INSPECTION REPORT

GILNOW PRIMARY SCHOOL

Bolton

LEA area: Bolton

Unique reference number: 105198

Headteacher: Mrs Beverley True

Reporting inspector: David Carrington
15414

Dates of inspection: 18th – 19th June 2001

Inspection number: 194583

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Gilnow Gardens Bolton
Postcode:	BL1 4LG
Telephone number:	01204 385023
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Begum
Date of previous inspection:	21 April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gilnow Primary School is situated about a mile to the west of Bolton town centre in an area of mixed housing and industry. There are 103 boys and 97 girls at the school, with another 52 part-time children in the nursery. This makes the school a little smaller than most primary schools. Children join the nursery from the age of three and transfer to the main school at the start of the year in which they will be five years old. Their starting level of skills and knowledge is well below what is usually found. The pupils come from a wide range of home backgrounds and well over half are from minority ethnic families, chiefly Indian and Pakistani. There are also a few pupils from refugee families. About a quarter of the pupils are entitled to free school meals and nearly a half speaks English as an additional language. Respectively, these proportions are above, and well above the level usually found. The proportion of pupils with special educational needs is below the national level. Gilnow Primary School has a good reputation locally and is popular with parents and pupils. It has been awarded Beacon School status and has earned a government award for the good improvement made to standards. The current inspection is a short version because of its good performance until now.

HOW GOOD THE SCHOOL IS

Gilnow Primary School is a very effective school where pupils get a good deal. The school is effectively led and managed by the headteacher, who is assisted by the able deputy headteacher. They have maintained the strengths of the school since their appointment a few months ago and are committed to further improvement. All staff form a united team and they share the determination to make things even better for the pupils. Standards have risen well over the last few years and are now above those expected by the age of eleven. This is because the quality of teaching and learning are both good and children get a very good start in the nursery and reception classes. The pupils become mature and sensible learners and pleasant people. There are two main things for the school to improve, but the number of strengths is much more than the weaknesses. The school gives good value for the relatively high amount spent on each pupil.

What the school does well

- Children in the Foundation Stage (nursery and reception) are given a very strong start in their education.
- The school ensures that all pupils who do not speak English at home do well in their work.
- The quality of teaching is good overall and this means that pupils make good progress.
- Standards are good by the age of eleven.
- Pupils are very well behaved, they like school, relationships are excellent and there is much celebration of the different backgrounds of the pupils.

What could be improved

- Management systems are not strong enough to ensure that pupils maintain good rates of progress regardless of the changes that affect the school.
- There are not enough planned opportunities for the spiritual development of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In 1997 there were five key issues:

1. Make improvements to systems to check and evaluate the strengths and shortcomings of the school and make the teaching of information technology and design and technology better.
2. Promote pupils' spiritual, moral, social and cultural education.
3. Develop the work of governors so they are involved effectively in ways to check school performance.
4. Review the level of secretarial support in order to give the headteacher more time for essential management tasks.
5. Ensure all legal requirements are met.

Spiritual education requires more attention, but satisfactory progress has been made with all the other issues.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	C	A
mathematics	B	B	B	A
science	C	A	A	A*

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

Similar schools are those schools with between 20% and 35% of the pupils entitled to free school meals.

In 2000, standards in SATs for eleven-year-old pupils were at the national level in English, above this level in mathematics and well above it in science. When compared to similar schools, results were well above those usually found in English and mathematics and very high in science. Standards of eleven-year-old pupils have risen well since the time of the previous inspection.

At the age of seven, standards were not as high in 2000. They were above the level usually found in mathematics but well below the national level in science. They were average overall in English.

Standards are rising well in school in both the infants and juniors. This year, standards are good in English, mathematics and science. They are above the expected level in mathematics and science because the school has improved the practical work in these subjects. Standards in English are also above the expected level and the school has made good improvement to the quality of pupils' writing. In other subjects, overall standards are at the expected level at the age of eleven. Pupils make good progress from Year 1 to Year 6, and those who do not speak English at home make rapid progress because of the very good quality of support provided for them.

