

INSPECTION REPORT

TARVIN PRIMARY SCHOOL

Tarvin, Chester

LEA area: Cheshire

Unique reference number: 111110

Headteacher: Mrs Jean Nield

Reporting inspector: Mr J. P. Kirkland
4483

Dates of inspection: 24th – 25th September 2001

Inspection number: 195085

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

Gender of pupils: Mixed

School address: Heath Drive
Tarvin
Chester
Cheshire

Postcode: CH3 8LS

Telephone number: 01829 740399

Fax number: 01829 740853

Appropriate authority: The Governing Body

Name of chair of governors: Mrs J. Trowell

Date of previous inspection: 19th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-----------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tarvin Primary School has 217 pupils on roll with almost equal numbers of boys and girls. The school serves the village of Tarvin and surrounding areas, and most pupils come from owner occupied houses. All the pupils are of white United Kingdom heritage. Pupils entitled to free school meals number approximately sixteen per cent, and below the national average. Twenty per cent of pupils are on the school's register of special educational need, a figure similar to the national average for all primary schools. A significant minority of pupils is currently involved with outside specialists for additional support for specific learning difficulties, as well as moderate and multiple learning problems. The proportion of pupils with statements of special educational need is broadly in line with the national picture. Attainment on entry to the school is average. A significant minority of pupils enters and leaves the school at times other than the usual beginning and leaving points. There have been major changes in the staffing during the past year. The headteacher is new to the school since the previous inspection.

HOW GOOD THE SCHOOL IS

This is a very good effective school. Pupils enter with average levels of attainment, and leave at age eleven with standards that are well above average in English, mathematics and science. Pupils' very good progress is as a result of very good teaching, a good curriculum and strong leadership and management. Given the standards achieved and the progress made set against average costs per pupil, the school provides very good value for money.

What the school does well

- Enables its pupils aged 11 to attain standards which are well above average in English, mathematics and science, as well as in art and design and music;
- Ensures pupils make very good progress due to high quality teaching;
- Provides very good levels of leadership and management;
- Fosters very positive attitudes to work and very good behaviour and enables staff and pupils to work very effectively together;
- Provides a very stimulating environment for its pupils who learn very well.

What could be improved

- The standards and quality of learning in information and communication technology (ICT).

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 progress since the previous inspection in 1997. All the key issues raised then have been successfully addressed. There is now a secure fenced area for children in the Foundation Stage; the marking of pupils' work is of a very high standard and information is used well in planning the next stages of learning; there are now many and frequent opportunities for pupils to be involved in

the organisation and running of the school, with further initiatives planned. Standards have risen so that in English, mathematics and science pupils' attainments are well above the national average. Standards of work in art and design and music have also improved. The quality of teaching has improved and is currently very good. The school now has good links with industry, which help to raise standards in science. With sustained good leadership and management, the school is in a very favourable position to make further improvements in the future.

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 |
| | 1998 | 1999 | 2000 | 2000 |
| English | A | A* | A | A |
| mathematics | A* | A* | A | A |
| science | A | A | B | B |

Key

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

Similar schools are those with between 8% and 20% of their pupils entitled to free school meals.

Pupils' standards are well above average for pupils aged 11. The Year 2000 national tests confirmed this for standards in English and mathematics, with above average standards in science. At age eleven, when a comparison is made to pupils with similar backgrounds, standards are well above average in English and mathematics, and above average in science. The Year 2001 national tests showed similarly very good results, and inspectors found that standards have been rising in science and are currently also well above average for 11-year-olds. Pupils' work over the past six months confirms these very good standards. Pupils also reach well above average standards in art and design, and in music, and above average in geography. This is the result of very good progress from the age of seven onwards. Children enter the school with standards that are broadly average. By age seven, they make good progress and reached above average standards in reading and mathematics, and satisfactory progress results in average standards in writing in the national tests and in teacher assessments in science in 2000. There was some improvement in the standards in writing and mathematics in the national tests for seven-year-olds in 2001, with other areas remaining the broadly similar. Inspectors confirm these findings. When compared to schools with pupils from similar backgrounds, standards are average in writing and mathematics for seven-year-olds, and above average for reading.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--------|---------|
|--------|---------|

