoughtful opinion, 'I believe that a big audience takes away the animals' pride and dignity'. Higher attaining pupils read fluently and are highly motivated by poetry and prose. They show good awareness of text when, for instance, comparing the work of Geraldine McEwan and Ted Hughes. This reflects the overall standards of literacy, which are developed well across all curriculum areas as pupils go through the school, as when pupils in Year 2 wrote about their observation of the melting of chocolate in a science lesson. Most pupils nearing the end of Key Stage 1 are able to write in sentences, using full stops and capital letters appropriately and beginning to try some interesting descriptive words. One or two higher attainers at this stage already write descriptively at some length, using paragraphs, correct punctuation and generally accurate spelling. More able readers read fluently and expressively, as when reading about 'A Bad Spell for the Worst Witch', showing good comprehension, and are able to use the text in discussing the story. Most pupils at this stage can use non-fiction texts effectively. They are interested in books, enjoy them and are generally fluent when reading a wide range of literature.
5. In their work in mathematics, pupils are encouraged at all points to think about and explain what they are doing and, because of the structured approach to and enthusiasm for the subject, their numeracy skills develop very well as they progress through the school. They show considerable enjoyment in lessons and many describe mathematics as their favourite subject. They become confident and proficient in all aspects of the subject and can also use and apply their skills in other areas of the curriculum, such as their science investigations. Higher attaining Year 6 pupils, for instance, are beginning to generalise as they tackle a problem about the exposed edges of paving slabs around a pond, working collaboratively, testing their ideas, and explaining their thinking clearly. They show useful strategies for problem-solving and use a variety of methods of calculation. Many pupils of middle ability show increasing confidence in dealing mentally with a range of percentages and discounts, using various methods, which they are also able to explain. Most pupils in Year 2 use appropriate mathematical language and use the correct symbols when, for example, multiplying and dividing. A few provide clear explanations when solving mathematical problems.
6. In science, standards by the time pupils leave the school continue to be above average. Pupils are encouraged from an early age to observe carefully the

world around them and to delight in discovery, as when Year 1 pupils explored ideas about sources of light in a darkened room and some then went to find examples from around the school. Throughout the school, the pupils are encouraged by their teachers to develop the questioning approach that is the basis of scientific investigation and to explore aspects of everyday life in a systematic way, recording their findings with care, as when Year 2 pupils observed and recorded carefully what was happening in their ice balloon investigation. Some previous gaps in the pupils' scientific experience in Key Stage 1 have now been corrected and all pupils in Key Stage 2 continue to have a broad and stimulating experience of the subject, so that, by the end of their time in school, most are capable young scientists.

Most pupils learn well and make good progress, because the quality of teaching is good, overall, and they enjoy a wide range of learning experiences.

7. The school now draws pupils from an increasingly wide range of backgrounds and the pupils represent a complete cross-section of capabilities, including many with special educational needs and a significant number of above average ability. The needs of the differing groups are met well, overall, although this is currently more clearly so in the Foundation Stage and in Key Stage 2. In Key Stage 1, there are some indications that disruption in staffing this year has slowed progress for some pupils and that, at the end of the key stage, potentially higher attaining pupils have at times been insufficiently challenged. Since pupils' overall levels of attainment on entry to the school are broadly in line with the national average, although variable from year to year and since the levels they achieve by the time they leave the school are usually above or well above average, it is clear that pupils of all attainment levels make good progress, overall.
8. The teachers are usually very clear in their planning about what they want pupils to learn and they share this with the pupils. They make specific provision for the differing attainment levels in their classes and the broad setting arrangements for literacy and numeracy lessons in Key Stage 2 also help to ensure that all pupils learn at an appropriate rate. A wide range of methods is used to assess pupils' attainment and the useful information gained is recorded carefully and is shared with the pupils and their parents. As a result, the pupils know how they are getting on, and are clear about their future targets. The school also uses the information gained to monitor the performance of individuals and groups against national figures and sets challenging targets.
9. All of this is achieved in the context of a broad and relevant curriculum, which maintains a good balance across all subjects, whilst giving appropriate priority to the development of the basic skills of literacy and numeracy. The pupils encounter a wide range of stimulating learning activities within and beyond the school, related well to their own experience. The school provides a wide range of extra-curricular activities, ranging from baseball to calligraphy and the experience of all pupils is enriched by the use of visitors and of memorable visits to places such as the aquarium to which pupils in the reception and Year 1 classes had been recently. The quality of the colourful display around the

school, such as that on Ancient Egypt in Years 3 and 4 and the aquarium visit, also helps to enrich the whole learning experience for all pupils.

