

INSPECTION REPORT

**DANBURY PARK COMMUNITY PRIMARY
SCHOOL**

Well Lane Danbury Chelmsford

LEA area: Essex

Unique reference number: 114982

Headteacher: Mr. M. Arnold

Reporting inspector: Mr. A. Everix
23079

Dates of inspection: 1st - 2nd May 2001

Inspection number: 193874

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Danbury Park Community Primary School Well Lane Danbury Chelmsford
Postcode:	CM3 4AB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Jane Morrish
Date of previous inspection:	14 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Danbury Park is a community primary school which teaches pupils between the ages of four and eleven. At the time of the inspection there were 255 pupils on roll. Most pupils live in the Danbury area. Very few pupils are from minority ethnic backgrounds and none are learning English as an additional language. Overall, pupils come from favourable backgrounds. This is reflected in the low proportion of pupils claiming free school meals. Nine per cent of pupils either left or joined the school during the past school year. The number of families leaving and settling in the area has been higher than this in two out of the last five years. During these years the school has qualified for a "disturbance" allowance from the local education authority to help with the extra work involved. The proportion of pupils on the special educational needs register is below average when compared with primary schools nationally. Twenty-five pupils are identified as having special needs, including one pupil with a statement. Pupils' achievements, when they start school, vary but overall are higher than those typical for their ages. The school is over-subscribed, with the number of applications for places exceeding those available.

HOW GOOD THE SCHOOL IS

This is a very good school with many strengths. Pupils achieve high standards in their work, behaviour and in the skills needed to learn well. The quality of teaching in the lessons seen during the inspection was always good or better. The school is led and managed very well with a clear focus on continued improvement. It provides very good value for money.

What the school does well

- Pupils achieve high standards, especially in English and mathematics.
- Overall, teaching is good, with a third of lessons observed being very good. Expectations of pupils' achievements are high.
- Pupils behave well and develop very good attitudes to learning.
- The headteacher, well supported by senior staff, provides very effective leadership focused on promoting high standards.
- Pupils are taught to consider others and learn a sense of responsibility.

What could be improved

The inspection team identified no significant areas for improvement. The school's strategies for evaluating its performance, and the targets in its development plan, provide a strong basis for maintaining high standards and further improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last inspection was during April 1997. It was judged to be a good school with a few areas of its work that needed attention. The school has developed very well since the last inspection. All the issues identified in that inspection have been successfully addressed. Standards are much higher at the end of Key Stage 2. The subject co-ordinators now take a far more active management role, the required policies have been written and a newly built and re-stocked library has improved the provision of information books. Other strengths identified in the last inspection, such as the high standards of pupils' behaviour, have been maintained. Teaching has remained good overall, with a higher proportion of very good lessons in this inspection.

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	B	A	A

Key

well above average A

above average B

Average C

below average D

well below average E

** results in the highest five per cent of schools nationally.*

The table shows that the school achieved well above average results in English, mathematics and science in 2000, when compared nationally and with similar schools, i.e. those with a similar proportion of pupils claiming free school meals. The combined results in all three subjects, place the school in the highest achieving five per cent nationally. Boys and girls perform equally well. The consistently high grades over the past few years have been recognised by the Department of Education with a School Excellence Award. Test results for seven year olds in reading, writing and mathematics have been consistently high over the past few years. Targets set for the 2001 tests for 11 year olds show a continued expectation of high results. Work seen in lessons and in pupils' books confirms that standards are high in English and mathematics. Evidence from the few science lessons seen, and a sample of past work, indicates that pupils' attainment should remain well above average by the end of Year 6. Pupils are successfully taught to work hard and to value learning. These very good learning skills, combined with the high standards of work, show that pupils' overall achievements are very good by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and nearly all enjoy coming to school.
Behaviour, in and out of classrooms	Very good overall. Pupils' behaviour was judged to be very good or excellent in nine out of ten lessons and good in the remainder. Pupils behave responsibly and sensibly when moving around the school. They are polite and courteous.
Personal development and relationships	Very good. Pupils get on well with each other and with adults. The positive relationships amongst members of the school community contribute significantly to the quality of pupils' learning. As they get older, pupils carry out additional responsibilities reliably and cheerfully.
Attendance	Very good. Attendance rates are well above the national average.

