

# INSPECTION REPORT

## **WOODSLEE PRIMARY SCHOOL**

Bromborough

LEA area: Wirral

Unique reference number: 105007

Headteacher: Mr A Golightly

Reporting inspector: Mr J H Evans  
22173

Dates of inspection: 5<sup>th</sup> – 6<sup>th</sup> November 2001

Inspection number: 195398

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary with nursery

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: boys and girls

School address: Croft Avenue  
Bromborough  
Wirral

Postcode: CH62 2BP

Telephone number: 0151 334 1406

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Appropriate authority: The governing body

Name of chair of governors: Mr James Dunne

Date of previous inspection: 28<sup>th</sup> April – 1<sup>st</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Woodslee Primary School is situated in Bromborough, a town on the Wirral peninsular. It serves a socially mixed community and the pupils come from a range of social and economic backgrounds. The school's roll has fallen from 331 pupils in 1997 to the present 278 in the five to eleven age range. A further 36 children attend part time in the nursery, which can cater for 52. Twenty-nine per cent of the pupils are known to be entitled to free school meals, a figure above the national average for primary schools. Four pupils have a Statement of Special Educational Need and a further 38 pupils are on the school's register of pupils with special educational needs. These figures are below average for schools of this size and type. Very few pupils are at an early stage of learning English as an additional language. Children start school in the nursery with varying degrees of knowledge and skill, but their attainment is generally typical of three year olds.

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

The school provides a good quality of education for its pupils and helps them to attain good standards. The teaching is good overall and the pupils make good progress in lessons. They behave very well and are keen to learn. The headteacher and senior staff lead the school well. They keep a close watch on the pupils' progress and are keen to see the school improve further. The pupils achieve well and the school provides good value for money.

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

- The headteacher, deputy headteacher and senior staff lead the school well and have raised standards in English, mathematics and science.
- The pupils' behaviour and attitudes to school are very good and reflect the school's high expectations.
- The school provides a good standard of teaching.

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

- The achievement in writing of pupils with the potential for above average levels of attainment.
- The extent to which the school seeks the views of parents and pupils about its work and its plans for the future.
- The outdoor provision for pupils in the nursery and reception classes.

*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 last inspected in April 1997, since when it has improved well. Suitable action has been taken to improve some aspects of teaching in music and physical education. The pupils' progress in science has improved considerably and the school's results in National Curriculum tests have gone up. Standards of attainment in English and mathematics have also risen throughout the school and the pupils are achieving much more in these subjects. This has occurred as result of a concerted effort by the school to quicken the pupils' progress. The National Strategies for Literacy and Numeracy have been introduced and form the bedrock of improvement. The curriculum for the children in the nursery and reception classes (the Foundation Stage of primary education) has been updated and is having a good

effect on the children's achievement. Improvements have been made to the buildings to provide a more welcoming environment for the pupils, although further upgrading is still needed. The school has recently enhanced the quality and range of resources for information and communication technology with a view to raising standards further in this subject. The full effect has yet to be felt in improved standards, because training for teachers is not complete.

## STANDARDS

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

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

**Key**

well above average      A

above average          B

average                  C

below average          D

well below average      E

The school has achieved a steadily rising pattern of attainment between 1997 and 2000. By 2000, the results were much higher than at the time of the last inspection, and in English the school was in the top five per cent of schools in similar social and economic settings. An expected dip occurred in the 2001 National Curriculum test results of the eleven year olds, attributable to the range of abilities of pupils in the year group. The above table shows that the proportion of pupils attaining the expected levels was below the national average in English and average in mathematics and science. Nonetheless, the pupils' achievement was good overall, and in mathematics and science the proportion of pupils attaining the level appropriate for their ages was well above the average for similar schools. Higher attaining pupils fulfil their potential in reading, mathematics and science, but not always in writing. The school knows its pupils well and sets demanding targets for their achievement. It came very close to meeting its target in mathematics in 2001 and exceeded the one set for English. The targets for 2002 have again been raised. The most recent results of the tests for seven year olds show that standards are well above average in reading, writing and mathematics, and this represents a substantial improvement on 2000, when the results were below the national averages. Currently, standards in English, mathematics and science are above average overall and pupils achieve well. Many of them make better progress than might reasonably be expected. This is reflected consistently in the quality of their work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy coming to school and they work productively in lessons. They are keen to make good progress and take pride in their achievements.
Behaviour, in and out of classrooms	Very good. The pupils are polite, courteous and very well behaved throughout the school day.