Children start school with low levels of skills and knowledge. They get off to a flying start in the nursery and reception classes and by the time they join Year 1 they have the expected skills and knowledge. This shows that the youngest children in school make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and they work hard in lessons.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school. One pupil has been permanently excluded since the new headteacher was appointed. This was fully justified.
Personal development and relationships	Relationships are excellent and are a particular strength of the school. There are excellent levels of racial harmony in school. Pupils develop into mature and responsible learners.
Attendance	The attendance rate is a little below that usually found. This is largely due to the number of pupils who take holidays in term time for religious and cultural reasons.

TEACHING AND LEARNING

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

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 and learning are both good overall at Gilnow Primary School. The proportion of lessons seen where teaching was very good or better was higher than usually found in primary schools and there was no unsatisfactory teaching. The study of pupils' books showed that teaching and learning are equally effective in weeks outside the inspection. There are more strengths of teaching compared to areas for development, though expectations of what higher attaining pupils can achieve could be more consistent and the marking of pupils' work does not regularly show them how to improve their work. The teaching of basic skills of literacy and numeracy is good and teachers manage their pupils well. Staff have good subject knowledge, they plan interesting lessons and support staff are very effective in their work.

Pupils are willing and often enthusiastic learners. They work hard, concentrate well and become mature and sensible learners. They build skills and knowledge at a good rate through the school.

All pupils get a good deal from the school and pupils who speak English as an additional language are supported very well and make rapid progress. Children in the Foundation Stage make very good progress because the quality of teaching and learning is a particular strength.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good curriculum that is well balanced and covers all the necessary work. The literacy and numeracy strategies are successfully used to raise standards. The curriculum for children in the Foundation Stage is excellent because it is extremely well planned and gives them every opportunity to build skills and knowledge.
Provision for pupils with special educational needs	The curriculum for pupils with special educational needs is good and they are taught well and make good progress. Their individual work programmes are matched carefully to their needs. Non teaching staff support these pupils well.
Provision for pupils with English as an additional language	This is a particular strength of the school. Pupils who do not speak English at home are given work that helps them learn English at very good rates. The additional support provided to help them succeed is very effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' moral and social development is very good and the school celebrates fully the contributions that pupils from different ethnic, cultural and religious backgrounds make. Opportunities to reflect on the special things in life are not planned consistently across the curriculum.
How well the school cares for its pupils	The welfare of pupils is taken seriously and health and safety issues are tracked effectively. Assessment procedures work successfully in English, mathematics and science but could be enhanced in other subjects.
Partnership with parents	Parents hold positive views of the school and they play a valuable role in the education of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher and deputy headteacher have inherited a school of many strengths and have maintained these effectively in the short time they have been in post. Other staff share the same commitment to improvement. Management systems are not yet effective enough to ensure that pupils continue to do well when there are major changes, for example when there are significant staff changes..
How well the governors fulfil their responsibilities	Governors are keen to support the school and are interested and involved in its work. They do not yet use all the most important information to judge how well the school is doing.
The school's evaluation of its performance	The headteacher and deputy headteacher have good knowledge of the strengths and shortcomings of the school and effective action is taken to build on the strengths and overcome the weaknesses. Managers make the necessary checks to ensure the school compares well with all primary schools, including those of a similar type.
The strategic use of resources	Very good use is made of additional funding to ensure all pupils do well. This is especially the case for funds to support work with pupils who do not speak English at home and for children in the foundation stage. The school has enough staff, resources and accommodation and all are used well for the benefit of the pupils. It gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Their children like school. • The school is managed effectively and they are comfortable approaching the school with queries. • The school expects their children to do well. • Behaviour is good. • Teaching is good and their children make good progress at the school. • The school is helping their children become mature and responsible.	• Levels of homework could be improved.

Inspectors agree with all the positive views of parents and judge that levels of homework are appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children in the Foundation Stage (nursery and reception) are given a very strong start in their education.

1. The nursery and reception classes are magical places for children. The staff work hard and very effectively to provide experiences that stimulate children's curiosity, spark their imaginations and challenge their thinking. During the inspection, the whole Foundation Stage area had been transformed into Bolton-by-the-Sea. Sun drenched coves, submarine depths and lighthouses perched on top of rocky bluffs were all about. Children splattered up from the beach in huge flippers and bubbled their words through snorkels and swimming masks. They hauled sandwiches across the sea in baskets slung from rope – and were adamant that the predatory seagulls would not snatch the precious cargo. Hidden in the seaweed fringed depths, children curled up to listen to the wash of the waves and to watch, mesmerised as teeming bubbles rose through the lighted waters in a glass column containing replica tropical fish. Communication, language and literacy were all provoked by the sensory and auditory stimulus that flooded the scene. The children were there, they talked, probed and investigated. Learning was fun, profitable and compelling. Adult visitors were keen to take part, buying ice creams, booking holidays by the sea at the travel agents and weighing their luggage. The children ensured they did these things properly.

