

INSPECTION REPORT

HARDWICK COMMUNITY PRIMARY SCHOOL

Hardwick, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110748

Headteacher: Mr Alan West

Reporting inspector: Miss C. Thompson
22822

Dates of inspection: 21st – 23rd May 2001

Inspection number: 193859

Full 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 to 11

Gender of pupils: Mixed

School address: Limes Road
Hardwick
Cambridge

Postcode: CB3 7QR

Telephone number: 01954 210070

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Appropriate authority: The Governing Body

Name of chair of governors: Mr S. Diston

Date of previous inspection: 28th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hardwick Community Primary is a popular school serving a large village of predominately owner-occupied housing on the outskirts of Cambridge. It is larger than the average primary school, with 311 boys and girls aged four to eleven on roll. At the moment, there are 14 per cent more girls than boys in the school. Nearly all pupils are from families with origins in the United Kingdom, with only a small number from ethnic minority families. Two pupils have English as an additional language but are not at the early stages of acquiring English. Three per cent of pupils are eligible for free school meals, which is well below the national average of 20 per cent. The number of pupils on the school's register of special needs is around the national average and includes two pupils with statements; most pupils are identified as having moderate learning difficulties. On entry to full time schooling, attainment is around average with some areas of reading and mathematics just above.

HOW GOOD THE SCHOOL IS

This is a very good school which serves its pupils, their parents and community very well. Strong leadership ensures good teaching and learning, well above average standards and a happy family atmosphere. As they move through the school, pupils develop very well both academically and personally so that when they leave the school they are achieving well above the national averages and have very positive attitudes to learning. This progress represents significant added value; the school provides very good value for money.

What the school does well

- Eleven-year-olds achieve well above the national standard in English, mathematics and science.
- Pupils learn well because teaching is good and the curriculum is rich, relevant and interesting.
- The headteacher, senior management team and governors make sure that there is a very good sense of purpose in the school and that it is very well led and managed.
- Pupils' very positive attitude towards all their work, combined with a mature and responsible outlook, means they are well prepared for their future.

What could be improved

- The good procedures for checking on the quality of teaching and learning in the school now need an explicit focus and more rigour.
- Pupils' annual reports must contain information about their progress in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997 when it was found to be '*...a good school with many strengths*'. Since then the school has made good progress with improvement. There is no complacency, the school is always looking for ways to

improve. The positive ethos of the school has been maintained. Standards in all subjects have improved considerably since 1997. The quality of teaching has improved, particularly for the older pupils. All the key issues raised by the last inspection have been resolved well. More time has been allocated to religious education and information and communication technology (ICT) so that standards are now at least at the levels expected by age eleven.

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	C
Mathematics	A	A*	A	A
Science	A	B	A	B

Key

well above average A

above average B

Average C

below average D

well below average E

This is an outstanding set of results, which shows the school is successful in sustaining high standards. The school's results are improving at a better rate than most schools nationally. In the past three years, when the results of all subjects have been put together, the school has achieved well above the average for similar schools and does particularly well in mathematics. Results of National Curriculum tests for seven-year-olds have shown improvement since 1998 and are in line with the national average. However, when compared to schools with a similar intake of pupils, results are below average in reading and well below average in writing and mathematics. The main reason for this is that, though nearly all pupils achieve the expected Level 2, fewer than average achieve the higher Level 3. The ethos of the school has been that the impetus for moving pupils on at a faster rate happens from Year 3 onwards and from the table above, this can be seen to be successful.

Inspection evidence indicates standards achieved by eleven-year-olds reflect National Curriculum Test results and that the realistic targets set by the school for achievement this year will be met. Standards achieved in ICT are at least in line with national expectations with a few pupils achieving high standards. This year, standards achieved by seven-year-olds are higher in reading, writing and mathematics. The main reasons for this are that the school has set more challenging targets for achievement in the Key Stage 1 National Curriculum tests and has had a successful and clearer focus on helping the more able pupils achieve the higher Level 3; preliminary results indicate that these targets have been met. Pupils in the Reception classes are achieving the nationally determined 'early learning goals' and are well prepared to start Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The school is very successful in enabling its pupils to become highly motivated and independent learners.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in lessons, around the school and in the playground.
Personal development and relationships	Excellent. All pupils develop as very pleasant young people who mix well and show kindness, tolerance and courtesy to others. Pupils undertake their various assigned 'jobs' very responsibly.
Attendance	Very good. The level of attendance is well above that usually found. Pupils enjoy coming to school and work starts punctually.

