

# INSPECTION REPORT

## **WARLEY TOWN PRIMARY SCHOOL**

Warley, Halifax

LEA area: Calderdale

Unique reference number: 107495

Headteacher: Mrs M Wilkinson

Reporting inspector: Graham Bate  
20926

Dates of inspection: 9<sup>th</sup> – 10<sup>th</sup> July 2001

Inspection number: 194595

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Dark Lane  
Warley  
Halifax  
Yorkshire

Postcode: HX2 7SD

Telephone number: 01422 831592

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Appropriate authority: The governing body

Name of chair of governors: Mr N Razzell

Date of previous inspection: April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has grown from 88 to 97 pupils since the last inspection but it is considerably smaller than the average sized primary school. At the time of the inspection three pupils were under five years of age. There are no pupils of minority ethnic heritage or for whom English is an additional language. Three per cent of pupils have been identified as having special educational needs, including statements, which is well below the national average. The school does, however, place about a fifth of the pupils on the first stage of its register of special educational needs, identifying them as needing some extra help and support. The number of pupils known to be eligible for free school meals is well below the national average. The standard of attainment of the pupils on entry to the school is broadly average. The school is organised into four classes in rooms that are of totally inadequate size for the numbers involved. The school is popular with parents, and pupils attend from outside the immediate community. The school is also greatly valued by the local community between which there is considerable mutual interest.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. It has all the positive attributes of a large family; individual successes are celebrated by, and problems shared with, all members of the school community. The excellent relationships within the school contribute significantly to the pupils' ability to achieve high standards in English, mathematics and science. The overall quality of teaching is very good. The teachers have high expectations for all aspects of their pupils' development and basic skills are very well taught within a wide and imaginative curriculum. As in a family, the teachers know the pupils very well, which results in an accurate and detailed understanding of their needs and the progress they make. The headteacher provides excellent leadership. She is very well supported by a very effective team of teachers and governors. The school provides very good value for money.

#### **What the school does well**

- High standards are attained in English, mathematics and science.
- The overall quality of teaching is very good. This helps the pupils to make good progress, as does the teachers' very good understanding of their needs.
- Relationships in the school are excellent and as a result all aspects of the pupils' personal development, behaviour and attitudes are very good.
- The leadership provided by the headteacher is exceptional; she is very well supported by all the staff and the governing body.

#### **What could be improved**

- The provision, particularly for the older pupils, of more opportunities to undertake extended, creative writing.
- The opportunities for learning about non-European cultures from first-hand experience.
- The school's accommodation was found to be inadequate when it was last inspected. It is still inadequate and does not allow appropriate provision for the full physical education curriculum and for the physical/social development of children under five.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was judged, in the 1997 inspection, to be good with a considerable number of strong features. Improvement has continued since then and the school has made very good progress in relation to the key issues of the last report. There has been a marked improvement in the systematic approach to the monitoring and evaluation programme. All teachers are now involved in effective and regular evaluation and analyses of classroom practice. This has been ably supported by monitoring by the governing body. Both have been major contributors to the maintenance of high standards, as has the setting of targets for pupils. The governing body has also developed a systematic approach to, and evaluation of, the provision it makes for the school. The previous good

quality of teaching has improved and this has sustained the high standards in English, mathematics and science and pupils' behaviour and attitudes. The teaching of and provision for information and communication technology (ICT) has improved. There is now a very systematic and effective approach to the teaching and use of the subject's skills. The school has continued to make optimum use of the poor accommodation, but provision for physical education and for the physical/social development of the under-fives is still unsatisfactory.