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.

Of the teaching observed, thirty-three per cent was very good and sixty-seven per cent was good. All lessons were planned well. Expectations of pupils' achievements, work rate and behaviour were consistently high. The very good lessons were taught in a particularly lively manner ensuring that a rapid pace of learning was maintained throughout. Strong features of learning, especially in the older junior classes, were pupils' ability to concentrate on tasks and work hard either independently or in groups. The teaching of numeracy and literacy is good overall. The school meets the needs of all its pupils well. All pupils, including the most able, are challenged. Teachers adapt work for those pupils with special educational needs and provide good support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well-planned to ensure it offers a wide range of learning opportunities. Educational visits, including a residential trip for Year 6, after school clubs, sporting competitions, music and drama events, and activities in the community enrich the curriculum, particularly for the older pupils.
Provision for pupils with special educational needs	Good. Individual education plans for these pupils have precise targets, which are very helpful in guiding their learning. Activities are suitably adapted and good support given either by teachers or classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, with particular strengths in social and moral development. Pupils are taught to consider others and be responsible. They learn the skills for playing and working together constructively.
How well the school cares for its pupils	Very good procedures for child protection. The effective monitoring of academic progress and personal development helps teachers to plan for individual needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported very well by senior staff, gives a strong lead in guiding the school's development and maintaining high standards. A very positive, supportive ethos for learning has been established.
How well the governors fulfil their responsibilities	Governors are very supportive and fulfil their statutory duties. They have a good knowledge of the school which enables them to take a full part in shaping its educational direction.
The school's evaluation of its performance	The quality of teaching, curriculum planning and pupils' progress are very carefully monitored. Strengths are shared to aid improvement and action taken to rectify weaknesses. Senior staff and governors prepare, and closely monitor, a detailed plan for the school's development.
The strategic use of resources	Financial and learning resources are used very well to support pupils' learning. Educational and financial decisions are carefully considered to ensure that the school provides the best value.

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 is well led and managed. • Behaviour is good. • The school works closely with them. • Pupils are expected to work hard and they make good progress. • Teaching is good. • Their children like school. • The headteacher and staff are approachable. • Pupils learn to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • A few parents would like evening consultations to discuss their children's progress.

Nearly all parents who gave their opinions to inspectors, hold the positive views listed above. Inspectors agree with parents on all these points. Twelve per cent of parents replying to the questionnaire are not satisfied with the range of activities outside lessons. Although these are mainly restricted to junior classes, overall there are good opportunities for these older pupils to apply and extend their learning. The range includes sporting activities and competitions; drama leading to a school production; music and country dancing, with public performances; design and technology and a residential visit for Year 6. Most parents appreciate the weekly appointment system where teachers are available one day after school until 5:00 p.m. to discuss children's progress. However, this is unhelpful to some working parents. Inspectors agree with those parents who feel that there should be alternative appointments available later in the evening.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards, especially in English and mathematics.

1. Over the past four years, pupils have consistently achieved well above average results in English and mathematics in National Curriculum tests for 11 year olds. Results for mathematics in 2000 were in the top five per cent of schools nationally. When average results in English, mathematics and science are taken together, the school's overall performance is also in the highest five per cent nationally. Compared with similar schools, that is those who have less than eight per cent of pupils eligible for free school meals, the results are well above average. Nearly all pupils achieved at least nationally expected levels in the 2000 tests, with over half achieving the above average Level 5. The test results for seven year olds have been consistently well above average for the past four years. In 1999 and 2000 they were in the highest five per cent nationally in the three tested areas of reading, writing and mathematics.