TEACHING AND LEARNING

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

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

During the two days of inspection, 26 lessons or parts of lessons were observed. Teaching was also evaluated by the examination of teachers' planning and pupils' work. All the evidence points to good teaching overall, with very good teaching for the older pupils. Ninety-six per cent of teaching was satisfactory or better. Forty-two per cent of teaching was very good or better which is a higher proportion than is normally found. One lesson accounted for the four per cent of unsatisfactory teaching, which was due to the teacher, unusually, allowing the behaviour of a few pupils to disrupt the learning of the class. The chief factors in the quality of teaching are the very good relationships teachers establish with their pupils and the high expectations they set for work, effort and conduct. Teaching of the basic skills of literacy and numeracy is good for the five to seven year-olds and very good or excellent for the older pupils. In the Reception classes, teaching is very good when children are expected, and encouraged, to continue with the activity, develop their skills and achieve their best. Particular features in the teaching for older pupils are teachers' very good subject knowledge, the brisk pace to lessons and emphasis on pupils showing initiative, having a go at seemingly difficult tasks and working at a good pace. This emphasis results in pupils who work hard and are confident in bringing many strategies to solving mathematical problems. In their English work, Year 6 pupils develop a good understanding and love of poetry in response to their teachers' outstanding ability to convey their knowledge and infectious enjoyment of the subject. The school meets the needs of all pupils well; those with special educational needs receive good support, work hard, achieve well and have good self-esteem. More able pupils achieve well in response to the suitable work set for

them and do particularly well in Years 5 and 6 where grouping according to ability in English and mathematics ensures a high level of challenge in the work set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a relevant and interesting curriculum enriched by a good range of extra-curricular activities. There are very good strategies for developing the key skills of literacy and numeracy through other subjects.
Provision for pupils with special educational needs	Good. Pupils have appropriate individual education plans, make good progress and have good self-esteem. Parents are encouraged to be fully involved in their child's learning.
Provision for pupils with English as an additional language	These pupils are bi-lingual and have no need of extra support although the school is always alert to any potential difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is very good.
How well the school cares for its pupils	All staff know their pupils very well and take very good care of them. Procedures for child protection are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. The headteacher and senior management team are committed to sustaining the high standards achieved in the school. They recognise that achievement in National Tests is very important but are determined to provide a rich, interesting curriculum within which pupils can develop their skills. Management is very good. Roles and responsibilities are clearly defined and communication between all staff is very good. The principles of best value are applied well.
How well the governors fulfil their responsibilities	Very good. Governors are astute and work very hard to support the school. There is no complacency; governors have very good systems for checking on the work of the school and are always looking for ways to improve.
The school's evaluation of its performance	Good. The school makes very good analyses of National Curriculum test results and other standardised testing. The outcomes of these analyses are used to set targets for individuals and year groups. Teaching and learning are monitored often, but as yet, without a tight focus and rigour.
The strategic use of resources	The school makes very good use of staff, accommodation and learning resources. The finance allocated to the school is used prudently in the best interests of the pupils. Close links with the local business community have been very beneficial in providing significant funding for the new computer suite. Parents' generous contributions have topped these up.

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 standards pupils achieve in the school.• Behaviour is good and children have good attitudes to all that they do in school• They feel welcome in school and know that they will be listened to.• Children love coming to school and are expected to work hard.• Teaching is good.	<ul style="list-style-type: none">• Some parents felt that there was too much homework and others felt that it was just right. All agreed that the homework given prepares their children well for secondary schooling.• Several parents felt they would like another 'formal' opportunity to talk about their child's progress.• In their responses to the questionnaire, some parents felt they would like to see more extra-curricular activities.