2. This scene is not unusual in the Foundation Stage classrooms. The school has earned its Beacon status, in part because of the high quality provision for the youngest children. Such provision ensures that the children build very quickly on their low starting levels of skills and knowledge. Children who do not speak English at home, for example, want to talk, want to read and want to write because the hear, see, witness and participate in activities that seize their attention. Learning is very much a hands-on experience that evidently bears fruit. By the time children join Year 1, they reach most of the early learning goals and have a very secure platform to build skills and knowledge from then on.

3. Teachers and support staff work very well as a team to plan, organise and manage the diverse activities that are all part of the day's experience. The skills and talents of volunteers and parents are used well in this work and the Foundation Stage is a very good training ground for students. The curriculum is exciting, motivating and very rich. It is excellent overall and very much a strength of the school. All stepping stones are firmly in place and every adult involved in the Foundation Stage knows exactly their role and responsibility in moving children forward. Ways to check and evaluate that things are done properly are very good. There are management tools in place in the Foundation Stage that form a model for the improvement of systems in the rest of the school.

The school ensures that all pupils who do not speak English at home do well in their work.

4. The good standards achieved in English by the age of eleven are indicative of the very good effect that the support provided for pupils who do not speak English at home has. Over half the pupils in the school learn English as an additional language and half of these are at an early stage of English acquisition. This last 25 per cent of all pupils is targeted for additional support; the funding for this is money very well spent.

5. Staff in school work in partnership with support staff from the local education authority. This successfully ensures that the work to advance pupil's knowledge and skill in reading, writing and speaking and listening is very successful. The programme of work for pupils who speak other languages at home is carefully matched to their needs and based on a step-by-small-step approach that is thorough and complete.

6. The level of success gained by these pupils was shown in a Year 3 lesson that focused on formal and informal letter writing. The class teacher and the English as an additional language teacher explained the complexities of each form of writing. The target pupils were able to contribute much to the discussion because of the sensitive and focused support given. They were keen to point out that "see-ya" was an informal ending, and a form of slang only to be used amongst friends, and that it would be out of place in a formal letter. They identified that the address of the recipient at the head of the page indicated a formal letter. Following the whole-class introduction, the target group worked with the support teacher to produce the draft of an informal letter that built on their fairly immature English. They experimented with colloquialisms, slang and abbreviation in a bid to break away from short, unidiomatic sentences that otherwise characterise their writing.

7. Expectations of pupils who speak other languages at home are universally high. Because of this, those pupils involved show that they can achieve as well as any other pupil in school. They are determined to do well, enjoy the successes of other pupils as well as their own and share their enthusiasms freely. This model of expectation is something for the school to spread across all aspects of its work.

The quality of teaching is good through the school and this means that pupils make good progress.

8. Inspectors observed 32 lessons in the two days of the inspection. This gave a very secure base for judging the strengths and weaknesses of teaching and learning. The scrutiny of a full range of written work completed by pupils across the school during the last year confirmed the picture of teaching and learning seen in lessons. It is evident that pupils at Gilnow Primary School are taught well and learn well for the most part.

9. Of the 32 lessons, about three-quarters were of good or very good teaching quality. There was no unsatisfactory teaching. These proportions are better than is usually found. The most effective teaching was in the Foundation Stage, as shown above. Teaching in Years 1 and 2 was good. Teaching in the juniors is rather more variable. Much of the teaching for older juniors is very good, but it is less effective elsewhere and is judged to be satisfactory overall.

10. The school does not have far to look to identify strengths in teaching that can be extended to the less effective practice. There are two aspects of teaching that require such comparison and sharing of strengths in a bid to improve the overall quality. These are discussed below. In other respects, there are more strengths than areas for development in teaching and learning.