2. Pupils' skills in speaking and listening develop well. Good opportunities are provided for pupils to express their thoughts in a variety of ways. Older juniors prepare and present a formal talk about their favourite books. In a lower junior geography lesson, pupils listened attentively to one another as they shared their views on physical and human features of the local area. Older pupils discussed different styles of writing in poems and explained their ideas to the whole class. Teachers insist on the correct use of technical language. For example, many Year 6 pupils confidently use such terms as "narrative", "simile" and "metaphor". Teachers speak clearly and expressively, which encourages pupils to listen attentively. Pupils' ability to listen carefully to information, instructions and questions contributes significantly to the quality of their learning.

3. Pupils achieve high standards in reading. An emphasis on the teaching of phonics and other skills at Key Stage 1 provides pupils with the "tools" to help them with both reading and spelling. Pupils in Year 2 read with expression by paying attention to the meaning of the text and to punctuation, such as exclamation and question marks. Teachers convey their enthusiasm for books, which successfully promotes pupils' interest in reading from an early age. This is evident in the very stimulating displays of pupils' work on books around the school. Each class has contributed art work and a range of writing about books including Charlotte's Web, Goosebumps and Charlie and the Chocolate Factory. By Year 6, pupils read challenging books with good levels of understanding of the text and characters. For example, one pupil reading Oliver Twist, described Fagin as, "nice outside but pure evil on the inside". Older junior pupils understand the system for classifying books in the library. They explain how they skim a text for information and use a glossary to help with technical words.

4. By the end of Key Stage 1, pupils write in sentences using capital letters and full stops. Many are beginning to use speech marks correctly. Spelling is of a good standard and pupils are acquiring useful knowledge of language terms. In a Year 2 lesson, pupils used interesting synonyms or adjectives to make a text more interesting. For example changing "it was at night" to "it was an inky, black night". The more able pupils confidently used thesauri to help them find synonyms. These pupils produce lengthy stories with well-sequenced sentences. By Year 6, nearly all pupils write using the skills in punctuation and spelling expected for their age and several exceed these standards. Most pupils produce sustained pieces of creative writing using paragraphs. They apply their knowledge of such techniques as personification or similes when writing. For example, one pupil, describing a ghostly atmosphere, wrote about, "weeds wrapping around each other as if trying to strangle a

human” and another in creating a peaceful scene, “the cloud is a fluffy shield dancing above a poppy field”. Many displays around the school reflect a wide range of different types of writing. These include writing based on research, poetry and class anthologies of book reviews for others to read. A consistent emphasis on handwriting from an early age results in pupils developing a neat, clear style.

5. Pupils’ skills in mathematics are developed by a good combination of teaching mental arithmetic, basic skills and problem solving. By the end of Key Stage 1, pupils have a good understanding of numbers up to one hundred and solve addition and subtraction problems. More able pupils quickly and accurately solve $76 + 92$ and know that $250 \times 2 = 500$. Pupils learn to measure accurately in centimetres. At the end of Key Stage 2, pupils demonstrate confidence with mathematics, and the ability to take on a new challenge. Year 5 pupils develop strategies when playing a demanding game involving mental calculation to two decimal places. More able pupils in Year 6 discover the rule for a sequence of numbers and apply similar ones of their own, for example by squaring the tens digit and subtracting the units to arrive at the next number in the series. Past work shows that nearly all pupils estimate sensibly before accurately calculating problems such as 429 divided by 13. They construct different triangles and measure the internal angles accurately.

6. In the aspects of other subjects seen there is evidence of high attainment. In the 2000 Key Stage 2 science tests, only three per cent of pupils achieved less than the standard expected nationally and two thirds had results at the higher Level 5. Pupils in Year 2 learn to predict and understand the basis of fair testing when discovering which materials mop up water best. These are extended in the upper half of Key Stage 2 when pupils working on micro-organisms learn to control one factor and change others, for example, when testing the best conditions for mould growth. In geography, Year 3 pupils demonstrated good map skills when they identified the differences between human and physical characteristics. In information technology Year 5 pupils give a series of instructions to control various parts of a computer-controlled robot. Around the school there is high quality art work, including, in Year 6, some very good painted views from the classroom window which show a good sense of perspective and how pupils have successfully blended colours.