Inspectors agree with parents' very positive comments. The amount of homework set is reasonable and is very beneficial to the very good progress pupils make in Years 5 and 6. Parents' involvement in hearing their child read at home plays a major part in the very good progress made in this area. There is only one 'formal' meeting each year for parents and teachers. It would not be unreasonable for the school to consult with parents to consider the best way to arrange another opportunity. There is a good range of extra-curricular activities on offer; staff give very generously of their time to run these.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Eleven-year-olds achieve well above the national standard in English, mathematics and science.

1. The school is committed to maintaining high standards through its central philosophy of nurturing the learning skills of all its pupils. Whilst the school recognises the crucial importance of National Curriculum Test results and associated 'League Tables', it is determined to provide a rich and broad curriculum within which pupils can develop and practise essential skills such as reading, writing and using computers to advantage. Underpinning the standards achieved is the school's aim that *'feelings and imagination are combined with high moral and academic expectations in a purposeful and enjoyable way'*.

2. Since the last inspection, in response to these high expectations and good teaching, pupils continue to attain standards that are well above the national averages for English, mathematics and science by the age of eleven. The school is particularly successful in mathematics, where the number of pupils attaining the higher Level 5 is well above the national average and the average for schools with a similar intake of pupils.

3. When children start school aged around four, initial assessment of their abilities shows they achieve at the level expected for their age and a little better in some areas of reading and mathematics. The ethos of the school is that the younger pupils 'learn how to learn' and build on these skills as they move through the school. Pupils make a good start on this process in the Reception classes. They learn to listen attentively and remember what they are asked to do. They learn to take turns, share equipment and act responsibly when tidying up their own work and the classroom. Importantly, pupils learn to take care with all that they do and to show initiative. Within the framework of 'learning to learn', basic literacy and numeracy skills are taught well. Young pupils soon learn to count and order numbers and easily count in fives and tens to 20. Pupils also learn letter sounds and how to use these to help them to read and spell. As they move through Years 1 and 2, pupils build on, and use, all these skills very effectively. Very good help from parents ensures pupils practise and develop their reading skills and make good progress. In Year 2, it is noticeable that pupils organise themselves quickly and waste no time in settling to tasks and applying themselves wholeheartedly to their work, often very reluctant to stop. These attitudes were clearly evident in a literacy lesson when pupils were carefully setting out their stories and in an art lesson when they were totally absorbed in making clay pots

4. As pupils move into Year 3, expectations for quantity and quality of work increase. Pupils respond very well to these high expectations and make good progress in all subjects. Later, in Years 4, 5 and 6, expectations are again high, especially for pupils to show more initiative and work independently. A key feature is

the encouragement teachers give for pupils to research using reference books or computers; pupils are diligent in this type of work and enjoy presenting their findings to their class or group. Homework and grouping according to ability in Years 5 and 6 play an important part in the very good progress pupils make in these years. Teaching for older pupils is very good in all subjects and sometimes excellent. In English, pupils are provided with many interesting and exciting ideas and purposes for writing and in mathematics, the work teachers provide is most effective in challenging pupils of all abilities so that all achieve well in relation to their starting point. In science, again, pupils are provided with interesting and relevant projects where they can extend their investigative and research skills. The very good literacy skills they develop are very beneficial when writing about their experiments and findings.

Pupils learn well because teaching is good and the curriculum is rich, relevant and interesting.

5. The school is fortunate to have a highly experienced team of teachers, many of whom have taught at the school for several years. They work very well together as a team and all provide very good role models for their pupils. A key feature of the teaching within the school is the very good relationships teachers establish with pupils. Pupils are happy in school, clear about what is expected of them and are interested in what they learn. They are confident that they can ask for help, make suggestions and enjoy and share humour. They know that they have to work hard but also know that their efforts will be appreciated and valued.

