

INSPECTION REPORT

ELDWICK PRIMARY SCHOOL

Bingley

LEA area: Bradford

Unique reference number: 107255

Headteacher: Mrs S J Greenwood

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 18th – 19th February 2002

Inspection number: 194482

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

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Barnaby Road
Warren Lane
Gilstead
Bingley
West Yorkshire

Postcode: BD16 3LE

Telephone number: 01274 568361

Fax number: 01274 511163

Appropriate authority: The governing body

Name of chair of governors: Mrs K White

Date of previous inspection: 10 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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22482	Mrs B Clarke	Team inspector
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eldwick Primary is recently formed due to local authority reorganisation from three to two tier schools. Through this reorganisation the very successful First school expanded to take pupils from Years 5 and 6 in the Middle school and moved to occupy the site of the former Middle school. The school is much larger than average, with 436 pupils aged three to 11. The percentage of pupils who have English as an additional language is very low. The percentage of pupils who are eligible for free school meals, is well below the national average. While the proportion of pupils on the school's register of special educational needs is below the national average, the percentage of pupils who have a statement of special educational need is in line with the national average. These special needs are mainly specific learning difficulties or connected with autism. Overall the attainment of pupils on entry to the school is above the national average. The school has recently been awarded Beacon School status for the second time.

HOW GOOD THE SCHOOL IS

Eldwick Primary is a very good school with many strengths. Standards in the school are high in all subjects and this is reflected in the national tests results for 2001. The quality of teaching is very good which ensures very good achievement by pupils. The leadership of the headteacher is outstanding and the smooth transition from a successful First school to an equally successful Primary school is a result of her clear educational vision and excellent management skills. She has been very well supported in this task by the very able deputy headteacher who shares her view of how the school should develop. Given the high quality of educational provision and the very good outcomes for the children the school is judged to give very good value for money.

What the school does well

- Standards are high in all subjects and pupils achieve very well in their learning.
- The quality of teaching is high; it is a strength of the school.
- There is excellent leadership for the development of the school from the headteacher and the deputy headteacher.
- There is very good provision for children in the nursery.
- The school provides a very rich curriculum both in and out of the classroom.
- Pupils' attitudes and behaviour are very good; their personal development and relationships are excellent.
- The school develops very close, highly effective partnerships with everyone connected with pupils' learning.

What could be improved

- Subject co-ordinators should resume their full role in monitoring standards and teaching in their subjects.
- The withdrawal of some pupils from lessons for extra-support or instrumental tuition, to ensure that their learning in some subjects is not adversely affected.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in March 1997. The First school's traditional very good performance in national tests has been extended to the older pupils. The quality of teaching has improved and is very good overall. The school has made a very successful transfer from the cramped accommodation of its former site to make very effective use of the extensive grounds and buildings of the new site. The issues raised at the last inspection have been successfully addressed. Games skills are now well developed in every year. The school has thorough and effective systems for monitoring and recording pupils' learning. Given the headteacher's leadership, the very good teamwork that exists in the school and the very effective partnership with governors, the school is in a very good position to sustain further improvement and to continue to raise standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	N/a	N/a	A	B
Mathematics	N/a	N/a	A	C
Science	N/a	N/a	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The performance of pupils in Year 6 in all the national tests was well above the national average. Compared with similar schools¹, pupils' performance was well above average in science, above average in English and about the average in mathematics. Overall their performance in the tests was above that of similar schools. Pupils currently in Year 6 are achieving above the national average in each of these subjects and in all other subjects they exceed the expectation for their age and achieve well. There has been a very good improvement in attainment in science as a result of developments led by the co-ordinator to improve teaching and learning in the subject during the last year. In the national tests for seven year olds pupils' performance in reading was above the national average and in line with similar schools. In writing, their performance was well above the national average and well above similar schools. These results represent a slight drop over the school's previously very high results in tests for seven year olds and they reflect the impact of the turbulence of the last two years when the school has undergone a massive reorganisation programme. The results of boys were noticeably less good than girls in 2001, with fewer boys than usual gaining the higher level 3 in the tests. Pupils currently in Year 2 are reaching standards well above the average in their reading and writing. In mathematics and science they are above the national average. They also exceed the expectation for their age in all other subjects and achieve well. Children who are under five are on course to exceed the expected standard in all areas of learning by the end of the year. Their language and social skills are particularly well developed, as is their independence as learners. The school has set ambitious targets for the national tests in 2002, based on very good assessment of the pupils in Year 6. These are slightly lower than the targets that were set and reached last year, which reflects the higher proportion of pupils who have special educational needs in the current Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages show a sense of excitement and enthusiasm about their learning. They enjoy working hard.
Behaviour, in and out of classrooms	Very good in all areas of school. Pupils show high levels of respect for each other and for adults.
Personal development and relationships	Excellent relationships provide a very strong basis for learning. Pupils' independence and awareness of the needs of others are noteworthy.