## STANDARDS

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

Performance in:	Compared with				<b>Key</b>
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	A	A	B	Very high A*
Mathematics	A*	A	A	B	Well above average A Above average B
Science	A	A	A	B	Average C Below average D Well below average E

The school set challenging targets for 2000, all of which were exceeded. Compared with all schools, high standards have been sustained by both seven and eleven-year-olds over the period 1997-2000. (Unpublished results for 2001 indicate that the school has again exceeded its targets with 100 per cent of pupils attaining at least Level 4 in English, mathematics and science). Standards for eleven-year-olds in 2000 were above average in English, mathematics and science compared with similar schools, that is those having up to eight per cent of pupils entitled to free school meals. Evaluation of last year's results against similar schools should be treated with caution, as the small number of pupils in each year's cohort can cause wide variations which are of little statistical significance. Evidence from the inspection indicates that pupils achieve good standards in nearly all subjects. In both key stages and during the Foundation Stage, pupils achieve well and make good progress. The pace of progress in information and communication technology through the school has quickened to the extent that by the time pupils leave, good standards are now attained. This is because of the teachers' greater confidence and competence in the subject and a more systematic approach. The children under the age of five are very well on course to exceed the national expectations for pupils aged five. Those pupils with special educational needs make good progress towards their individual targets. Of particular note is the very good standard of speaking and listening throughout the school. This is as a result of the ethos within the school which allows pupils to gain considerable personal confidence.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show an obvious enjoyment of being in school. They have very positive attitudes to all aspects of school life.
Behaviour, in and out of classrooms	There is a commendable degree of co-operation and collaboration amongst the pupils. Behaviour is very good.
Personal development and relationships	There are excellent relationships between the pupils and with adults. The pupils' personal development is outstanding, resulting in considerable confidence. They quietly take on a range of responsibilities.
Attendance	Attendance is good and above the national average. The school is to be congratulated on ensuring that unauthorised absence barely exists.

The excellent relationships that exist within the school are the cornerstone upon which success is built. As a result, behaviour is not an issue and the pupils are self-disciplined. They know what is expected and respond positively. There have been no exclusions for the last 12 years. Attainment and progress are greatly assisted by the very good and regular levels of attendance.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.*

The overall quality of teaching is very good. The teaching in 94 per cent of lessons was good or better. It was very good in half the lessons. No unsatisfactory lessons were observed. There is particularly effective teaching of literacy and numeracy, which helps the pupils to make good progress in all subjects. The teachers plan and organise their lessons very well assisting them to overcome the exceptionally difficult accommodation problems, especially the size of the classrooms. The very good planning ensures that the needs of all pupils are met. Teachers' very good classroom management skills and high expectations for behaviour and standards of work, result in a very positive atmosphere for learning. The teachers should, however, seek to provide more opportunities for the pupils to write extended pieces, for example, where character and plot may be more fully developed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements, except the provision for physical education. The school provides a broad and imaginative curriculum which meets the needs of all pupils and is made relevant to them.
Provision for pupils with special educational needs	Pupils are well supported and they make good progress towards their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good. It contributes significantly to the very positive ethos within the school. First-hand experience of other non-European cultures is limited.
How well the school cares for its pupils	The school cares exceptionally well for all the pupils. The pupils flourish in a situation where expectations are consistent and they are individually made to feel a member of the family. Pupils' progress is very well monitored, as is health, safety and child protection.

Every opportunity is taken by the teachers to make the curriculum relevant to the pupils' needs. All subjects are used very well as vehicles to develop literacy and numeracy skills. The school also uses the local and wider environment particularly well to interest the pupils. Visitors to the school further enrich the curriculum, for example a local secondary school teacher regularly takes a French and German lesson with the oldest pupils. Satisfactory provision is made, within the constraints of accommodation, for extra-curricular activities. The assessment of pupils' development and progress is very good. It is supported very effectively, for example, by the termly use of special 'monitoring books' used by all pupils for a week's work.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an excellent leader and manager. She is exceptionally well supported by a cohesive team of teachers, all of whom are committed to high standards.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities and give good support to the school. They are increasing their monitoring role and have a good understanding of the strategic needs of the school.
The school's evaluation of its performance	The monitoring and evaluation of teaching and other aspects of the school's work are very effective. Very detailed analyses are undertaken of pupils' performance.
The strategic use of resources	Principles of best value are well applied and there is good strategic use of available resources. Financial control is effective and spending linked well to educational priorities. The school provides very good value for money.