- Teachers have good subject knowledge and this enables them to develop interesting learning opportunities.
- Basic skills of literacy and numeracy are taught well and this has a positive impact on standards in English and mathematics.
- Planning is thorough and identifies clearly the small steps to be taken in learning.
- Lessons go at a brisk pace, pupils try hard and usually complete good amounts of work.
- Support staff do a very good job of and help their pupils to make good progress.
- Homework is used effectively to consolidate and extend the work of lessons.
- Teachers use a variety of methods to motivate the pupils to their best efforts.
- The management of pupils is a strength and therefore, behaviour is very good.

11. Pupils enjoy their lessons, show good levels of enthusiasm and demonstrate that they can work independently and responsibly when required. Their good learning habits ensure that they make good progress even when the quality of teaching is not as good as the general level across the school. Because lessons are profitable, pupils build skills, knowledge and understanding at good rates and this has a positive effect on standards.

Standards are good by the age of eleven.

12. Standards have moved upwards since the previous inspection. Last year's SATs results and the judgements of the current inspection show clearly the good rate of improvement to standards and the shared determination to succeed. All staff and the pupils want to improve. This is a valuable asset to the school.

13. In the 2000 SATs, standards were good overall at the age of eleven. There was some difference between subjects; standards in English matched the level found in most primary schools, in mathematics, they were above this level and in science they were well above the national level. Comparison with pupils in schools with similar entitlement to free school meals shows just how successful the school is. In 2000, in English and mathematics, Year 6 pupils attained at well above the level reached by pupils in such similar schools. Standards in science were some of the best when compared with similar schools. Girls tend to do better than the boys in the Year 6 SATs and the proportion of pupils reaching the higher level 5 was less than usually found in English and mathematics but high in science.

14. In the same year, pupils in Year 2 reached average standards overall. This was the case in reading, though pupils did better in mathematics where standards were above the national level. However, standards in writing were below average. Again, girls have done better in recent SATs than the boys and the proportion of pupils reaching the higher level 3 is something the school knows it has to improve.

15. Inspectors judge standards to be above the expected levels at the ages of seven and eleven now. Standards are good in English, mathematics and science by the end of school. This is very much due to the revamped curriculum for these subjects that has brought much greater emphasis on practical investigation and problem solving and in writing across the curriculum. Pupils now use their basic mathematics and science knowledge and skills to investigate a wide range of meaningful problems in many other subjects. Thus, Year 5 have brought science, mathematics and information and communication technology (ICT) together in their study of the trends in temperature as water is heated rapidly, then allowed to cool. Basic skills of literacy and numeracy are good by the age of eleven and give pupils a firm basis for such investigations. Standards of writing are improving at a good rate due to the additional opportunities created for pupils to write in different styles and for different purposes.

16. Standards are at least at the expected levels in the other subjects, including ICT and art that were judged to be weak at the previous inspection. Pupils have the grounding in all subjects that is necessary to take them successfully through secondary school. Progress is good overall as pupils move from levels of knowledge and skill that are well below those expected when they join the Foundation Stage to levels that are above those expected when they leave at the age of eleven. What remains is for the school to ensure that its targets for attainment are demanding, and that they reflect the capabilities of the higher attaining pupils.

Pupils are very well behaved, they like school, relationships are excellent and there is much celebration of the different backgrounds of the pupils.

17. The first impression that the visitor to school has is of a place of work and play that is calm, orderly and productive. One of its chief strengths is clearly the pupils themselves.

18. Pupils show good levels of confidence when talking to visitors. This is confidence that the school develops very well. Many children in the Foundation Stage have a narrow range of experiences when they start school, but the exciting curriculum there encourages them to take part and share, be at their ease with others and to talk enthusiastically about their experiences. Such confidence is fostered well in the rest of the school. Pupils' self-esteem is high and all want to show visitors just what they can achieve.

19. Behaviour is very good and as a result, few opportunities are lost for good learning. Whether in classrooms, when Foundation Stage children visit the sea at Formby, in the playground at break or

in the hall at lunchtime, behaviour is maintained very well. Pupils show good levels of self-discipline and teachers rarely have to remind pupils about the expected quality of conduct. Occasional instances of unsatisfactory behaviour are dealt with very effectively, any bullying is overcome quickly and exclusion is a rare event. Just one pupil has been excluded permanently in the last ten months; this was for perfectly justified reasons.