¹ Schools with a similar percentage of pupils who are eligible for free school meals.

Attendance	Well above the national average reflecting pupils' enjoyment of school.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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.

Teaching is a strength of the school. Teaching in English is strong, with a very good emphasis on basic skills. This is supplemented by drama, which has a very good impact on the quality of pupils' writing. The teaching of numeracy is rigorous and is a focus for further improvement in the current school year. Pupils achieve well in both of these subjects because of the high expectations of their teachers and their own capacity for hard work. The school makes special provision for the highest attaining pupils in English and mathematics both in school and through links with the local secondary school, where they are taught to the higher levels by subject specialists, after school. Particularly good teaching is seen in art, music, physical education, science and information and communication technology, where teachers' subject knowledge is strong and their enthusiasm for the subject is quickly captured by the pupils who achieve very well as a result of stimulating and challenging activities. Children under-five achieve well because of the very careful planning and clear structure in their learning. Pupils who have special educational needs are very well supported by rigorous systems of assessment and good planning to meet their individual needs so that they achieve as well other pupils. The teaching of gifted and talented children is undertaken in small groups for literacy and science so that pupils are challenged to work to higher levels and have their needs met well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Planning for progression is very good, as are the opportunities for learning beyond the classroom. The strong focus on the creative curriculum is a strength of the provision.
Provision for pupils with special educational needs	Very good. The procedures for assessing pupils' needs ensure that those who have special needs are identified at an early stage. Support is very good with appropriate targets set for pupils in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils have many opportunities to practise the moral values they are taught. They become independent from an early age and volunteer for responsibilities because their teachers expect that they will. The school makes good links with a school with a more ethnically diverse community to ensure that pupils have a full understanding of the nature of the society in which they live.
How well the school cares for its pupils	Very good. Assessment and monitoring are very effective in ensuring that pupils achieve well. Personal profiles record all aspects of pupils' development as they move through the school.

The school has excellent partnership with parents who are encouraged to be fully involved in their children's learning. They are highly supportive of the school and raise considerable sums to enhance the educational provision for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding leadership by the headteacher She has a strong commitment to the highest standards in all aspects of the school's provision. She is very well supported by the skills and expertise of the deputy headteacher. Together with other members of the senior management team they give very effective leadership to the school.
How well the governors fulfil their responsibilities	Governors are fully informed and expert in their knowledge of the school. They play a full role in its strategic management. All statutory requirements are met.
The school's evaluation of its performance	The school has very good systems for evaluating its performance and compares its performance with that of similar schools. Its wide and thorough consultative procedures ensure that all who are involved in the life of the school have a voice. The school's practices ensure it gets very good value for money.
The strategic use of resources	Very good. The school's development planning is sharply focused on raising standards. All spending decisions are based on this and the outcomes of spending are evaluated on the basis of their impact on standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school is well led and managed. • That their children like school and make good progress. • That the teaching is good. • That the school expects their children to work hard. • That they would feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • The opportunities to take part in extra-curricular activities. • The information they receive about their children's progress. • How closely the school works with them.