| | |
|--|--|
| Attitudes to the school | Very good. Pupils like coming to school – they enjoy their lessons and work hard. |
| Behaviour, in and out of classrooms | Very good in all areas of the school. Last year, there were two temporary exclusions of pupils who have now left. |
| Personal development and relationships | Very good and a significant strength of the school, leading to very good levels of learning in classrooms. |
| Attendance | Good and above the national average; however, there are too many instances of pupils taking holidays during term time. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | 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 very good overall, leading to high levels of learning, especially in English, mathematics and science. Basic skills in these subjects are taught well. Staff in reception ensure that pupils make good progress in their early learning by providing them with a good start and focusing well on basic skills. All pupils learn the skills of independent work well in subjects such as science and mathematics as they experiment and investigate effectively. The teaching of ICT skills is not consistent across the whole curriculum, although currently, the school is re-assessing the situation in the light of the recent appointment of a new co-ordinator and classroom assistant. Teachers manage their classes very well so that pupils learn in a calm and productive atmosphere. Teachers have very good subject knowledge, especially in English, mathematics, science and music, and pupils learn a very good level of technical language in subjects across the curriculum. There are very good working relationships between pupils and staff in all classrooms. Lessons are made exciting and stimulating. This enhances learning significantly. Lessons are very well planned and challenges are good and matched well to the needs of all pupils. Pupils with special educational needs are taught well in all classes, with work matched well to their needs. Challenging work is provided for higher attaining pupils, including those identified as gifted or talented.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | A broad and balanced curriculum with very good cross-curricular links enables pupils to have a rich and varied diet. Extra-curricular provision is also very good. |
| Provision for pupils with special educational needs | Good; early identification and effective liaison with support agencies enables problems to be recognised and tackled professionally and successfully. |

| | |
|---|--|
| | successfully. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Personal development is very good and significantly improved since the previous inspection. Pupils learn in a supportive environment where spiritual, moral, social and cultural, including multi-cultural, provision, is very good overall. |
| How well the school cares for its pupils | Very good, especially the care, welfare and promotion of good behaviour. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. There is clear vision and a shared commitment to raise standards across the whole school. This work is guided by a very good school development plan. The governors are in the process of appointing a deputy head to strengthen the work of the school further. |
| How well the governors fulfil their responsibilities | Very good. Governors are conscious of the schools strengths and areas for development, support management in working towards this, and fulfil their statutory responsibilities well. Governors are fully aware of seeking best value for money wherever possible. |
| The school's evaluation of its performance | This is now taking shape very well. Through monitoring and evaluation, realistic targets and strategies for improvement are being set. |
| The strategic use of resources | Very good overall, although the relatively new ICT suite is not yet up to its full potential. Pupils' learning is enhanced by the very good use of resources throughout the school in all subject areas. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • children like coming to school and they make good progress • the school expects children to work hard and succeed • standards and progress are generally good • activities outside the classroom are interesting | <ul style="list-style-type: none"> • the quality of leadership and management • communication between home and school • more challenging teaching, not just in Years 2 and 6 • more action being taken over bullying issues • behaviour generally • insufficient homework |

Inspectors endorse to the full the positive comments of parents. Inspectors found no evidence to support the large number of parents who are dissatisfied with the quality of leadership and management. Similarly, inspectors judged that the school has good levels of communication with parents, including parents' evenings, home-school reading diaries, regular and very frequent newsletters, good quality pupil reports and other initiatives such as coffee mornings. Teaching was judged to be equally challenging throughout the school, and not just in Years 2 and 6 as parents suggested. Behaviour was judged to be very good in all areas of school life, with no instances of bullying seen at all. Homework books were scrutinised by inspectors and regular and appropriate tasks were set during lessons, which inspectors judged to be satisfactory overall. Inspectors are therefore unable to support parents on these issues.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Enables its pupils aged 11 to attain standards which are well above average in English, mathematics and science, as well as in art and design and music

1. National curriculum test results for pupils aged eleven show well above average standards in English and mathematics, and above average standards in science. Inspectors confirm the well above average standards in English and mathematics, but also judged that standards had risen in science to bring it into line with the other two subjects. Results peaked in 1999 when a particularly able set of pupils took the national tests. Results since then have fallen slightly, but are still very good and well above average. Care should be taken when interpreting the results as one pupil represents four percentage points, and in one year an absent pupil caused a noticeable fall in percentage point terms. Current results are a significant improvement since the school had its last inspection.