Personal development and relationships	Very good. Pupils learn from an early age how to get on well together. They form very good relationships with other pupils and with the adults. They are well motivated and keen to have opportunities to show initiative when working.
Attendance	Good. The rate of attendance is above the national average. The pupils attend punctually at the start of the school day.

The pupils' behaviour and attitudes to schooling are great strengths of the school and make a major contribution to their good achievements.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 school provides a good quality of teaching for the pupils. In a significant number of lessons, the teaching is either good, very good or, on occasion, excellent. The teachers have high expectations that the pupils will learn well and work hard at all times. This sets the right tone for working and learning. English and mathematics are taught well throughout the school and the pupils make good progress overall in lessons as a result. Although the pupils do well in writing, the teaching does not always address the capacity of potentially high attaining pupils to tackle more challenging work in this aspect of English. The National Strategies for Literacy and Numeracy form the basis for teaching English and mathematics and their effective use is one of the principal reasons for pupils learning well and for standards in these subjects rising. In lessons where the teaching was very good or excellent, fascinating tasks fired the pupils' interest and imagination and offered carefully planned challenges for pupils of different abilities. Pupils who have special educational needs receive the help that they need and they learn well. The school is prompt in investigating the needs of pupils who speak English as an additional language. Teachers of children in the Foundation Stage are well versed in the curriculum. They plan a good range of activities to make sure that the children learn well. Inadequacies in the provision in the outdoor area hamper the children's progress in some aspects of their physical and social development. In one lesson in a junior class the teaching was unsatisfactory, because techniques in art were not taught well and the pupils made insufficient progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school's curriculum meets statutory requirements to teach the National Curriculum and religious education. The time allocated to teaching the curriculum in the juniors is below the recommended minimum. Inadequacies in the outdoor area restrict the range of the curriculum in the Foundation Stage.



Provision for pupils with special educational needs	Good. The school is quick to identify pupils and give them the help that they need, and it has a positive attitude to integrating pupils into its daily work and life.
Provision for pupils with English as an additional language	Satisfactory. The school acts promptly to investigate the needs of pupils when they join the school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory overall, but the school is very good at helping pupils to understand the difference between right and wrong.
How well the school cares for its pupils	Good. Pupils' behaviour and attendance are monitored closely, and the school has good systems for assessing academic progress. The arrangements for child protection are good.

While the school enjoys the support and the confidence of parents, it has yet to develop arrangements for seeking their views or those of the pupils about what the school provides and what priorities might be established for improvements.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher, deputy headteacher and senior staff work well as a team to lead the school forward.
How well the governors fulfil their responsibilities	Satisfactory. The governors are proud of the school's achievements and of the way it has improved. They fulfil their statutory responsibilities, but rely too heavily on the headteacher to provide them with information and advice. The governing body does not do enough to seek the views of pupils and parents to shape future developments.
The school's evaluation of its performance	Good. The headteacher and deputy headteacher monitor pupils' progress and the quality of teaching efficiently. They have enacted a suitable system of performance management, which has successfully augmented the arrangements already in place for evaluation.
The strategic use of resources	Satisfactory. The school makes efficient use of its resources to promote pupils' achievements and uses additional funding well to help pupils who have special educational needs.