Inspectors fully agree with parents' positive comments about the school. The school has reviewed its meetings with parents schedule and has added another for the end of the spring term. This means the school has more than the average number of parents meetings each year. The information the school gives about pupils' progress is good and the inspectors judged extra-curricular provision to be very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in all subjects are high and pupils achieve very well in their learning

1. Standards achieved by pupils aged 11 in the national tests in 2001, were well above the national average in English, mathematics and science. Overall, the performance of pupils in these tests was above the average of similar schools.² This group of pupils was the first to sit the national tests since the school changed its status from a First to a Primary school and their achievement reflects the high standards traditionally achieved by the school with pupils aged seven. In the national tests for seven year olds in 2001 pupils performed less well than in previous years. While girls performed in line with previous years, the performance of boys was markedly less good, with fewer than usual boys gaining the higher level 3. The school attributes this, in part, to the impact of transferring sites which some pupils found unsettling during the autumn and spring terms when the school operated on two sites. However, the school has responded quickly to this reduced performance by giving extra support to those pupils now in Year 3 who were deemed to have under-performed in the tests.
2. In all other subjects pupils who are seven or 11 exceed the expectation for their age. Their achievement is good because their teachers have high expectations and the pupils have such an enjoyment of learning. Another factor which contributes to the pupils' success and which the school acknowledges is the very positive impact of parental support for learning. The majority of parents place a high value on education and work closely with the school to ensure that their children succeed. Achievement in music, art, drama and physical education are particularly noteworthy. Pupils are taught skills systematically and progressively in these subjects and are given opportunities to apply them to enhance learning in other subjects. For example, the impact of drama on the quality of writing is very evident in the improved quality of work among Year 6 pupils. The structure of their writing shows good control and their use of wide and vivid vocabulary reflects their sense of excitement when writing about the Argonauts. They write with a clear purpose and manage to convince the reader of the emotions involved. The achievement of pupils with special educational needs is good. They are well supported to reach standards close to the national expectation. Targets set for them are realistic and challenging but always attainable. For higher attaining pupils and those who have a special talent in English, mathematics or science the school has an internal arrangement and links with the local secondary school for these pupils to be taught to the higher levels.

The quality of teaching is high

3. The quality of teaching is high throughout the school. The proportion of good and very good teaching seen exceeds the national average for primary schools, leading to the judgement that teaching is a strength of the school. In nearly all lessons observed teachers sought to make learning fun as well as challenging and interesting. They are able to do this because they have good subject expertise and plan very carefully. In a very good Year 5 science lesson pupils learnt at a rapid pace when they experimented to discover how sound travels. Very good preparation and questioning by the teacher allowed pupils to learn independently and to develop new hypotheses as they worked. Teachers are conscientious about providing high quality resources

² Schools with a similar percentage of pupils who are eligible for free school meals.

from which pupils can learn. The three volumes of photographs, compiled by the geography co-ordinator showing the school duck, Quackers, on his many journeys both national and inter-national, is a rich resource for teaching geography. Pupils become familiar with the huge diversity of human environments through using these exciting pictures for their research. This example is typical of the care that teachers take in providing the highest quality resources for learning.

4. The quality of teachers' planning and their openness to new ideas form the basis of the very good developments seen in many areas of learning in the school. Pupils relish the way their teachers link subjects so that one feeds into another, allowing them to see the inter-relatedness of learning. For example, pupils working on the water cycle in science explore other aspects of the topic in geography through a study of rivers, in art when they imitate Japanese artists and produce their versions of a tsunami or great wave. They then write poems about water and use the computer to present their writing in an individual way. Year 6 pupils speak with great enthusiasm about working in this way and of being allowed to follow their interests in learning. The excellent relationships which pervade the school, underpin the very good teaching and learning. Teachers have very good knowledge of their pupils. They make good use of this to arrange groups so that pupils are able to give and receive support from each other. In this way pupils learn that they all have a responsibility for both their own learning and that of others. The teachers' high expectations of behaviour and effort, are met easily by pupils who have great respect for their teachers and want to please them.