Overall, teaching is good, with a third of lessons observed being very good. Expectations of pupils’ achievements are high.

7. In lessons, activities are varied and tasks matched well to build on what pupils already know. Teachers ensure that effective support staff are fully aware of the aims of the lessons and are deployed well. They are given specific tasks which include assisting the most able, teaching pupils in the computer room and working with special needs groups. This flexibility ensures that they are used efficiently and that teachers also work with, and monitor, the progress of different groups. Support staff are usually involved for the whole of each lesson, working as part of a team with the teacher. For example, during the introduction to a Year 5 numeracy lesson, the classroom assistant noted down how well pupils were responding. This activity provided useful information to help the teacher plan strategies for including those pupils who were not as active as others in their participation.

8. During the lessons observed, teachers showed a good knowledge of their subjects. In a Year 4 science lesson, the teacher’s very good knowledge of food and the human body helped pupils to understand the reasons for a balanced diet. This was achieved through careful explanation and by the careful answering of questions posed by pupils. For example, the simplistic idea that some foods are good and others bad were explored to give pupils a deeper understanding of the topic.

9. Lessons are introduced well and capture pupils’ interest. A lively, humorous beginning

to a mathematics lesson for lower juniors ensured that pupils were actively engaged in learning from the start. The teacher stated that he had dropped all the labels for his demonstration graphs. Using the overhead projector, he asked pupils to help him work out what the graphs and charts could represent. Pupils' speculations, followed by the teacher's skilful questioning, enabled pupils to recognise that each square represented a range of numbers. This led, by the end of the lesson, to a good understanding of "class intervals" in graphs. Teachers are particularly effective at asking spontaneous questions which prompt well-thought out answers and widen pupils' understanding. In a Year 2 group reading session, the teacher asked what language in a text indicated that a lady was young or old; when one pupil suggested, "a walking stick", further questions helped pupils to clarify that people with walking sticks are not necessarily old.

10. Throughout the school, teachers set individual and class targets for improvement. These are monitored closely by teachers and used to help pupils understand how they are progressing. Class targets provide teachers with a focus on specific points, particularly where an area needing general development has been identified. For example, in a Year 6 numeracy lesson, the teacher referred to the current class target of, "remember to estimate", so that very inaccurate answers to calculations could be identified and avoided.

11. All lessons were well structured to ensure that pupils made good gains in their learning. In the very good lessons, teaching was particularly lively and the pace of learning was rapid. In a lower junior drama lesson, the teacher's careful timing ensured that all pupils were actively exploring and improving their work throughout the session. Pupils practised as individuals, in pairs then in groups to refine their actions. The teacher's careful ongoing evaluation, involving a balance of praise and constructive criticism, resulted in high quality group work. The group interpretation of a "still picture" showed clear improvement on pupils' original ideas. Pupils expressed disappointment when the lesson ended.

12. Pupils are expected to work hard and try their best at all times. In the lessons observed the work set challenged all pupils. In a Year 6 literacy lesson, pupils were given the demanding task of finding the meaning of various haiku (Japanese three part poems). The most able pupils were asked to find more subtle meanings beyond the literal sense of the writing. Very helpful questioning and discussions with the teacher helped pupils to meet this challenge. For example, one group interpreted a haiku about a daffodil park and browning grass as the cooling of a once happy relationship.

Pupils behave well and develop very good attitudes to learning.

13. Pupils' attitudes and behaviour were judged to be good or better in all lessons. In sixty-two per cent they were very good and in twenty-eight per cent they were excellent. These high standards reflect the very positive ethos for learning throughout the school.