2. As pupils enter their final year in school, standards in literacy and mathematics are already well above average. Pupils recognise different forms of journalistic writing such as tabloid and broadsheet. They draft their work carefully using bullet points. Higher attaining pupils produce 'punchy' headlines for their text, leading the reader to search for more information, while understanding well the need for a good 'lead' sentence. Pupils are able to extract information from the text accurately and most explain the differences between fact and opinion convincingly. Pupils speak out confidently and clearly when explaining answers across a range of subjects. They develop a very good understanding of technical vocabulary in other lessons, which they use effectively when recording their work. Many are avid readers and standards are well above the average across the whole school.

3. In mental arithmetic, the same pupils calculate accurately and fast, readily identifying square roots such as 144 and 49, while being able to recognise that an odd number such as 51 is divisible by 3, explaining how and why. In written work, pupils have a very good grasp of fractions, with higher attaining pupils working very quickly to reduce complex fractions such as $\frac{49}{77}$ ths. Lower attaining pupils work at a lower but still challenging level and are reaching the national average standards. They understand the principles of denominator and numerator, and recognise patterns in fractions appropriately.

4. In science, standards are generally well above average and are showing signs of improvement since the 2001 national test results. For example, in Year 5, pupils have learnt the principles of constructing an auto-gyro well. They work at well above average levels as they explain how to reduce air resistance by modifying and adapting their designs. Explanations do not confuse weight with resistance, so that pupils change the length of the stem or reduce the wing-span to create a less resistant finished product, giving full explanations following their investigations and experiments. All pupils understand and explain the conditions of a fair test readily.

Pupils' knowledge and understanding of food chains in Year 6, and their use of technical language is very good.

5. Standards of art and design work on display throughout the school shows pupils achieving well above average for their ages. Following residential visits last term, pupils have designed and painted houses in a variety of styles, they have produced large scale sarcophagus type paintings on display in the hall, and have decorated very imaginatively and creatively a series of fabrics using a wide range of colours. Designs cover a wide range of European and non-European styles. In music, standards are also well above average. In assemblies, the quality of singing is very good. Diction is clear, rhythm is sustained well and pupils are able to control their voices paying great attention to dynamics. In lessons, pupils acquire knowledge avidly, and sing a harmonic four-part song in almost perfect time and with appropriate variation of sound level. Pupils know and understand a wide range of technical language, being able to explain in detail the dynamics of sound, crescendo, harmonics and discord. They are confident and accomplished performers with finely developed listening skills.

Ensures pupils make very good progress due to high quality teaching

6. Teaching is very good throughout the school. All teaching observed was judged to be satisfactory or better, with a significant proportion being very good. Teachers are very aware of the need to challenge their pupils throughout the school. Good lessons in literacy and numeracy for reception children ensure that they begin to acquire a formal vocabulary by learning school rules. Children make good progress in learning correct mathematical language as they begin to count up to ten, noting that the Teddy Bear is five years old. Older infant pupils progress to doubling using doubling 'machines'. The teacher prepared very good large scale models for pupils to use which acted as very good visual aids. When one six-year-old was asked how he knew sixty was double thirty, he promptly replied 'because I'm clever'! He did, however, go on to explain how he had doubled both the units and tens to arrive at his answer. Teachers prepare their lessons thoroughly. Their planning is of a very good standard, with clear objectives for learning displayed on the white board so that pupils are aware of what they need to aim for in the lesson. Teachers review pupils' learning as a consolidation exercise very effectively towards the end of each lesson, often beginning with 'what have we learnt today that is new?' Pupils respond very well and rattle off a list of new ideas or concepts without difficulty. For example, in a Year 2 science lesson, two different levels of pupils were asked to list either six or four new things they had learnt in that session. This kind of review and structure leads to very good learning levels in lessons, and very good progress over time.