20. The pupils come from very different backgrounds. Most are from Pakistani or Indian homes, but there are also white, African-Caribbean and asylum seeking Somali pupils in school. The school strives hard to include everyone entitled to a place on the register and works hard to ensure they succeed. Pupils from all these backgrounds mix very well together, they enjoy each other's company, play happily and show excellent levels of racial harmony. The different ethnic groups, cultures and faiths represented in school are equally valued and celebrated. Relationships between pupils and staff are a singular strength of the school.

21. Pupils enjoy school, they are keen to take part in activities and work hard. The attendance level is rather below that found nationally, but the school tries hard to improve attendance. The below average level is heavily influenced by the number of pupils who take holidays in term time for religious or cultural reasons, rather than because pupils do not want to be there. Pupils like the staff and the staff like the pupils. There is mutual trust, respect and value in the approach to education in school. Parents are pleased their children attend Gilnow Primary School and identify many strengths in its provision.

WHAT COULD BE IMPROVED

Management systems are not strong enough to ensure that pupils maintain good rates of progress regardless of the changes that affect the school.

22. The headteacher and deputy headteacher have not long been appointed to the school. The previous headteacher left just under one year ago, and after a period in the capacity of acting headteacher and deputy headteacher, these posts became permanent at the beginning of 2001. The headteacher and deputy headteacher inherited a school that was successful and much improved and they have worked effectively in the few months they have been in post to maintain strengths and to continue the process of improvement.

23. The time is clearly right for the headteacher and deputy headteacher to take stock of what they want the school to be and what they wish it to achieve and how. Because of a number of events, chiefly a recent fire in school and the coming changes to staffing, the management of the school has been based on previous practice, rather than in reflection of personal priorities for the educational direction to be adopted. The headteacher and deputy headteacher should now set out their vision for the school and ensure that this is understood and met by everyone. In this way, the continuing evolution of the school as a very effective place of learning will be assured.

24. Staff work hard in the interests of the pupils and there is good determination to succeed. The second step is to build on this willingness and good cheer to ensure the progress of all pupils is maintained at good, and ultimately, very good rates. Management systems to check and evaluate the strengths and shortcomings of the school show good promise, but they require the active involvement of all teachers and the governors if school performance is to be compared and judged accurately at all times.

25. Such monitoring and evaluation will throw into relief the key priorities for improvement. Whilst the school development plan has appropriate priorities, the current inspection indicates that there are some inconsistencies in school that should be the focus of effort. There are very good models of practice in school to ensure that all pupils get a consistently good deal; these have been identified earlier in this report. Nonetheless, two aspects stand out for improvement:

    (a) Expectations of the higher attainers are good in some classes, but not high enough in others. This shows in the work that these pupils produce. Where expectations are high, the work is challenging but also reflects the different way in which high attaining pupils learn. So, investigation, research, problem, solving, prediction and proof take a central

part in learning. Year 6 work to investigate whether soap bubbles are always spherical is an example of such thought-provoking work. Where expectations are not so high, the work is more mundane. In some books it was difficult to identify the work of higher attainers as it was very similar to that completed by other pupils. The school has done a very good job of lifting standards for many groups of pupils. The focus now has to shift to the higher attainers and management systems to monitor and evaluate their successes and to set demanding targets are in need of consolidation and extension.

(b) The marking of pupils' work does not always reflect the targets set for them. The process of target setting and tracking is bedding in well, though it needs to be more consistent across subjects and from year-to-year. The good targets setting, sharing and review found in pupils' writing books is not found as much elsewhere. Marking could be used more successfully to show that pupils have indeed met their target and then to identify what must come next. Additionally, inspectors observed a number of lessons where targets for learning were shared with the pupils. In very few was the success in meeting these evaluated together at the session end. There is some good practice in sharing targets with parents, chiefly at the mid-year parents' evening, but again, this could be extended to the advantage of the pupils.

26. Management and leadership have clearly been strengths of the school in the past. There is good potential for these to be maintained given clear educational direction and high expectation on all fronts.

There are not enough planned opportunities for the spiritual development of pupils.