## 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>• Their children make good progress</li><li>• Behaviour is good and the children are happy at school</li><li>• It is easy to approach the school with any problems</li><li>• The school is well led and managed</li></ul>	<ul style="list-style-type: none"><li>• The arrangements about homework are not clear</li><li>• The school does not do enough to seek the views of parents</li><li>• The number of educational visits</li></ul>

The inspection team largely agrees with parents' views. Parents are right to be pleased about standards of behaviour. The headteacher and staff are welcoming and the school is well led and managed. There is scope for improving the level of communication between school and home and for wider consultation about possible developments. The extent to which the school uses educational visits is an example of an area where consultation could lead to greater clarity about the school's policy. The inspectors agree that the arrangements for homework are not clear enough.

## **PART B: COMMENTARY**

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

**The headteacher, deputy headteacher and senior staff lead the school well and have raised standards in English, mathematics and science.**

1. The headteacher, deputy headteacher and senior staff form a good team and, between them, they have steered the school forward since it was last inspected in 1997. They have concentrated on raising standards in basic subjects and on ensuring that the school makes the best effort to help the pupils to achieve the levels of which they are capable. In this, they have been largely successful. The headteacher and deputy headteacher work well together and make sure that the school is focused sharply on actions to raise standards.
2. The inspection in 1997 found that the pupils' attainment was similar to the national average, but the headteacher was not satisfied that the pupils were doing well enough. Since then, a strong emphasis has been placed on raising standards and improving pupils' achievements, especially in English, mathematics and science. To do this the school has implemented the National Strategies for Literacy and Numeracy in every class and made sure that a careful watch is kept on the pupils' progress. The strategies have been implemented rigorously and the parents are correct in their views that the pupils achieve well.
3. Teachers who hold responsibility for developing the curriculum for English and mathematics have been at the forefront of developments in these subjects. They have made sure that all the teachers have had the necessary training in the use of good teaching methods. They have followed up the training by checking samples of work to make sure that it is pitched at a level that challenges the pupils, and to confirm that teachers are communicating the school's high expectations clearly to the pupils. The headteacher and the school's co-ordinators for the infant and junior classes have made good use of the school's information and communication technology to keep track of each pupil's progress from the results of tests and assessments. This has been a positive force for raising standards, because teachers have been made more aware of gaps in the pupils' skills and knowledge and have then been able to take action. Consequently the pupils have made better progress.
4. The results of the National Curriculum tests for seven and eleven year olds have followed a rising trend overall during the past five years. Some variations have occurred and the school has been quick to identify the reasons behind any dips. The results achieved by the seven year olds in 2000, for example, were overall below the national average; this was because the year group includes a much higher proportion of pupils with special educational needs than other year groups in the school. Although the results were low, the pupils achieved well and many reached and, in some cases, exceeded the levels expected nationally. The school has maintained a close watch on this class and provided a good level of extra help for the pupils concerned. This has made sure that all the pupils continue to make the progress of which they are capable. In 2001 the results went up again and, in reading, writing and mathematics, they were well above the average of schools in similar social and economic settings. The best results for the eleven year olds occurred in 2000 when the proportions of pupils attaining the standards expected for their ages in mathematics and science were well above the average of similar schools and in the top five per cent in the country in English. The results were not quite as good in 2001,

but this was to do with the differences in the composition of the year groups, rather than any shortcomings in the quality of education. Currently, standards in English, mathematics and science are above average overall and pupils achieve well. Many of them make better progress than might reasonably be expected. This is reflected consistently in the quality of their work.

**The pupils' behaviour and attitudes to school are very good and reflect the school's high expectations.**

5. From their first days in school as very young children, the pupils are taught how to behave properly. They learn that the school is a place for working and learning. Children in the nursery and reception classes quickly adapt to the routines of the school day and adjust to the calm and settled atmosphere that pervades the school. Teachers and support staff are consistent in their expectations about the pupils' behaviour and attitudes to work. Consequently, the tone in lessons is highly beneficial for promoting good learning.
6. The pupils behave beautifully in lessons. They listen courteously to teachers and to what their friends have to say in discussions. They are polite to adults and friendly and relaxed in conversation. Although the dining room does not lend itself readily to the establishment of a pleasant social atmosphere at meal times, the pupils engage readily in conversation. Because the school has high expectations and actively promotes the pupils' social and moral development, the right atmosphere is set in school for learning. The school's code of behaviour is clear to the pupils. It is applied consistently and the pupils respect one another's right to work productively in lessons. They are usually determined to complete the work that has been set. In one English lesson, some boys were so engrossed in writing poetry that it took all the teacher's powers of persuasion to move them out into the playground at break. Parents are right to be pleased about the way their children behave in school.