The headteacher and all the staff work exceptionally well as a team. Confidence in the mutual monitoring of teaching has resulted in the sharing of good practice and the very effective development of the curriculum. There is a very strong commitment to the further improvement of standards by staff and governors. The school improvement plan provides a very good structure for further developments. It is effectively evaluated.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents gave overwhelming support to all aspects of school life. The parents were particularly pleased that:               <ul style="list-style-type: none"> <li>- behaviour is very good;</li> <li>- the teaching is very good;</li> <li>- they can approach with ease and feel very welcome;</li> <li>- children are expected to work hard and like school;</li> <li>- the school is very well led;</li> <li>- children are helped to mature.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A minority would like to see an extension in the range of extra-curricular activities.</li> </ul>

The inspection team happily gives very strong endorsement to all parents' positive views. The school is conscious that the current range of extra-curricular activities is not wide. It does, however, take every opportunity to be involved in local events, including sporting activity. Much time is also given by the small team of teachers to organising such events as May Day celebrations. The inspectors are also aware that the lack of suitable space within the school severely restricts the number of potential activities.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **High standards are attained in English, mathematics and science**

1. In English, mathematics and science the pupils achieve well throughout the school. They make good progress attaining well above average standards in comparison with all schools nationally and above average standards against similar schools in all three subjects by the age of eleven. The inspection findings confirm these high standards.
2. The very good standard of speaking and listening skills, that are evident throughout the school, are given a very effective start in the Reception class. The secure and warm feeling in this class gives the children the confidence to express their ideas and views knowing that they will be listened to and respected. One child in the class confidently suggested "I'm not sure but I think you call it alliteration?" Most pupils raise appropriate suggestions of how to describe a range of animals, for example 'as shy as a shrimp'. Pre and early writing is well formed when choosing suitable phrases for the animals, with many children recognising an appropriate range of mono and two syllable words. Higher attaining children suggest many alternatives to the word 'nice'. The children's mathematical understanding is well extended when they tally the range of pets kept by their classmates. From this information most draw and talk about their pictograms with considerable understanding. They show increasing awareness of the world around them in the booklets made about the life of a frog. All the children attain or exceed the nationally expected Early Learning Goals by the age of five.
3. The teaching of reading is a particular strength of the school. The school very effectively creates a love of books and the small library corner in the hall is extremely well used. Most pupils throughout the school read with confidence, using appropriate strategies to deal with unfamiliar words. They are effectively and successfully encouraged to read with intonation and expression. During Key Stage 2, pupils develop a good understanding of the text, talking knowledgeably about the plot, characterisation, setting and narrative structure. The school is working hard and very successfully to improve the pupils' ability to read non-fiction text for information and the high order skill of reading for inference. The pupils' learning of these skills is greatly assisted by the very effective teaching material developed by the teachers. The reading partner scheme is also a very helpful and positive initiative.
4. The pupils are given a wide range of opportunities to write for a variety of purposes and for different audiences, for example news reports, poems, letters of complaint, accounts of visits and imaginative short stories. Throughout the school this writing is good. Pupils have a clear understanding of structure, a wide vocabulary is generally used and punctuation and grammar are good. They use imaginative language, aided by the clearly understood use of simile and metaphor. The oldest pupils enliven their writing with correctly structured dialogue. In a Year 5/6 lesson, the pupils wrote successfully in different genre using the poem 'Albert and the Lion' as a stimulus. One pupil very amusingly rewrote the story of Humpty Dumpty in prose, showing considerable skill in writing from a different perspective. Much imagination is used by the teachers to stimulate writing, for example Year 3/4 pupils produced very creative 'thin' poems that were written within the physical constraints of narrow drawings. Such presentational ideas raise standards as pupils realise the joy of writing; something that is evident when reading the pupils' work. Within this broad range of writing opportunities provided for the pupils, there is little evidence of extended prose writing, where characterisation and plot can be fully developed. The good standard of writing and spelling is underpinned by the firm foundations laid in Key Stage 1. For

example, a Year 2 pupil wrote an impressive 'diary of Christmas'; others undertook successfully the writing of a non-fiction text taken from brief notes. These young pupils have a good understanding of sequencing and narrative writing. Importantly, the high standards of writing do not remain within the pupils' English books; they are evident in the written work of all subjects.