27. The school develops the pupils very well as people overall. Their personal, social, moral and cultural education is on sure footing. Their academic advances are many. Amidst this, pupils' spiritual development, whilst satisfactory, is not as special as the other features listed.

28. Inspectors observed a few times when pupils gasped at what they saw, heard or experienced. Year 6 were amazed that soap bubbles quickly become spherical, nursery pupils marvelled at the form of the octopus they studied. In these moments, the pupils showed that these things were pleasurable, surprising, special or important to them. Their spiritual development was advanced.

29. Other opportunities for spiritual development were missed. In assemblies, the attractiveness of the music played was not celebrated and there was nowhere for moments of thought and reflection to be focused. The absence of staff from assemblies also reduces their potential as times for shared reflection, enjoyment and celebration of the ethnic, cultural and religious diversity that is present in school. Few experiences to foster spiritual awareness are planned across the curriculum. The good quality of the curriculum and the thoughtfulness of the pupils are two strengths that could be tapped more to ensure spiritual education is as rich as other aspects of pupils' personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. Gilnow Primary School has a tradition of many strengths and few weaknesses. In order to build on the strengths and eliminate existing weaknesses and avoid the potential for future shortcomings, the headteacher, deputy headteacher and the governors should:

(1) Extend and improve management systems to ensure that pupils maintain good rates of progress regardless of the changes that may affect the school.

By
- Identifying and stating clearly the educational direction of the school.
- Improving ways to check and evaluate the strengths and shortcomings of the school.
- Involving all staff and the governors in the process of checking school performance.
- Enhancing systems to gather information about the progress made by pupils.
- Extending the system of target setting for groups of pupils and individuals.

- Sharing targets with parents and pupils and reviewing them jointly as a matter of course.
- Making sure that higher attaining pupils always work to their potential.
- Consistently using marking of pupils' books to show ways to improve their work.

(2) Improve the spiritual development of pupils.

By
- Planning opportunities for pupils to reflect on what is attractive and personally important in their work and experiences in school.
- Ensuring that all staff share, and are present at assemblies.
- Providing a focus for reflection in assemblies.
- Using assemblies as a means of projecting the excellent levels of racial harmony in school.

As an additional, lesser issue, governors should include the following in their action plan:

Continue to improve attendance rates.

By
- Sharing with parents the benefits of regular attendance.
- Introducing targets and rewards for good attendance levels.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	41	34	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	193
Number of full-time pupils eligible for free school meals		51

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	93

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	11	11	12
	Total	22	21	24
Percentage of pupils at NC level 2 or above	School	81 (83)	78 (73)	89 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	8
	Girls	11	12	11
	Total	20	25	19
Percentage of pupils at NC level 2 or above	School	74 (70)	93 (63)	70 (83)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	12	12	13
	Total	24	25	27
Percentage of pupils at NC level 4 or above	School	83 (79)	86 (79)	93 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	13
	Girls	12	12	13
	Total	22	25	26
Percentage of pupils at NC level 4 or above	School	76 (68)	86 (75)	90 (79)
	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	2
Black – other	0
Indian	32
Pakistani	57
Bangladeshi	2
Chinese	0
White	72
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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	19.1
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	122.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26.0

Total number of education support staff	1.0
Total aggregate hours worked per week	37.5

Number of pupils per FTE adult	9.6

FTE means full-time equivalent.

Financial information

Financial year	1999-2000

	£
Total income	454 739
Total expenditure	452 869
Expenditure per pupil	2 107
Balance brought forward from previous year	2 431
Balance carried forward to next year	4 301

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	56

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My Child likes school	59	34	0	2	5
My child is making good progress in school	46	46	0	5	2
Behaviour in the school is good	41	54	0	2	4
My child gets the right amount of work to do at home	36	48	5	4	7
The teaching is good	52	45	0	0	3
I am kept well informed about how my child is getting on	36	57	0	4	4
I would feel comfortable about approaching the school with questions or a problem	59	30	2	4	5
The school expects my child to work hard and achieve his or her best	67	33	0	0	0
The school works closely with parents	34	59	0	0	6
The school is well led and managed	64	33	3	0	0
The school is helping my child become mature and responsible	43	50	0	2	5
The school provides an interesting range of activities outside lessons	41	48	0	2	9

Most of the views of parents were supported by evidence from inspection, though amounts of homework are judged to be appropriate.