6. Teachers plan thoroughly to make sure that pupils in similar year groups, but different classes, cover the same work. They identify what they expect pupils to learn in the lesson and, in most cases, this is shared with pupils. Teachers mark pupils' work thoroughly and take note if any difficulties occur so that future work provided for pupils is well matched to their interests and abilities; this ensures that all make at least good progress. Lessons for older pupils are conducted at a very brisk pace and pupils are expected to, and do, keep up. They work very hard and complete a great deal of work. In all classes the final part of the lesson, the plenary, is used purposefully. In some lessons it provides individuals with the opportunity to practise their speaking skills when they present their work to the class, or explain how they arrived at their answers to mathematical problems.

7. Teachers of younger pupils have a good understanding of how to teach basic reading, writing and mathematical skills in interesting and imaginative ways. Teachers of the older pupils have very good subject knowledge, make mathematics exciting and make poetry 'come alive' so that pupils' interest level is high and they relish problem solving and the task of writing their own poetry. Visits and visitors also enrich the curriculum, such as a visit from a company of actors performing *Henry V*, which heightened pupils' knowledge and understanding of Shakespeare's work, leaving them very keen to learn more about his plays and life.

8. Mathematics is taught well throughout the school. All teachers make sure that they set work to suit the ability of all their pupils so that all are given opportunities to develop and practise new skills. Problem solving is taught well as in a Year 3 lesson

observed. Pupils were given very interesting problems to solve related to the previous day's visit to Park Farm. They were asked to calculate such things as how much it would cost to buy refreshments for a family of four in the café. More able pupils were posed such problems as how much a football season ticket would cost for a senior and junior member. In a Year 5 lesson, pupils were very well challenged when converting fractions to decimals and more able pupils were given the difficult task of selecting suitable graphs to show different types of information. In a Year 4 history lesson, pupils thrived on the interesting activities in which they had to use their skills in addition and subtraction using Egyptian notation and measuring, using cubits.

9. Throughout the school, ICT is used very well and, though no actual teaching was observed, it is obvious from pupils' confident attitudes and skills that teaching is at least good. Computers are nearly always in use in all classes. Pupils regard them as a tool for learning, for example, younger pupils practise their 'mouse' skills when counting and recording numbers of objects; older pupils use the word processing facility for the first draft of their stories, poetry or science write-up. A Year 3/4 class made good use of their computer skills to research how children lived in Ancient Egyptian times.

10. The school has a topic approach to subjects such as history and geography. This approach involves a great deal of work for teachers to ensure that all the statutory National Curriculum programmes of study are covered. However, when subjects are integrated, for example, 'Britain in the 1930s' with aspects of European geography, in addition to developing aspects of writing, this enhances pupils' interest and enthusiasm and helps them to understand that subjects are not isolated but inter-related. Pupils' reading skills are consolidated and developed when reading for research and their writing skills practised and developed meaningfully when they write accounts of being a wartime evacuee. Areas of science are brought to life when considering 'healthy eating' and the effects of rationing.

11. Physical education is a major feature of the school's curriculum. A good range of activities and sports, including swimming, is provided. Links with local clubs and extra-curricular activities enhance this provision, as do opportunities to take part in competitions. Several pupils represent the county in football, cricket and swimming.

12. The school places a strong emphasis on pupils' personal, social and health education. Inspectors were very impressed with the older pupils' understanding of responsibility and citizenship. In a very good Year 6 personal, social and health education session, pupils could easily state the attributes of a good team leader in relation to their forthcoming residential visit. They showed a good understanding that a leader not only has to direct, but also must listen to the ideas and opinions of others.

The headteacher, senior management team and governors make sure that there is a very good sense of purpose in the school and that it is very well led and managed.

13. At the heart of the success of the school is the very good leadership of the headteacher. He has a very clear vision and sense of purpose for the school, which encapsulates and fulfils the school's aim that *'feelings and imagination are combined with high moral and academic expectations in a purposeful and enjoyable way'*.