14. Pupils show respect for adults and each other during lessons. The relationships between pupils and adults and amongst the pupils are very good. This leads to a calm working atmosphere in classes. Pupils respond quickly and positively to requests and instructions from teachers or support staff. Movement around the school is orderly and lunchtime is a positive social occasion. Pupils are polite and courteous to visitors.

15. By the time they leave the school pupils have developed very good attitudes to learning. They concentrate when teachers explain work and listen well to other pupils. This was evident in Year 6 when pupils were discussing poetry in groups and sharing their ideas. Pupils work very quietly when required to do so and collaborate well in group activities. They can be trusted to work independently when not under the direct supervision of the teacher. In literacy hours, teachers focused on teaching a group without interruption, whilst other pupils

worked sensibly in an industrious atmosphere. Pupils develop the confidence to offer their own ideas and suggestions, knowing they will be valued. For example, in a science lesson, one pupil suggested that chocolate should be reclassified on the teacher's chart as recent research showed that it was good for the heart. Pupils' eagerness to learn and willingness to work hard are significant factors in the high standards they achieve.

The headteacher, well supported by senior staff, provides very effective leadership focused on promoting high standards.

16. The headteacher provides very clear educational direction for the work of the school. He has established very good teamwork, which ensures all staff work towards the same aims. These are clearly evident in the life of the school and are based on high academic achievement, a caring environment and the personal development of all pupils. The school has a very positive learning atmosphere and a strong sense of community. Parents praise the "culture of praise" where effort and achievement are rewarded.

17. The high quality of monitoring is a significant factor in ensuring that standards remain high. The headteacher frequently observes lessons and gives valuable written and oral feedback to teachers. These offer both encouragement and constructive criticism. For example, part of one lesson observation explains that pupils had been challenged but better use could have been made of the learning support assistant. Monitoring ensures that individual areas for professional development are identified and action taken to address them. During the inspection the headteacher "modelled" a drama lesson as part of a teacher's professional development. The effective senior management team and core subject co-ordinators are clear about the school's priorities and take effective action to meet them. The headteacher ensures that they have time to carry out their work effectively. The co-ordinators for English, mathematics and science monitor planning on a half-termly basis. Detailed written comments, with helpful suggestions, are provided for all teachers. This gives the co-ordinators a very good overview of their subjects and enables them to share their expertise well. Samples of pupils' books are monitored during each term and feedback is provided. This has included advice on setting out work and ensuring that factual information, for instance, in science, is correct. Each core co-ordinator works closely with three different teachers each year to share expertise and raise the quality of learning. There are opportunities to observe lessons, including those being taught by the co-ordinator. Data from various tests is carefully analysed to ensure pupils are making enough progress in each class.

18. The school development plan gives detailed guidance on how the school will develop in 2001/2002 and outlines an overview of the next few years. It provides a very useful basis for governors and staff to monitor and evaluate the school's improvement. All issues identified in the last report have been carefully monitored and successfully addressed.

19. Much thought has been given to planning the school's curriculum. Work is carefully planned, to take account both of the mixed age classes and the different levels of attainment within them. Multi-cultural aspects of subjects, a weakness in the last inspection, are identified on all plans. A good feature is the planning for thinking skills in each subject, which help teachers to ensure that learning has breadth. The curriculum is brought to life by visits and visitors. These include work based on the local community, talks by experts such as a palaeontologist and a residential visit for older pupils. Specialist weeks such as the Creative Arts Week enable pupils to experience a wide range of techniques and help to raise standards in the relevant subjects. Participation in competitions and other events nurture individual talents. For example, the school participated successfully in an environmental and a robotics challenge, the school choir performs in public and teams compete in several sporting competitions. Useful links with a local supermarket are being developed to help

pupils understand aspects of the business and how they relate to their own education.

Pupils are taught to consider others and learn a sense of responsibility.