**The school provides a good standard of teaching.**

7. The quality of teaching is good overall. In a significant number of lessons it was either good or very good and in one lesson it was excellent. This good quality of teaching is a highly important factor in the established pattern of good learning through the school. In one lesson in a junior class where the teaching was unsatisfactory, the pupils made insufficient progress in learning techniques in art, because they did not learn how to evaluate their work. In many lessons, teachers used their increasing knowledge of information and communication technology to give pupils chances to use computers to tackle aspects of their work – for example, to draft and edit their writing.
8. Teachers use the National Strategies for Literacy and Numeracy well to promote good levels of learning in reading, writing and mathematics. The literacy hours and daily mathematics lessons are well organised and reflect the teachers' good levels of knowledge about how to use the strategies to good effect. The lessons are well balanced to give the right amount of time for teaching the whole class, time for pupils to tackle written and practical tasks and finally, time for the lesson to be properly rounded off. Some teachers, notably in the lessons where the pupils learned the most, are very skilful at asking the pupils questions. They make the pupils think hard about what they are doing and often build on the pupils' answers by asking another harder question. In a lesson in a junior class about the Ancient Greeks, the teacher used questions cleverly to give the pupils chances to use the new vocabulary that they had learned about Greek theatres. In the same lesson, the pupils had a good

opportunity to practise writing factual accounts, a skill that they had learned in literacy lessons. This subtle use of links between subjects is well thought out and commonplace in many classes. It helps the pupils to understand reasons for learning to write well and is one of the reasons why they learn well.

9. In many lessons, teachers give much thought to providing work that will capture the pupils' interest. For example, in a science lesson in an infant class about 'Forces', the teacher provided a good range of working toys that required either a push, a pull or other means to make them work. The pupils learned a lot from the discussion and from the practical work, because they were captivated by the toys. They learned some new scientific words and came up with some of their own. One pupil explained that it was 'the mechanics inside' that made Pikachu work.
10. Some teachers make good use of homework to extend the work done in class. There is some scope, however, for the establishment of a more consistent approach. The school has a policy to guide teachers, but the perceptions of parents and pupils are that its implementation is variable. The inspection team agree with this view. Much of the work done at home is linked to reading, although some pupils report that they use their computers at home to research their school work.
11. The school has successfully introduced a revised curriculum for the pupils in the nursery and reception classes. The curriculum addresses all the areas of the pupils' learning and places a suitable emphasis on helping the children learn the skills that help them begin to read, write and to use numbers. The teaching in the Foundation Stage gets the children off to a good start in their schooling. It is well organised and, in the main, strikes the right balance between work that is directed by the teachers and classroom assistants, and opportunities for the children to make their own choices. In the best lessons, careful plans are laid to allow the children to learn how to work independently. In a lesson in a reception class, for example, the children discovered for themselves how to use torches to make shadows. They learned well, not just about the science, but also about how to work and learn without the close direction provided by an adult.