Leadership in the school is excellent

5. The headteacher provides excellent leadership for the school. She has a clear educational vision which she communicates well to all who work in the school and has a strong commitment to high standards in all aspects of the school's work. Since the last inspection she has successfully led the growth of the First School to create Eldwick Primary School. She has been particularly skilled in her management of staffing throughout this process. Her guiding philosophy of success through strong partnerships at all levels has been fundamental to the speed with which the 'new team' in the school has been established. All members of school staff show a very strong commitment to the school's aims and work hard to meet the high professional expectations of the headteacher. She has ensured that teachers new to the school have been given training to ensure that they are able to teach the classes to which they are allocated. Throughout the school, among staff at all levels, there is a high level of professionalism. This is reflected in the number and range of additional responsibilities that members of staff undertake. The headteacher's focus on the involvement and professional development of all staff has produced a highly motivated team which feels valued and is committed to raising standards in all areas of the school. She has fully succeeded in her aim of producing a school where all are included in the learning process.
6. The headteacher has been very well supported by the deputy headteacher both in the development of the new school and in the professional development of staff. As part of the development process the headteacher and deputy assumed responsibility for all monitoring in the school. This enabled them to discover the strengths and training needs of the much expanded teaching staff. Building on work they had begun for their Beacon status, the headteacher and deputy began a process of in-house training to share good practice and to develop the creative aspects of the curriculum. The deputy headteacher has been very successful in establishing the use of drama as an aid to writing and to promote pupils' personal development. The quality of writing

shows considerable improvement and boys' writing in particular shows very good improvement in both structure and detail. The use of drama has expanded across the curriculum as teachers have learned new skills from the deputy. As a result pupils often assume roles or create scenes for history, geography and science lessons and enhance their learning when they do. The impact of learning in this way is clear from the vivid recollections pupils share of their work on earthquakes or life in Victorian times. The result of the deputy headteacher's energy and enthusiasm is a much enriched curriculum and a more versatile and confident group of teachers.

Provision in the nursery is very good

7. The provision for children in the nursery is very good and is a strength of the school. This is because the high quality teaching combines successfully with the children's eagerness to learn. The atmosphere in the nursery is vibrant and exciting and this produces a very good climate for learning. Teachers and nursery nurses work very closely with parents and make them very welcome in the school. Teachers have devised a very good communication system which gives parents easy access to up to date information about the progress of their children. The very good relationships between parents and teachers give the children a strong sense of security. They have quickly become independent learners as a result of this and take advantage of the many opportunities that are provided for them to make choices about their own learning.
8. Children achieve high standards in their work because of the careful planning that teachers undertake to ensure that there are plenty of focussed activities in which they can engage. This, together with the well-planned use of all adults in the nursery, ensures that children are supported and encouraged to persevere with their learning. Children progress quickly in all their areas of learning because of their very good social skills. Three children working together making a cake were well supported to learn to share and develop their language as they were led to describe what they were doing by the nursery nurse. One knows that she must put her buns 'in a case and that the case must go in here' (the bun tray). Very good planning for learning about language provides a wide range of reinforcement activities which children enjoy each day as they learn about the letter C and words that begin with C. They learn the Camel Song and new words, practise writing the letter C in sand, on a board and with plasticine. During their time in nursery children learn a good deal about the world around them because teachers plan so many activities both in and out of the classroom. They learn about the celebrations and customs which surround Chinese New Year, visit the local church to learn about Christening as well as learning about people who help them from visits by the school crossing lady and local firemen. All of these opportunities provide a very good start to the children's education.

The school provides a rich curriculum in and out of the classroom

9. The rich and well-planned curriculum contributes very strongly to pupils' breadth of learning. The leadership of the headteacher provides a strong impetus to enrich the curriculum for all pupils through very careful planning for teaching, the organisation of visits and visitors to the school and the very wide range of extra-curricular activities that the school organises. The quality of pupils' learning in music provides a good illustration of how the school values and uses the expertise of subject specialists to enhance pupils' learning and to fire them with enthusiasm. The very good school orchestra and school choir, which take part in local festivals and competitions, provide pupils with very good opportunities to perform together and to serve the community in which they live. Children in the Reception classes were delighted with

their visit to a local college of further education where they learnt how to build a wall using bricks and cement. The photographs which record the visit, as well as the children's recollections show clearly how such experiences excite pupils' interest and motivate them to see learning as an active and highly enjoyable activity. As a result of such visits children show very good levels of confidence when talking about their knowledge of the world.