7. Teachers match the work very well to the needs of pupils. Challenges are equally high across the years. Older juniors have worksheets in mathematics that enable them to learn new ways of working out fractions, but at a level that moves them on with confidence. In their questioning, teachers ensure that what they ask individual pupils is set at the right level for them. Pupils become more motivated as they begin to succeed. Teachers are skilful in their questioning of pupils. In Year 5, the teacher gradually increased the difficulty of his questions in order to help pupils

learn the concept of air resistance effectively, drawing on pupils' designs as good illustrations. Correct answers and good work are constantly praised, leading to even greater motivation by pupils. New staff have already formed very good relationships with their pupils. Pupils respond very well to humour, which enables learning to be fun. Creativity is encouraged and developed well, for example, when Year 6 pupils are given some latitude in explaining what constitutes a food chain, using the correct terminology. Teachers manage their classes very well, and pupils show respect for each other and the staff. There is very good emphasis on using correct language, stemming from teachers' very good levels of subject expertise, especially in literacy, numeracy, science, art and design and music. Pupils with special educational needs are supported well in classrooms. Work appropriate to their targets is set, and additional support from volunteer helpers or support staff is effective in helping these pupils cope and make good progress.

Provides very good levels of leadership and management

8. Despite significant parental concerns, leadership and management in the school are very good. The headteacher, new since the previous inspection, has clear vision and takes appropriate action to achieve the goals set for improvement. Staff share the commitment to improve, and work hard to this end. The work of the school is guided very effectively by a very good development plan. This plan prioritises areas for development well, it highlights strengths and areas for improvement, and is the result of wide and effective consultation. Costs are included wherever known, so that budgetary issues and finances are under constant scrutiny. The school has carried a large budget surplus on paper, but a majority of these funds are already earmarked for important developments such as new assistant staff salaries, improvements to the playground and staff training. Governors work closely with the management to ensure that the school gets good value for money when spending decisions are taken.

9. All the issues raised in the previous inspection report have been successfully addressed, largely by the new management which took over a year after the school was last inspected. The governing body work hard through a committee structure to support the work of the school. Strengths and areas for improvement are clear to governors. Financial planning supports developments well, and governors are regular visitors to school. Working closely and well with management, governors have taken on an effective role in helping to shape the future of the school. Despite large staff turnover during the last year, and the lack of a deputy head this term, the headteacher has delegated effectively where she is able. Teachers are very keen to carry out effective managerial roles for their subjects, and they talk enthusiastically about the improvements they have in mind. In particular, the area of ICT development is currently one such initiative. The newly appointed co-ordinator has already undertaken, with a classroom assistant, the large job of assessing the current skills of each pupil, before planning future teaching and learning.

10. There is a shared commitment to raise standards. Aware of fluctuations in results in national tests year on year, the school sets out through full staff consultation to locate relative weaknesses and build on significant strengths. In this, the governing body is fully supportive and knowledgeable. Recent focus has been on improving writing which has met with some success already. Standards and provision in ICT had already been identified as an issue for the school by the school, and there are plans to tackle these issues in the development planning. Newly appointed co-ordinators are anxious to extend the degree of support they can offer colleagues in areas of their own expertise, an initiative already undertaken by the headteacher, one colleague and a local authority adviser in literacy and numeracy. The effectiveness of leadership and management is a significant strength of the school in ensuring that pupils continue to make very good progress and that the above average standards are sustained.

Fosters very positive attitudes to work and very good behaviour and enables staff and pupils to work very effectively together

11. The school is committed to raising standards and to providing a positive learning environment for its pupils. Pupils come to school eager to succeed and work hard, and the school fosters these positive attitudes very well. Teachers value the contributions of all pupils when question and answer sessions are in progress. Pupils are given plenty of time in lessons to debate with their peers and to work independently, fostering a good degree of personal development as pupils take some responsibility in a mature manner for their learning. Year 5 science pupils spent a significant proportion of their lesson working hard to investigate aspects of resistance, evaluating their own efforts and working well together in small numbers. Pupils, when singing together in the hall as part of hymn practice, evaluate their own and different groups' performances, stating how each might improve, awarding marks out of ten. In Year 2 mathematics, pupils were aware of what they were learning and how best to succeed.

