

# INSPECTION REPORT

## **MELTHAM MOOR PRIMARY SCHOOL**

Meltham, Huddersfield

LEA area: Kirklees

Unique reference number: 107681

Headteacher: Mrs B Heaton

Reporting inspector: Mr P Edwards  
21069

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> April 2002

Inspection number: 195431

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Birmingham Lane Meltham Huddersfield West Yorkshire
Postcode:	HD9 5LH
Telephone number:	01484 222614
Fax number:	N/a
Appropriate authority:	The governing body
Name of chair of governors:	Dr B Roberts
Date of previous inspection:	June 1997

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21069	Mr P Edwards	Registered inspector
9854	Ms S Drake	Lay inspector
30398	Mr C Scola	Team inspector

The inspection contractor was:

Bench Marque Limited  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

Page

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

**5**

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

### **PART B: COMMENTARY**

**WHAT THE SCHOOL DOES WELL**

**9**

**WHAT COULD BE IMPROVED**

**13**

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

**13**

### **PART C: SCHOOL DATA AND INDICATORS**

**14**

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

### **INFORMATION ABOUT THE SCHOOL**

Meltham Moor Primary School is an average sized, mixed primary school with an attached nursery class situated in the Holme Valley on the edge of a large residential village, close to Huddersfield. There are 243 pupils on roll in the main school, 124 boys and 119 girls. The nursery class has 36 children who attend either morning or afternoon. Almost all pupils are from white ethnic backgrounds and no pupils are learning English as an additional language. The percentage of pupils eligible for free school meals (23.6%) is broadly average. The percentage of pupils on the school's register of special educational needs (12.9%) is below the national average. The percentage of pupils with statements of special educational needs (1.7%) is broadly in line with the national average. The pupils' attainment on entry to the school is broadly average.

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

This is an effective school that gives good value for money. In the National Curriculum tests at the end of Key Stage 2 the pupils achieve standards that are in line with the national average in English and well above average in mathematics and science. All of the pupils, including those with special educational needs, make good progress and this is due to the quality of teaching which is good overall. The pupils have very positive attitudes towards school and behave well. The headteacher provides strong, effective leadership and is well supported by staff and governors. All of the staff work well together, and this engenders a strong and happy team spirit.

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

- The pupils achieve well above average standards in mathematics and science by the time they leave the school.
- The children in the Foundation Stage are provided with a very good start to their education.
- The pupils are provided with a rich and varied curriculum that is enhanced by a wide range of out-of-school activities.
- Very good strategies have been introduced to improve the pupils' behaviour and personal responsibility and to develop positive attitudes towards work.
- The headteacher provides very good leadership and is well supported by the governors and the hard working and committed staff.

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

- Standards achieved by the pupils in mathematics by the end of Key Stage 1.
- The development of writing skills throughout the school.

*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 good progress since the last inspection. The pupils' performance in the National Curriculum tests has been maintained. Over 12 per cent of the teaching was unsatisfactory at the time of the last inspection and this has been eradicated. The key issues from the last inspection have been dealt with successfully. There is an equitable distribution of curriculum responsibilities for subject co-ordinators and they, together with the senior management team, are generally effective in monitoring standards. In the short time that she has been at the school the headteacher has developed a realistic school improvement plan.

## 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	D	C	C	B
Mathematics	C	B	A	A*
Science	C	A	A	A

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

When the children enter the nursery, their attainment is broadly average. Most make good progress during their time in the nursery and the reception class and are likely to achieve the early learning goals in all areas of learning by the time they enter Year 1.

At the end of Key Stage 1, the 2001 National Curriculum test results show the pupils' attainment in reading and writing to be in line with the national average and well above the average for similar schools. The pupils' attainment in mathematics is well below the national average and below the average for similar schools. The proportion of pupils attaining the higher level (Level 3) in reading and writing is broadly average, but it is below average for mathematics. The proportion of pupils attaining the expected level in the National Curriculum teacher assessments for science is average. Inspection evidence confirms that current Year 2 pupils are achieving similar standards to the national tests. The pupils could achieve higher standards in mathematics by the end of Key Stage 1 if they were presented with more challenging activities.

At the end of Key Stage 2, the 2001 National Curriculum test results show the pupils' attainment in English to be in line with the national average and well above average in mathematics and science. When compared with similar schools, attainment is above average in English, well above average in science and very high in mathematics. Inspection evidence again confirms that current standards are in line with the results of the national tests. In both key stages, the school has recognised the need to present the pupils with more opportunities to develop their writing skills.

The pupils achieve good standards in music, design and technology and information and communication technology in both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy coming to school and are enthusiastic in their work.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons. Playtimes and lunchtimes are enjoyable occasions with the pupils participating in a good range of activities provided for them.
Personal development and relationships	Good. The pupils are willing and respond well to opportunities to take on responsibility. The relationships between staff and pupils are very good and help to develop the pupils' confidence.
Attendance	Good. The overall attendance figures for the last year were above the national average and the rate of unauthorised absence was below average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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 quality of teaching is good overall. Teaching and learning in the Foundation Stage is very good. Lessons are planned effectively and all areas of the curriculum are given wide coverage. This enables the children to make very good gains in their learning.