10. The school makes very good use of the annual visit of the Life Caravan to extend pupils' knowledge of science and to develop their understanding of environmental and social issues. Year 5 pupils spent a very profitable afternoon visiting the caravan to learn about healthy bodies. This was then developed into the dangers to the body as pupils began to find out about the misuse and abuse of drugs. Pupils were eager to learn the assertive skills the teacher had planned in follow-up work in drama. They spoke highly of previous work in drama that had allowed them to see how they could resist aggressive and bullying behaviour. Through this careful planning pupils are taught again and again of the inter-relatedness of learning and see how knowledge in one area supports understanding of other issues in their lives. Since the last inspection the school has made very good improvement in pupils' games skills. This is partly due to the better outdoor facilities that the school enjoys on its new site, but is mainly a result of skilful and enthusiastic teaching and the promotion of competitive games by the two subject specialists in the school. The range and number of sporting fixtures is laudable and those pupils with sporting talents or enthusiasm are given many opportunities to take part in competitions, which they frequently win. As well as music and drama, art makes a very positive contribution to the creative curriculum. High quality long term planning for the subject ensures very good skills development and the use of art to extend and illustrate learning. The art co-ordinator makes the best use of her specialist skills by organising two classes into three groups so that she teaches directly to all pupils in smaller than usual class size. Under her direction, Year 3 pupils rapidly improved their observational and drawing skills and produced work which is better than expected for pupils of their age.

Pupils' attitudes and behaviour are very good; their personal development and relationships are excellent

11. All pupils, from the earliest age exhibit an enthusiasm for learning and a willingness to be involved in activities. They are seldom away from school and parents speak of them as very reluctant to stay away even when they are poorly. They attribute this in part to the enthusiasm of teachers. In all lessons, pupils are seen listening very closely and joining in confidently to answer or ask questions. A notable feature of their learning is their ability to take part in discussion. They do this frequently and naturally, showing high levels of respect for speakers and demonstrating that they are following closely by adding to ideas. In a Year 5 drama lesson, pupils explored in depth the behaviour and motives of the bully, showing very good insights through the ideas they raised and developed. In a very good information and communication technology lesson, pupils supported each other's learning very well as they created a spreadsheet and calculated costs, by checking each other's ways of working and their answers. This support quickly extended from the paired groups to include others as a few pupils worked out the quickest way of working. The levels of independence that all pupils showed demonstrated how well the school develops the maturity of its pupils.
12. The school places strong emphasis on good behaviour. The teachers' high expectations are very well met by the pupils. Throughout the day pupils are seen being polite and considerate towards each other and this creates a very harmonious

environment. They are very well behaved in their movement around the school at lunchtime and at break-times with no evidence of oppressive behaviour or bullying. One of the strengths arising from the very good behaviour is the excellent quality of relationships that exist in the school at all levels. Teachers, pupils and support staff all hold each other in high regard and they are led in this by the excellent example of the headteacher. Because of these relationships pupils get great enjoyment from their learning and recognise the need to be aware of the needs of others if everyone is to gain maximum benefit from school.

The school develops very close, highly effective partnerships with everyone connected with pupils' learning

13. As part of its work for Beacon School status, the school has developed and shared its very good partnership practices with other schools. The school has a strong commitment to developing effective teamwork through strong partnership with all who are involved in the education of its children. This initiative has been driven by the headteacher's belief that good partnerships increase the effectiveness of schools. Within the school, the very strong team spirit that exists between teachers and learning support assistants has a very beneficial impact on the quality of planning, evaluation and improvement to teaching and learning. All are consulted on matters of change and bring a wide range of viewpoints to the discussion about ways of implementing change and when certain changes should occur. These very good consultation practices were already established in the school before it embarked on the development of the new primary school. They have undoubtedly contributed to the speed and efficiency with which the unprecedented changes were realised. Significant features of the new school are its very distinctive climate for learning and well-understood expectations. These too are a result of the close working partnerships that the school has firmly established.
14. The school's partnership with parents is another aspect of this part of the school's provision. From the time children enter the school parents are welcomed as equal partners in their children's learning and are given support and advice about the curriculum and teaching methods used as their children progress through the school. They have traditionally been consulted about changes in the school and about the proposals in the school's annual improvement plan. When the school operated on two sites, parents were regularly consulted about how the school was managing the transition so that senior managers could monitor the impact upon the pupils. Parents welcomed this and showed their appreciation when the school moved to the new site by volunteering to help with the move, unpacking boxes and assisting teachers to organise classrooms during the closure days.
15. The school has a very strong partnership with its governors, who are very closely involved in the development of the school. They are closely involved in monitoring and training activities when they join staff to consider new initiatives or the draft school improvement plan. Since the school began its outreach work with other schools to promote effective partnerships, governors have attended workshops to represent the school and have learned new skills as well as shared good practice in this area. As a result of the expertise they have acquired in the service of the school they now recognise how much they have been able to assist in the development of other governing bodies.
16. All of this work within the school and in partnership with other schools has led to considerable reflection on the part of senior managers about the impact of what they do. They have seized the opportunity to extend their partnership philosophy to almost