12. When working on their own, throughout the school, pupils behave very well. A very good tone for the day is set in morning and afternoon registrations as pupils sit calmly and settle down to routines quickly. They conduct themselves in an orderly and civilised manner in and out of the hall for assemblies and hymn practice. Staff provide very good role models at all times. Parental concerns over behaviour, and especially elements of bullying, were investigated fully and no evidence found. On the contrary, pupils are sensible, well mannered, courteous and polite. They speak to adults with confidence and they are forthright in their answers. When interviewed, pupils claimed there was no problem with bullying and that any issues that arose were sorted out effectively by staff. Pupils felt that behaviour in the school was good. Pupils also stated that they liked the school very much and would come even if they did not have to! Behaviour noted in classrooms and the playground varied from good to excellent. The school has responded appropriately to parental concerns by introducing a 'buddies' scheme in the playground. Older pupils in Year 6 help younger pupils just settling in to walk back to their classroom after assemblies. Overall, behaviour is a significant strength of the school in providing a secure back-cloth against which to learn.

13. A further strength of the school and a significant improvement since the previous inspection is the involvement of pupils in the school's decision-making processes. Older pupils have been involved in negotiating changes to the school's aims and objectives. There is now a school council where junior pupils attend and debate issues pertinent to them. They have achieved some success in improving the state of the toilets, and in initiating a scheme to raise money for charity, to be completed around Christmas. The school has plans to involve pupils over the school development plan.

Provides a very stimulating environment for its pupils who learn very well

14. The school is a very positive place in which pupils learn. Displays covering all aspects of the curriculum, but with a strong emphasis on excellent art and design work, declare what the school is about – a centre of interesting learning where achievement is celebrated and of which pupils can be proud. The curriculum is an interesting and stimulating one. Good cross subject links are made frequently. When Year 3 pupils were studying maps in geography, for example, the teacher constantly

reminded them of work they had done in using descriptive words in English. Most classrooms contain lists of key words for use across a range of subjects that day or week. Work in science uses mathematical principles effectively, for example when converting sets of numbers into graphs.

15. Pupils' personal development is enhanced effectively throughout the school. A regular achievement assembly provides an important weekly focal point for celebrating pupils' good work and achievements publicly. Teachers ensure that all pupils are included in all activities. Through selected questioning, and careful organisation of time, teachers involve individual pupils in activities, or work alongside individual groups. Support assistants and volunteers provide regular and effective support for pupils with special educational needs. High-flying pupils are given good quality challenging work, and they rise to the occasion by producing high quality results in their poetry writing in English, or in their designs in science and design and technology. Pupils' personal development is greatly enhanced by the annual residential experiences that occur from Year 1 upwards, and which generate art and design work of a very high quality. There is a very good range of after-school clubs and activities, which attract sizeable numbers of pupils, furthering their development and enhancing classroom learning effectively. Pupils are keen to attend and extend their football or netball skills, or learn to play the guitar.

16. The recent building of a library area and resources room has enhanced the school's learning environment further. The good quality library in a central location is an attractive resource. Smaller groups can be taught effectively in the resources room. The new computer suite is currently beginning to enable pupils to apply their skills in a more focused manner. Since the school was previously inspected, improvements to the playground have already taken place, with a secure area of play for younger children, with further developments in the pipeline.

WHAT COULD BE IMPROVED

The standards and quality of learning in information and communication technology

17. Pupils' knowledge and understanding in ICT is generally below average throughout the school. Basic skills are not understood readily. For example, some older pupils have difficulty with finding letters when typing simple sentences or phrases on the keyboard, showing a lack of regular practice. Some pupils are not aware of how to save their work on to a floppy disk. Others have difficulty opening a stored program or using a spell checker. All pupils' work shows a lack of the use of ICT in most subject areas. Occasionally, work has been word-processed and it is of a good quality. But in other cases, graphs are hand-drawn, and computer programs are not being used extensively enough for converting information such as tally charts in mathematics. In many classrooms during the inspection, the computers were not in use.