5. The very effective implementation of the National Numeracy Strategy has contributed to the maintenance of high standards in mathematics. Pupils demonstrate high level mental recall skills and clearly explain the processes used to solve the problem, for example in a session of 'Countdown' in the Year 5/6. In the Year 3/4 class, the pupils show a clear understanding of place value when thoroughly enjoying the 'dustbin' game, and equally the Key Stage 1 pupils are excited by mentally finding more than ten ways to make fourteen. The positive and excellent relationships that exist well in the classroom mean that pupils are not inhibited in the mental arithmetic sessions from 'having a go'. As a result, mathematical confidence grows. The teachers constantly push the boundaries of their pupils' mathematical competence. The youngest Key Stage 2 pupils have an impressive understanding of the most appropriate way to present a range of data they had collected and a clear view of the place of prediction in the evaluation of this information. Year 6 pupils correctly calculate the volumes of cylinders and successfully construct conversion graphs. The pupils' mathematical understanding is used well in other subjects, such as science and geography. Standards in the subject are greatly assisted by the teachers' good knowledge and understanding which has been aided by very effective in-house training.
6. The good standards in science are very greatly helped by the investigative approach adopted by the school. This motivates the pupils, for example, in a Year 3/4 lesson their enthusiasm knew no bounds when carrying out a very systematic investigation into the cleaning of their teeth. The work very effectively consolidated the experimental process and the recording of observations. Similarly, Key Stage 1 pupils make sensible observations about the range of information likely to be found on a packet of sweets as opposed to a packet of tablets. They relate this work well to their previous investigations into a healthy diet. All pupils have a good understanding of the importance of setting and testing hypotheses in a fair way, for example, when Year 5/6 pupils tested suitable materials for a new floor in the hall. Good links are made to the healthy living programme in the school, such as discussions about the abuse of alcohol and experiments with yeast. Such curriculum relevance motivates the pupils, leading to the high standards attained. The ability of pupils to work collaboratively is also a significant contributor to standards in the subject.

**The overall quality of teaching is very good. This helps the pupils to make good progress, as does the teachers' very good understanding of their needs**

7. The key to the success of the very good quality of teaching is the classroom management skills of the teachers. Little time is lost in the maintenance of order, so lessons proceed at a brisk pace and learning is good. Pupils are well controlled by the teachers, not by repressive means, but by mutual respect and the evident enjoyment in their relationships. The teachers clearly enjoy their work and this enthuses and motivates the pupils to learn. Every child is made to feel important by the teachers, for example in oral question and answer sessions it was evident that every effort was made to draw each pupil into the discussion. Not only do the teachers have high expectations of their pupils' behaviour, setting out and presentation of work and respect for others, but also that all must achieve well. As a result, the teachers constantly offer challenge to the pupils, for example by writing in a style that is unconventional for a particular topic, extending pupils' technical language and encouraging thought about the best method of displaying a data set.

Such an approach results in good progress being made and highly motivated learners.