10. The pupils would not achieve as they do without a good standard of teaching and it is clear that the quality of the teachers and support staff is one of the key reasons for the school's success. During the inspection, all lessons observed were judged to be at least satisfactory and over 80 per cent were good or very good. The quality of teaching is confirmed by the other evidence available, such as work previously completed, but perhaps best by the pupils, who say, *'The teachers are friendly, but they make you work'*. All teachers usually have high expectations of the pupils in terms of their behaviour, their attitudes and the levels they can achieve and all pupils clearly respond very well to these expectations. Most importantly, the teachers encourage their pupils to enjoy learning.

All pupils respond well to the learning opportunities provided and their personal development, their attitudes to all aspects of school life and the quality of relationships throughout the school are very good.

11. One of the first impressions gained by visitors to the school is that, because of the open-plan style of the building, there are children working in every available space. However, pupils of all ages are so involved with their work that they appear to be quite unaware of other groups working close at hand. As they go through the school, all pupils are encouraged to become independent learners. Because they are involved in setting and reviewing their own targets and teachers usually make clear why the pupils are doing what they are doing and how they will know whether they are successful, they know what is expected of them and most are challenged to achieve to the best of their ability. Their response to this is very good and pupils of all attainment levels develop a mature approach to their work and the general life of the school. They clearly want to do well and know that the school will give them every support.
12. The ethos of trust and mutual respect that is such a strong feature of the school creates an atmosphere in which all pupils can grow and their personal development, as they move through the school, is very good. They acquire a clear sense of right and wrong and are aware of the effects of their actions, with the result that they develop a very clear sense of responsibility. They are also made aware of the richness and diversity of various cultural and religious traditions, as in the current display of Jewish artefacts.
13. Since the pupils know they are valued, they respond in an increasingly mature fashion to all the opportunities presented to them, showing very good attitudes to their work and to all they do around the school. The quality of relationships between staff and pupils and between the pupils themselves is very good. This underpins everything else and is a key factor in the development of pupils who are confident learners and have a firm sense of self-esteem.

The school has established a strong partnership with its parents, who have a high opinion of it.

14. It is clear from their response to the pre-inspection questionnaire and from the comments of those parents who attended the meeting with the registered inspector that parents have a very high opinion of the school. Almost all parents are more than satisfied with all aspects of the school. They recognise the value of what it is doing for their children, the many opportunities it is providing for them to learn and to do well and the quality of its teaching and management.
15. The school works hard to maintain a very good relationship with all of its parents. Throughout each child's time in school, for instance, parents are provided with useful information about how they are progressing and all parents feel they can approach the headteacher or staff at any time. They value, in particular, the headteacher's ready availability on the playground each day as parents and children arrive at school. The school keeps parents well informed about its everyday life and the quality of its communication with parents is typified by a useful and informative parents' guide and prospectus. Parents are encouraged to help in school and many respond to this opportunity, as with the group of parents who, after appropriate training, are currently providing valuable additional support in literacy for younger pupils in Key Stage 2. Because of the sense of open-ness that is such an important feature of the school, all parents feel that they are full partners in the education of their children.

The headteacher provides very good leadership and is supported well by the deputy headteacher and other managers, the effective teamwork of all staff and a committed governing body.

16. The school is very well managed. The tone for this is set by the headteacher, who, with the very able support of the deputy headteacher, provides firm yet unobtrusive leadership. The school has a clear sense of direction and all members of the school community know that they have an important contribution to make in the way it is going. The well-organised school development plan, which is devised with full consultation, provides a clear statement of the school's priorities and a useful framework within which they are to be achieved.
17. At the time of the last inspection, the role of the subject leaders in monitoring the quality of teaching in their subjects was still to be developed. This has now moved on, and the role of the literacy and numeracy co-ordinators, as the school has responded to national priorities in these areas, has provided a good model of how teaching and learning can be evaluated. This development is now being extended to other subjects, with science and information and communication technology the next to come on line. All subject leaders have a clear idea of where their subjects are going and current national schemes of work have been implemented successfully and are now being revised. All have an important input to the development priorities of the school and there is a strong sense of teamwork throughout the school as teaching and non-teaching staff share their expertise and commitment for the good of the pupils.
18. All members of the governing body have a good knowledge of the school and its needs and are strongly committed to its support and continuing development.

They are well informed about all aspects of school life and discharge their duties effectively through an appropriate structure of committees. Many of the governors have frequent contact with the daily life of the school and are regularly to be found helping with practical tasks. Their questioning helps to keep the school on its toes and, with all the other partners, they make a significant contribution to a learning community that thinks about what it is doing and evaluates all aspects of its life, so that it continues to improve.

WHAT COULD BE IMPROVED

Provision for some aspects of the curriculum for the Foundation Stage is limited by a lack of appropriate space both indoors and outdoors and of some resources for outdoor activities.