thirty primary and three secondary schools within the local education authority and in doing so have widened their own horizons for development. In the current year, as a result of this partnership work, the school has established profitable learning links with a high achieving multi-cultural school. The school anticipates that joint learning activities will be of mutual benefit to the pupils involved especially in their understanding of each other's cultural heritage.

WHAT COULD BE IMPROVED

The resumption of full responsibility for monitoring standards and teaching by subject co-ordinators

17. While the school was recently undergoing reorganisation, the role of subject co-ordinators was reduced, by limiting their monitoring role to that of monitoring curriculum planning and the standards of pupils' work. Now that the school has very successfully established its new status and secured a strong teaching staff it would be appropriate to resume its former successful pattern of monitoring by subject co-ordinators. The school has recognised that this is a necessary development and has plans in the current improvement plan for subject co-ordinators to begin their monitoring of teaching and learning in the current school year. This will ensure that accountability for standards in subjects resides with those who have delegated responsibility as well as developing their professional capability. It will also release the headteacher and deputy headteacher to resume their focus on whole school development issues and those related to the school's Beacon status.

The organisation of withdrawal from classes to ensure that pupils are not disadvantaged in some subjects

18. The school provides good levels of support for pupils who have special educational needs as well as a good range of instrumental tuition during the school day. Occasionally, the demands made on some pupils for withdrawal from their normal lessons for these activities, means that they regularly miss teaching in certain subjects for short periods of time. The school needs to monitor this and where pupils learning may suffer as a consequence they should reorganise timetables to prevent this from happening.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards further, the headteacher, staff and governors should:

- (1) Re-establish the full role of subject co-ordinators, especially their responsibility for monitoring standards and teaching in their subjects.
- (2) Monitor the withdrawal of pupils who receive extra support with their learning or instrumental tuition to ensure that their learning in some subjects does not suffer.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

29

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

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	14	11	4	0	0	0
Percentage	0	48	38	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points..

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	406
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	88

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	12

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	26	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	28	31
	Girls	26	26	26
	Total	56	54	57
Percentage of pupils at NC level 2 or above	School	97 (100)	93 (100)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	31	31
	Girls	26	26	26
	Total	56	57	57
Percentage of pupils at NC level 2 or above	School	97 (100)	98 (98)	98 (96)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	26	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	24	31
	Girls	25	22	26
	Total	51	46	57
Percentage of pupils at NC level 4 or above	School	86 (na)	83 (na)	97 (na)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	31
	Girls	23	23	26
	Total	48	49	57
Percentage of pupils at NC level 4 or above	School	81 (na)	83 (na)	97 (na)
	National	72 (70)	74 (72)	82 (79)

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	4
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	345
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	23.9
Average class size	29

Education support staff: YR– Y6

Total number of education support staff	12.0
Total aggregate hours worked per week	246

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	30.0
Total number of education support staff	2.0
Total aggregate hours worked per week	41
Number of pupils per FTE adult	10.0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	10.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000-2001
	£
Total income	884,161
Total expenditure	849,121
Expenditure per pupil	1,980
Balance brought forward from previous year	51,311
Balance carried forward to next year	86,351

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	436
Number of questionnaires returned	221

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	4	0	0
My child is making good progress in school.	47	49	3	0	1
Behaviour in the school is good.	38	56	3	0	3
My child gets the right amount of work to do at home.	27	58	9	2	4
The teaching is good.	56	40	2	0	1
I am kept well informed about how my child is getting on.	36	49	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	35	3	1	0
The school expects my child to work hard and achieve his or her best.	59	37	2	0	2
The school works closely with parents.	45	42	10	1	2
The school is well led and managed.	66	31	1	0	1
The school is helping my child become mature and responsible.	48	47	3	0	3
The school provides an interesting range of activities outside lessons.	32	43	14	3	8