14. The headteacher provides very good leadership for a strong team of talented teachers and learning support assistants. Less experienced and newly qualified teachers are well supported by this whole team approach. The headteacher is very aware that many of his staff have been in the school for several years and ensures that they have new challenges by changing their year groups and subject responsibilities. These changes have two major benefits; all teachers have a good overview of the teaching needs of all year groups and all can help each other in their subject co-ordinator roles. Currently, the headteacher is considering opportunities for teachers to extend their knowledge by visiting and observing in other good schools. Roles and responsibilities are clearly defined with good communication between key stage co-ordinators and the headteacher. The deputy headteacher is very effective in her role as personal, social and health education and literacy co-ordinator.

15. The school has good systems in place to monitor and evaluate its work and is well placed to sustain the high standards it achieves. National Curriculum test results, school performance data supplied by the government and other standardised test results are analysed by the headteacher and deputy headteacher. Good use is made of the outcomes of these analyses to alter the way subjects are taught if necessary or set targets for further improvement. The school is very careful to monitor the progress of boys and girls to ensure that they achieve their best.

16. Governors fulfil their responsibilities very well; they are proud of their school and the standards achieved by its pupils. There are very effective committee procedures in place and teaching staff have been co-opted to the curriculum committee to provide more expertise. Governors meet formally once per term but have very effective means of communicating far more regularly by e-mail, which means that issues can be dealt with swiftly if needed. Even though the school achieves high standards, there is no complacency. The headteacher, senior management team and governors are always seeking ways to improve the quality of education offered in the school. Governors are 'critical friends'; they question the headteacher on any new initiatives and carefully analyse the school's National Curriculum Test results. They compare the school's results with those of schools with a similar intake and local primary schools. They have noted that recent National Curriculum Test results for the seven year-olds do not compare well with those of similar schools. As a consequence, they have set headteacher targets for improvement in this area for 2001. Analysis of pupils' work indicates that these targets will be achieved. Governors visit the school frequently and have a good understanding of the strengths and areas they would like to see improved. For example, they identified the need to provide a computer suite and have worked hard towards this. They have been very well supported in this venture by parents' fund raising and the local business community.

17. Parents are very supportive of the headteacher. In their response to the pre-inspection questionnaire, very nearly all parents agreed that the school is well led and managed. In their meetings with inspectors, parents stated that they know the headteacher will listen to them and do his best to resolve any difficulties, should they arise.

18. The issues identified in the last inspection of 1997 have all been resolved and the school has moved on and adopted the national strategies for literacy and numeracy very effectively. The school was judged to be successful then and it continues to be so, with a good capacity for further improvement.

Pupils' very positive attitude towards all their work, combined with a mature and responsible outlook, means they are well prepared for their future.

19. In their responses to the questionnaire and in their meetings with inspectors, very nearly all parents agreed that their children love coming to school and that it is helping them become mature and responsible. In discussions with pupils it is clear they enjoy school and, indeed, some of the oldest pupils have mixed feelings about leaving at the end of the year. In all classes, pupils are keen to talk about what they like doing best, with mathematics often top of the list. In lessons, pupils have very positive attitudes to their work. Inspectors were impressed to see even the youngest children organise themselves very sensibly and quickly to their chosen activities, persevere for good lengths of time, as when making 'machines' with a set of cog wheels, and tidy away conscientiously at the end of the session. As pupils move through the school, teachers encourage them to do their own thinking and to talk about their ideas, knowledge, experience and opinions, but also to bear in mind, and take account of, what others are contributing. This was noted in Year 1/2 when pupils prepared and gave 'interest talks' to their class. Year 5 and 6 pupils are self-disciplined learners who work independently and responsibly. They also evaluate their own learning effectively and can suggest ways to improve, for example, when they look back over their topic folder or mark the first drafts of their work.

20. Pupils know how to behave because they are very clear about what is expected of them. In the majority of lessons observed, behaviour was very good and, in some Year 5 and 6 lessons, it was exemplary. There is a feeling of mutual respect, particularly amongst the older pupils; they work very well together, share, take turns and help each other. They are courteous to each other, their teachers and visitors.

21. Pupils all have 'jobs', which they take very seriously and accept willingly. These change regularly and include tasks such as tidying up the floor at the end of the day, looking after the glue-sticks or hearing a younger pupil read. Pupils are also helped to appreciate the wider responsibilities of society as a whole when they raise money for charity. Homework is always completed carefully and on time, which helps pupils to develop very good work habits for their future schooling.