## **WHAT COULD BE IMPROVED**

### **The achievement in writing of the pupils with the potential for above average levels of attainment.**

12. Although a high proportion of pupils attain the standards expected for their ages in writing, a smaller proportion than might be expected exceed them, especially by the time they leave the school. In the 2001 National Curriculum tests for eleven year olds, around a third of the pupils attained the higher level in reading, mathematics and science, but only one pupil in 20 managed it in writing. The school is well aware of this seeming weakness and is already seeking ways of addressing it. There are a number of factors that contribute to some pupils not doing quite as well as they might:
13. *The time allocated to teaching writing is insufficient for older pupils in particular to write at length.* Many of the school's older pupils are able to write at considerable length and with depth of thought and concentration. Many do this at home. Writing poetry is a particular favourite among some pupils. The weekly timetables for each class do not include lessons when pupils are given the time to write at length. In addition, the pupils in Year 6 currently have only four, rather than five, lessons based on the National Literacy Strategy each week, further restricting opportunities to practise writing.

14. An underlying problem, which is long-standing and unresolved, is that the school provides 22½ hours teaching time per week in the junior classes. This is one hour a week below the recommended minimum for pupils of this age.
15. *The books and other texts used for literacy hours vary in quality and in their capacity to stimulate the pupils' writing.* Where the teachers choose lively, interesting texts, the writing that results from the pupils is markedly better. In a class for younger juniors, for example, pupils studied the poem 'Something told the wild geese'. Using this opening line as a starting point, they wrote their own poems, many of which were of a standard much higher than might be expected of seven and eight year olds. One pupil wrote:
- The cold snow was coming.  
Though the fruit was fresh,  
Deep down they knew it was time to fly.
16. The poem inspired the pupils and they learned much about rhythm and how to use language effectively. Where teachers made use of photocopies of texts or gave less thought to what might capture the pupils' interest and imagination, the writing that resulted, while of a satisfactory standard, lacked the extra sparkle.
17. *Some teachers do not always identify in their planning objectives for the higher attaining pupils.* While some teachers give careful thought to what different groups of pupils are to learn, others do not specify clear objectives for higher attaining pupils. This is not a reflection of any lack of ambition for the pupils to achieve well, but more of an uncertainty about good methods of really challenging them. Where written work is set, it is often the case that the task is the same for average and above average pupils, and teachers do not add an extra degree of difficulty for the higher attaining group. This lack of precision in planning hampers the progress of the more able pupils, who could do more if asked. One teacher explained to a high attaining group that they had to complete the work set to a particular standard. This kind of practice could be extended.
18. *In the lessons where the pupils make the best progress, the teachers have very good knowledge of successful methods of teaching writing.* In some junior classes, the pupils are given an excellent range of support to help them write in different ways and for different purposes. They use dictionaries, thesauruses and prompts prepared by the teacher to help them write in a wide variety of genres. The pupils use these as a matter of course and, as a result, they learn well how to adapt the style and content of their writing to suit its purpose. For example, the pupils have learned how to use descriptive writing to give pictures of characters in a story: 'he was always shrouded in mystery, spending hours in graveyards, speculating on life and death'.
19. These teachers know how to make the best use of other subjects of the National Curriculum to improve the range of pupils' writing. In the same class, pupils have learned to write scientific reports: 'at this stage, they were still in a liquid state, although it was a very thick liquid'. In one class, work on the Romans in history provided a starting point for letter writing. The pupils imagined themselves as soldiers occupying Britain and wrote to their parents – back in Rome! : ' I am having a good time. I hate marching. I wish I had a comfy bed.'
20. While work of this quality is evident in some classes, not enough thought has been given to what needs to be done to encourage writing of this quality and variety. As a

result, while the writing of potentially high attaining pupils is almost always of an at least satisfactory quality – handwriting is consistently good, and spelling and grammar are mainly accurate – the inspiration needed to achieve higher standards is sometimes missing.

**The extent to which the school seeks the views of parents and pupils about its work and its plans for the future.**

21. Because the headteacher has led the school well and established good teamwork among senior managers and the staff, the governors have placed too much reliance on senior staff and the headteacher in particular, to provide them with reports on the school's progress. The governors have done too little to find out for themselves what the school is like or to seek the views of parents, staff and pupils. They have accepted the headteacher's guidance to set priorities for improvement.
22. The school has yet to recognise the value of consultation as part of the process of planning for further improvement. Responses to the parents' questionnaire showed that although parents had great confidence in the school, some felt that they had little part to play in helping its development. The inspection team judged that this view was justified and that scope exists for a closer partnership to be developed between home and school. Some of the pupils are themselves full of sensible ideas about improvements that they would like to see – for example, about the way their work is marked and how they could play a fuller part in helping the school to run smoothly each day. As yet, they have no forum for expressing their views.