8. The teachers use a very effective range of teaching methods. Planning and previous work indicates a broad and motivational range of ideas and strategies. The teachers have implemented the National Strategies for Literacy and Numeracy most effectively. Very sensibly, whilst still following the basic framework of which they have a very good understanding, the teachers have adapted the strategies to suit the needs of the school. They do, for example, teach literacy skills through the medium of science, reinforcing the skill of reading for information, technical terms, such as glossary, contents and index, and writing coherent reports using sequential information. A similar, effective strategy is followed in teaching other subjects. The well-planned learning objectives are shared with pupils, often referred to during the course of the lesson and usually form the basis of the consolidation of learning at the end of the lesson. This strategy helps pupils' own understanding of their learning. It also assists the teachers to measure increases in knowledge and understanding.
9. As parents feel welcome in the school and are encouraged to be partners in their child's education, the teachers know their pupils and families very well. This knowledge is very effectively supported by a wide range of information, which is gathered to monitor personal development and academic progress. A suitable range of tests is carried out with careful analysis of the implications and areas of improvement for each child. Targets are set in the summer for the following year for each pupil based on the outcomes of assessment. A particularly effective strategy used by the teachers is when a week each term is designated for monitoring progress. The curriculum continues as normal but the pupils do their work in a special 'monitoring book'. This allows for effective evaluation of progress in a convenient form by the teacher and for the pupil to see how they are getting on. It is an admirable support to the normal range of data collected giving an easily assessed picture of the whole pupil.

**Relationships in the school are excellent and as a result all aspects of the pupils' personal development, behaviour and attitudes are very good**

10. A look of bewilderment crossed the face of a boy when he was asked why behaviour in the school was very good. His response indicated that he did not think it anything exceptional and to be good was a matter of course. A similar response was made by other pupils. It does, however, typify the excellent quality of relationships that exist within the school. The pupils know what is expected of them as a result of the consistency of approach to pupil management by the teachers. This leads to mutual respect, a desire by the pupils to succeed and the development of positive attitudes to work and all aspects of school life. Within such a positive atmosphere, the pupils feel at ease with each other, working very well collaboratively and being prepared to take personal responsibilities, for example older pupils, called the yellow caps, organising games for young pupils during lunchtime and running a charity 'feast'. One teacher remarked that pupils would frequently tidy her classroom without being asked. Such initiative was also seen during lunchtime when older pupils quietly encouraged younger ones to eat up their meal. Pupils also have the opportunity to develop in personal confidence as members of an elected school council.
11. In lessons, the pupils work with commendable levels of concentration. They show interest and pride in their work and enthusiasm for learning and school. Behaviour is very good in lessons and around the school. All pupils show great courtesy to all staff and to their peers. They answer politely when spoken to and are particularly attentive to the needs of visitors. Such positive attitudes and very good behaviour have a significant impact upon the standards attained in the school.

**The leadership provided by the headteacher is exceptional; she is very well supported by all the staff and the governing body**

12. The headteacher is an excellent leader. Her style of leadership is such that it allows her to play a role as part of a team which includes all adults who work in the school and the governing body. All have a very strong commitment to the maintenance and improvement of standards that are already high. Everyone involved in the school, adults and pupils alike, are aware they are part of a large family and are effectively encouraged to make their individual contribution to it. The staff and governors have a very clear vision for the future of the school. They plan effectively to work within the present severe constraints of the building to ensure that the current pupils have optimum experiences. However, they have also used their available expertise to think about and draw up plans for the eventual improvement of the accommodation. The careful analysis of pupils' performance ensures that strategies and resources are in place to support any developments, for example in the provision of non-teaching support to improve learning in information and communication technology. The parents have a high regard for the headteacher and staff. Administrative staff are highly effective and the school is well organised.
13. The clear and well-structured school improvement plan is also the result of a team effort. Staff jointly suggest success criteria and contribute, together with the governing body, to a termly audit of progress. The headteacher also seeks to involve the parents in the evaluation of progress towards the plan's targets. Although the staff is small their professional development is very effectively supported by them undertaking discrete responsibilities, for example leading and evaluating the implementation of the National Numeracy Strategy. The systematic peer monitoring of teaching and learning has increased professional confidence and competence. Some effective classroom monitoring has also been carried out by the governing body. Both monitoring procedures have contributed well to the sharing of good practice and to the standards attained.
14. A number of governors are involved on a regular basis in the school, for example being available at parents' evenings and in supporting technological developments in relation to computers. The budget is well controlled by the headteacher and governing body, despite the difficulties of being, as a result of a situation beyond their control, in a permanent overspend situation. Financial management was recently praised by the auditors. The principles of best value are carefully applied by the governing body, for example in relation to the purchase of new computer hardware.