19. Continuing delays in the provision of a new extension to the school buildings mean that problems that have existed for some time with regard to the space required to deliver the full curriculum for children in the reception class have not yet been resolved. The lack of a safe outside area for use by these children, providing a full range of opportunities for such activities as climbing, crawling and the use of large wheeled toys, means that the school is not meeting statutory requirements for the Foundation Stage. It does not have the necessary resources for the full range of outdoor activities.
20. Similarly, the limited space indoors for the sole use of the reception class makes it difficult for them to have the necessary experience of being involved in large construction activities, such as the use of large wooden building blocks, on a regular basis. Shared use of the area for imaginative play also places some restriction on their creative development, as does the fact that the 'wet area' of their room is in constant use as a thoroughfare. The teachers and teaching assistants make creative use of the space available to try to ensure that the effect of these restrictions is minimised, but this necessarily imposes extra demands on their time.

Some elements of arrangements for the assessment of pupils' progress, such as their progress in the new Foundation Stage and in reading throughout the school, are not in place.

21. Since the time of the last inspection, considerable work has been done in the school to develop useful approaches to the identification, recording and monitoring of pupils' progress. As a result, much valuable information is provided about individuals and groups, enabling the careful evaluation of how they are performing against their potential and how the school's performance relates to the national picture. This is reported carefully to parents. However, there are still one or two gaps.
22. The results of the tests and assessments at the end of Key Stage 1 in 2000, for instance, showed considerable under-estimation in the teachers' assessment of pupils' levels of attainment when compared with the actual results achieved, especially with regard to the number of pupils gaining the higher grade of Level

3. The need for more careful monitoring and for the moderation of work against national standards at this stage has been addressed by the school.
23. The teacher and the teaching assistants in the reception class clearly know the children very well and useful information is gained as a result of initial assessments made of children when they first enter the school. However, the school has not yet devised a system for the recording of children's progress within the various areas of learning that make up the Foundation Stage of education, in order to check this against national expectations for children of this age. Ideas of how this can be done are already developing in the school, but need to be implemented.
24. Teachers maintain a variety of records of pupils' reading, but there is at present a gap in the whole-school system of recording, to provide a common diagnostic record of how each pupil is progressing. As a result, for instance, there is little systematic recording of the understanding and response pupils show in their reading either as individuals or as groups, particularly in the early stages of reading. The development of such a system, to be used whenever pupils are heard reading, should provide a useful check that all pupils are developing the full range of reading skills. This would enable teachers to target areas of under-achievement and ensure that all strategies for learning to read are employed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to raise standards further, the governors, headteacher and staff should:
- a) ensure the provision of the necessary resources for outdoor activities for children in the reception class and, in partnership with the local education authority, expedite the completion of the proposed building extension, in order to meet statutory requirements for provision for the Foundation Stage (paragraphs 19 and 20); and
- b) as part of the school's overall policy for assessment, develop and implement:
- methods of assessing and recording children's progress against the goals for early learning in the Foundation Stage; and
 - a common diagnostic system for the identification and recording of all aspects of pupils' development in reading throughout the school (paragraphs 21 – 24).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	29	53	18	-	-	-

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)	209
Number of full-time pupils known to be eligible for free school meals	25

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	24	16	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	15	16	16
	Total	35	37	37
Percentage of pupils at NC level 2 or above	School	88 (89)	93 (89)	93 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	18	20
	Girls	16	16	16
	Total	35	34	36
Percentage of pupils at NC level 2 or above	School	88 (93)	85 (96)	90 (89)
	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	23	17	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	21
	Girls	15	17	17
	Total	32	36	38
Percentage of pupils at NC level 4 or above	School	80 (88)	90 (85)	95 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	15	15	16
	Total	34	34	35
Percentage of pupils at NC level 4 or above	School	85 (82)	85 (79)	88 (88)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	209
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	22.0
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	90

Financial information

Financial year	1999/2000
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	£
Total income	452,100
Total expenditure	454,668
Expenditure per pupil	2,197
Balance brought forward from previous year	35,000
Balance carried forward to next year	32,432

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	1	0
My child is making good progress in school.	60	38	2	0	1
Behaviour in the school is good.	55	41	2	0	2
My child gets the right amount of work to do at home.	43	45	12	1	0
The teaching is good.	69	26	2	0	2
I am kept well informed about how my child is getting on.	53	37	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	76	21	2	0	0
The school expects my child to work hard and achieve his or her best.	69	26	3	0	2
The school works closely with parents.	50	42	7	0	1
The school is well led and managed.	62	35	0	0	2
The school is helping my child become mature and responsible.	57	40	2	0	1
The school provides an interesting range of activities outside lessons.	51	36	7	0	6