18. The school has recognised the lack of development in the area of ICT and its current development plan acknowledges the need for raising standards in this area.

Currently, the school has started to tackle this problem by appointing a part-time teaching assistant to work with pupils in the ICT suite, and by assessing thoroughly the skills that pupils currently have. Such assessment confirms inspectors' judgements that standards and skills are below expected levels throughout the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and educational provision further, the school with support from its governors should:

- (1) Raise standards in ICT across the whole school by:
 - Developing a new scheme of work so that teaching matches the needs of all pupils.
 - Developing and practising ICT skills across the curriculum.(Paragraphs: 17, 18)

The school has current plans to develop ICT further after assessing the levels of understanding and knowledge that pupils have. It is undertaking this exercise at the moment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 21 |
| Number of discussions with staff, governors, other adults and pupils | 9 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 9 | 10 | 2 | 0 | 0 | 0 |
| Percentage | 0 | 43 | 48 | 9 | 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 almost five percentage points.

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) | 217 |
| Number of full-time pupils known to be eligible for free school meals | 31 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 3 |
| Number of pupils on the school's special educational needs register | 43 |

| 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 | 15 |
| Pupils who left the school other than at the usual time of leaving | 14 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 4.4 |
| National comparative data | 5.2 |

| Unauthorised absence | % |
|-----------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2000 | 18 | 13 | 31 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 17 | 17 | 18 |
| | Girls | 11 | 11 | 10 |
| | Total | 28 | 28 | 28 |
| Percentage of pupils at NC level 2 or above | School | 90 (92) | 90 (87) | 90 (100) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 17 | 18 | 18 |
| | Girls | 11 | 10 | 12 |
| | Total | 28 | 28 | 30 |
| Percentage of pupils at NC level 2 or above | School | 90 (90) | 90 (95) | 97 (100) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2000 | 9 | 16 | 25 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 23 | 23 | 24 |
| Percentage of pupils at NC level 4 or above | School | 92 (100) | 92 (100) | 96 (100) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 23 | 22 | 24 |
| Percentage of pupils at NC level 4 or above | School | 92 (77) | 92 (97) | 100 (100) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Where the number of boys or girls in the year group are less than ten individual results are not reported

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 | 187 |
| 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 | 2 | 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) | 8 |
| Number of pupils per qualified teacher | 27 |
| Average class size | 31 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 134 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 5 |
| Number of teachers appointed to the school during the last two years | 5 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Financial information

| Financial year | |
|--|---------|
| | £ |
| Total income | 393 251 |
| Total expenditure | 386 619 |
| Expenditure per pupil | 1 741 |
| Balance brought forward from previous year | 44 064 |
| Balance carried forward to next year | 50 696 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 208 |
| Number of questionnaires returned | 69 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 52 | 39 | 4 | 0 | 5 |
| My child is making good progress in school. | 39 | 45 | 12 | 0 | 4 |
| Behaviour in the school is good. | 16 | 48 | 23 | 7 | 6 |
| My child gets the right amount of work to do at home. | 14 | 43 | 22 | 12 | 9 |
| The teaching is good. | 29 | 51 | 4 | 1 | 16 |
| I am kept well informed about how my child is getting on. | 14 | 45 | 26 | 9 | 6 |
| I would feel comfortable about approaching the school with questions or a problem. | 28 | 42 | 19 | 9 | 2 |
| The school expects my child to work hard and achieve his or her best. | 22 | 65 | 7 | 0 | 6 |
| The school works closely with parents. | 9 | 42 | 42 | 4 | 3 |
| The school is well led and managed. | 7 | 25 | 28 | 30 | 10 |
| The school is helping my child become mature and responsible. | 19 | 62 | 7 | 0 | 12 |
| The school provides an interesting range of activities outside lessons. | 36 | 43 | 10 | 4 | 7 |

Other issues raised by parents

- too much bullying occurs and it is not dealt with effectively
- senior staff do not act on information received – lip service is paid but little else
- communication is not as good as it ought to be