**WHAT COULD BE IMPROVED**

**The provision, particularly for the older pupils, of more opportunities to undertake extended, creative writing**

15. The school plans very well a full range of opportunities for the pupils to write in a wide variety of styles and for different audiences. Evidence from the scrutiny of pupils' work indicates that the pupils respond well to the challenges with writing of a good standard. However, few opportunities exist, within the present structure of the teaching of English, for pupils to write more extended pieces over a more protracted period. This would enable pupils, who have an obvious love of literature, to develop plot and characterisation in more extended creative writing. An evaluation should be made of how such an opportunity may be provided.

## **The opportunities for learning about non-European cultures from first-hand experience**

16. Good provision is made for the development of the indigenous culture of the pupils. For example, the music played in assembly is used as a teaching point, a good range of artistic styles are studied, such as Cezanne and Monet, and information and communication technology to deepen pupils' knowledge and understanding of the arts. Religious education provides opportunities to study a range of faiths and this is done well. Also a link with Uganda is a useful vehicle to understand the nature of the world outside Warley. There are, however, too few opportunities for pupils to experience first-hand the cultural diversity representative of Britain today, for example visits from members of non-European cultures, visits to a range of places of worship, or shops catering for ethnic minorities within the community, or computer links with schools having a different cultural mix.

## **The school's accommodation was found to be inadequate when it was last inspected. It is still inadequate and does not allow appropriate provision for the full physical education curriculum and for the physical/social development of children under five**

17. The restrictions placed upon the pupils' entitlement to a full physical education curriculum, as reported in the last inspection, remain. This is unsatisfactory. Whilst the teachers of the children under five plan a curriculum following the national guidance for the Foundation Stage, the lack of an appropriately located and equipped area for their physical/social development restricts their progress. They are, therefore, denied the regular opportunities to experience growth in confidence and self-esteem and, for example, the social skills of sharing etc.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

18. The school should now:
  - (1) seek to provide more opportunities for the pupils to undertake extended writing;
  - (2) provide more opportunities for first-hand experience of non-European cultures;
  - (3) to strive, in association with the local education authority, for improved accommodation in order that pupils may receive their full curriculum entitlement.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	44	6	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)	97
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26

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	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

Authorised absence	%
School data	1.5
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	7	7	7
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (93)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	7	7	7
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (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	4	9	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	4
	Girls	8	9	9
	Total	11	12	13
Percentage of pupils at NC level 4 or above	School	85 (88)	92 (94)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	9	9	9
	Total	12	13	13
Percentage of pupils at NC level 4 or above	School	92 (n/a)	100 (94)	100 (94)
	National	70 (68)	72 (69)	79 (75)

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	94
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)	4.3
Number of pupils per qualified teacher	23
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	59

### **Financial information**

Financial year	2000/01
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	£
Total income	225,955
Total expenditure	228,878
Expenditure per pupil	2,360
Balance brought forward from previous year	-17,386
Balance carried forward to next year	-20,759

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	97
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	54	41	4	0	1
Behaviour in the school is good.	70	29	1	0	0
My child gets the right amount of work to do at home.	36	51	9	3	1
The teaching is good.	71	28	0	0	1
I am kept well informed about how my child is getting on.	41	49	6	1	3
I would feel comfortable about approaching the school with questions or a problem.	75	21	4	0	0
The school expects my child to work hard and achieve his or her best.	78	23	0	0	0
The school works closely with parents.	53	41	6	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	65	33	0	0	3
The school provides an interesting range of activities outside lessons.	25	33	31	3	9