WHAT COULD BE IMPROVED

The good procedures for checking on the quality of teaching and learning in the school now need an explicit focus and more rigour.

22. The procedures for checking on the quality of teaching are applied well; all teachers have their lessons observed once or twice per term. However, the observations do not have an explicit focus and opportunities are missed to improve teaching even further. For example, there were two occasions in lessons observed during the inspection where the work provided for the most able pupils could have been even more demanding

23. Currently there is not a programme of 'formal' scrutiny of pupils' work. The headteacher often checks pupils' books but, again, there is not an explicit focus and inconsistencies are missed, for example that in some class workbooks, pupils' work is always dated and in others it is not. Similarly, it is clear that in some classes, the expectations for presentation are much higher than in others.

24. When monitoring planning and assessment, because the school has a topic approach to some of its work, there are no clear systems for checking that pupils are actually learning the key skills associated with subjects; for example, the mapping skills required in geography.

Pupils' annual reports to parents do not meet statutory requirements.

25. At present, pupils' reports do not contain information on the progress they make in all subjects, including religious education. The main reason for this is that some subjects fall into the category of 'topic'. The school is considering how to improve the reports.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. Hardwick school provides a very good quality education for its pupils and does very well overall. To help make this very effective school even better, the school should:

(1) Improve the monitoring of teaching and learning by:

- having an explicit focus when monitoring teaching in lessons and scrutinising pupils' work;
- using the outcomes of monitoring to improve, even further, the quality of teaching and learning within the school;
- identifying and recording the key skills within non-core subjects that pupils are expected to learn as they move through the school;
- putting in place, and monitoring rigorously, a system for checking and recording that pupils' are learning these key skills systematically and cumulatively;
- putting in place, and monitoring rigorously, systems for the early identification of gifted and talented pupils and providing them with suitable opportunities to develop their gifts and talents to the best of their abilities.

(Paragraphs: 22-24)

(2) Ensure pupils' annual reports fully meet statutory requirements by:

- Making sure pupils' reports contain information about their progress in all subjects and religious education.

(Paragraph: 25)

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	38	38	15	4	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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

311

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

8

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

2

Number of pupils on the school's special educational needs register

64

English as an additional language

No of pupils

Number of pupils with English as an additional language

2

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

15

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

14

Attendance

Authorised absence

	%
School data	3.0
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	26	22	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	26
	Girls	19	18	20
	Total	41	42	46
Percentage of pupils at NC level 2 or above	School	85 (78)	88 (86)	96 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	24
	Girls	19	20	19
	Total	43	46	43
Percentage of pupils at NC level 2 or above	School	90 (86)	96 (94)	90 (92)
	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	21	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	21	23
	Girls	16	18	18
	Total	39	39	41
Percentage of pupils at NC level 4 or above	School	89 (85)	89 (96)	93 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	22
	Girls	17	16	16
	Total	37	39	38
Percentage of pupils at NC level 4 or above	School	84 (81)	89 (87)	86 (94)
	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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	247
Any other minority ethnic group	13

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)	12.2
Number of pupils per qualified teacher	25.5
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	100

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	498 990
Total expenditure	489 710
Expenditure per pupil	1 575
Balance brought forward from previous year	6 000
Balance carried forward to next year	708

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	331
Number of questionnaires returned	137

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	3	1	1
My child is making good progress in school.	60	39	0	0	1
Behaviour in the school is good.	47	47	4	0	1
My child gets the right amount of work to do at home.	38	45	15	1	2
The teaching is good.	70	29	1	0	0
I am kept well informed about how my child is getting on.	42	45	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	24	4	0	1
The school expects my child to work hard and achieve his or her best.	64	36	0	0	1
The school works closely with parents.	54	36	4	1	4
The school is well led and managed.	80	19	1	0	0
The school is helping my child become mature and responsible.	58	39	1	1	1
The school provides an interesting range of activities outside lessons.	29	45	11	3	12