20. The very good relationships in the school are based on a range of successful strategies to promote respect and care for one another. Throughout the school, pupils work in various types of groups learning to collaborate, share ideas and make decisions. This was evident in a Year 5 numeracy lesson where pupils helped one another to clarify the rules of a game, made decisions on how they could proceed then enjoyed the friendly competition. When working independently, pupils have learnt to work quietly and sensibly so that others can concentrate. The school courtesy code is displayed in every classroom and states that pupils should “respect other people’s views and care for their feelings”. Teachers refer to this code and also involve pupils in making rules to guide conduct in their own classrooms. Extra curricular activities, especially for junior pupils, help pupils to learn how to get along with each other. These include clubs, competitive games, visits, including a residential trip, and activities in the community. A recent production of Oliver by the drama club and entertainment for over-sixties at the Harvest Festival are examples.

21. As they get older, pupils are encouraged to take on more responsibilities for helping in the school. A particularly successful arrangement is the “buddy” system between pupils in Year 6 and in the reception class. Each Year 6 pupil has responsibility for helping a child in the reception class settle into school. He/she checks to see that the newcomer is happy in the playground, shares reading with them, sits with them in assembly and works together on such special assignments as joint maths tasks. Pupils learn about moral issues affecting their own and other’s lives. In religious education and PSHE (personal, social and health education), the importance of tolerance and understanding is emphasised, for example when studying Hinduism. A weekly debate is held in Years 5 and 6 on issues such as the plight of refugees. Pupils explore moral principles in assemblies and collective acts of worship. Those observed in the inspection focused on telling the truth and making a promise. Pupils showed that they were willing to take responsibility for their own actions and to be honest. When asked if they had kept their promise to tell the truth, made in the previous day’s assembly, a few pupils explained why they had not. The teacher leading the assembly ensured that all the positive points were reinforced whilst being supportive of the honesty shown by the pupils. Pupils learn to consider those less fortunate than themselves. They and their families have contributed generously to causes such as The Leukaemia Trust Fund, Children in Need, the local Christmas Toys Appeal and Dr Barnardos.

WHAT COULD BE IMPROVED

The inspection team identified no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school’s strategies for evaluating its performance, and the targets identified in its development plan, provide a strong basis for maintaining high standards and further improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	67	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	255
Number of full-time pupils known to be eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25
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	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	95.9
National comparative data	94.4

Unauthorised absence

	%
School data	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	20	12	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	11	11	11
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	97 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	11	11	11
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	97 (100)
	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	24	9	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	23
	Girls	9	9	9
	Total	31	32	32
Percentage of pupils at NC level 4 or above	School	94 (88)	97 (91)	97 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	23
	Girls	9	9	9
	Total	30	31	31
Percentage of pupils at NC level 4 or above	School	91 (88)	94 (91)	94 (91)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	246
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)	11.76
Number of pupils per qualified teacher	21.6
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	142.5

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	415135
Total expenditure	390919
Expenditure per pupil	1670
Balance brought forward from previous year	530
Balance carried forward to next year	24746

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	241
Number of questionnaires returned	144

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	3	1	0
My child is making good progress in school.	58	39	3	0	0
Behaviour in the school is good.	62	36	1	1	0
My child gets the right amount of work to do at home.	44	48	8	1	0
The teaching is good.	70	27	1	1	1
I am kept well informed about how my child is getting on.	42	51	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	34	3	1	0
The school expects my child to work hard and achieve his or her best.	67	31	2	0	0
The school works closely with parents.	48	48	2	1	1
The school is well led and managed.	76	22	1	1	0
The school is helping my child become mature and responsible.	54	42	4	0	0
The school provides an interesting range of activities outside lessons.	38	44	10	2	6

Other issues raised by parents

They value the “culture of praise” in the school.

Many parents like the weekly appointment system because they can see teachers for a longer time and see them frequently if necessary. A few others find it difficult to attend because of work and would like appointments after 5:00 p.m.