**The outdoor provision for the pupils in the nursery and reception classes.**

23. The facilities indoors for the nursery and in the main buildings for the reception classes provide satisfactory bases for teaching physical education. The children join in well in dance and movement. The adults give them plenty of encouragement and the children gain in confidence and in their ability to use the space available. In the nursery and in reception classes, much thought is given by teachers to what they provide for the pupils to learn how to work and play together in small groups and pairs. The children have plenty of opportunities to choose activities and to decide with whom they will work. They learn well how to get on together, to share and to take turns.
24. The area adjacent to the nursery building is inadequate for adding an outdoor dimension to the education of the school's youngest pupils. It does not provide a suitable setting for the good learning that occurs inside the building to be extended. The area is ill equipped and poorly maintained. No climbing equipment is available and the surfaces do not lend themselves to the activities that should take place. The hard surface in particular is in a poor state of repair and requires urgent attention. These shortcomings and a lack of suitable equipment limit the scope for some aspects of the children's physical and social development and inhibit the teachers' capacity to teach this important dimension of the curriculum fully.

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

25. The headteacher, staff and governors should

(1) improve the achievement of potentially high attaining pupils in writing by:

- adding further to teachers' knowledge of suitable teaching methods;
- providing more time for the pupils to write at length; and
- identifying clear objectives for the work of these pupils.

(paragraphs 12-20)

(2) take greater account of the views of parents and pupils to plan improvements in the quality of education;

(paragraphs 21 and 22)

and

(3) plan and develop an area outdoors that is suitable for promoting the physical and social development of children in the Foundation Stage.

(paragraphs 23 and 24)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	1	12	8	1	0	0
Percentage	4	4	52	35	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	286
Number of full-time pupils known to be eligible for free school meals	0	87

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	5.1

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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National comparative data	0.5
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*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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	17	16	16
	Total	29	28	29
Percentage of pupils at NC level 2 or above	School	94 (75)	91 (69)	94 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	17	16	18
	Total	29	29	31
Percentage of pupils at NC level 2 or above	School	84 (72)	88 (78)	88 (84)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	33	27	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	26	31
	Girls	21	16	24
	Total	49	42	55
Percentage of pupils at NC level 4 or above	School	82 (93)	70 (90)	92 (92)
	National	75 (75)	71 (71)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	27
	Girls	19	20	21
	Total	47	48	48
Percentage of pupils at NC level 4 or above	School	78 (92)	80 (90)	80 (92)
	National	72 (71)	74 (71)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	253
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)	12.6
Number of pupils per qualified teacher	24.7
Average class size	28.6

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

Total number of education support staff	6
Total aggregate hours worked per week	166

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	11.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
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	£
Total income	603404
Total expenditure	593340
Expenditure per pupil	1809
Balance brought forward from previous year	19191
Balance carried forward to next year	29255

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

28.4%

Number of questionnaires sent out

320

Number of questionnaires returned

91

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	24	7	0	0
My child is making good progress in school.	52	39	2	0	2
Behaviour in the school is good.	49	47	2	0	2
My child gets the right amount of work to do at home.	38	42	10	5	5
The teaching is good.	59	38	2	0	1
I am kept well informed about how my child is getting on.	37	47	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	71	27	1	0	1
The school expects my child to work hard and achieve his or her best.	64	34	2	0	0
The school works closely with parents.	42	45	10	3	0
The school is well led and managed.	63	37	0	0	0
The school is helping my child become mature and responsible.	52	42	1	0	5
The school provides an interesting range of activities outside lessons.	44	39	9	2	6