Teaching and learning are satisfactory overall in Years 1 and 2, although there are examples of good teaching. The teachers plan lessons well and assess the pupils' work effectively. However, particularly in mathematics, the work is not always matched well to the pupils' level of ability and they do not make the progress of which they are capable. The quality of teaching and learning is good overall in Key Stage 2. There are examples of very good teaching towards the end of the key stage and this has a significant impact on how well the pupils achieve, particularly in mathematics and science.

The literacy and numeracy strategies have generally been implemented effectively and are having a positive impact on pupils' learning in English and mathematics, particularly at the end of Key Stage 2. There is a lack of challenge and pace in some Key Stage 1 lessons which result in the pupils not achieving as well as they should. There is evidence of very good teaching in Key Stage 2 and this is enabling a significant number of pupils to attain standards that are better than the national expectations.

The school has rightly identified the pupils' writing skills as an area for development. The teachers need to provide the pupils with more opportunities to improve their writing skills. In some classes, the overuse of worksheets inhibits the pupils' skills in this aspect.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The children in the Foundation Stage are provided with a very good range of interesting activities. The school gives a high priority to teaching literacy and numeracy and this is helping to raise standards. A good range of visits and visitors adds significantly to the quality of provision. The pupils are provided with a very good range of out-of-school activities.
Provision for pupils with special educational needs	Good. There is early identification of pupils with special educational needs and the school provides an appropriate level of support to ensure they make the progress of which they are capable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Staff are very good role models and very clear codes of behaviour have been introduced. The very good moral provision helps the pupils to develop a mature attitude towards others. Good provision is made for the pupils' spiritual and cultural development. The very good provision for social development is aided significantly through the well-organised sessions which help the pupils resolve conflict.
How well the school cares for its pupils	There are good procedures in place for child protection and for looking after the pupils. There are very good procedures in place for monitoring the pupils' progress in English, mathematics and science and for monitoring and improving behaviour. This is a factor in the pupils' positive attitudes and is helping to raise

	standards.
--	------------

There are good links with the parents who demonstrate a keen interest in their children's work and are supportive of the school. The quality of reports to parents outlining pupils' progress is satisfactory but some contain insufficient detail about what the pupils need to do to improve their work.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has been instrumental in raising morale amongst the staff. The team spirit is very good. Some co-ordinators are new to their posts and have not had time to make a significant impact. However, all are committed, hard working and keen to raise standards further.
How well the governors fulfil their responsibilities	The governing body is very supportive and has a good understanding of the strengths and weaknesses of the school. It is fully involved in strategic and financial planning. A small number of omissions from the governors' annual report and the school brochure were brought to the attention of the school.
The school's evaluation of its performance	The governors, headteacher and staff analyse the results of National Curriculum tests. Progress of individual pupils is carefully analysed and the school actively seeks ways to improve its provision.
The strategic use of resources	The school makes very good use of staff, learning resources and the accommodation. It applies the principles of best value by seeking quotations for services and selecting the most cost effective options. The school makes effective use of specific grants, especially funding for pupils with special educational needs. It has been successful in attracting additional grants to improve the information and communication technology provision.

The very good accommodation is well maintained and the hardworking staff provide the pupils with a very attractive learning environment. There is an adequate number of appropriately qualified staff and a good range of learning resources.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The standards achieved by the children and the progress they make.</li> <li>• Children enjoy school and behave well.</li> <li>• Parents can raise concerns with staff.</li> <li>• Teaching is good and the children are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The homework provision – some feel there is too much and others too little.</li> <li>• The range of out-of-school activities.</li> </ul>

The inspection team agrees with the parents' positive comments. The amount of homework is generally appropriate for the age of the pupils. There is a good range of out-of-school activities that enrich the curriculum.

## **PART B: COMMENTARY**

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

#### **The pupils achieve well above average standards in mathematics and science by the time they leave the school.**

1. When children start school, they have a range of skills but generally these are broadly in line with what is expected. The children make good progress in the nursery and reception classes and generally satisfactory progress in Key Stage 1. The pupils make good progress overall in Key Stage 2 and frequently better progress towards the end of the key stage.
2. By the time they leave school at the age of eleven, most pupils are achieving standards that are at least in line with the national expectations in mathematics and science. The 2001 National Curriculum test results show that the pupils' attainment in mathematics and science is well above the national average. The proportion of pupils achieving the expected level (Level 4) in mathematics is well above average and in science it is above average. In both subjects, the proportion of pupils attaining the higher Level 5 is well above the national average.
3. The expectations of what the pupils can achieve by the end of Key Stage 2 are high and the pupils live up to these expectations by achieving high standards. There is a brisk pace to numeracy lessons in the juniors and the pupils respond with enthusiasm. The scrutiny of the pupils' books indicates a high standard of work by the end of Year 6. It is evident from the inspection that the pupils are not only good at written calculations but their mental ability in mathematics is of a similar standard. Lessons start with a rapid mental arithmetic activity and pupils are called upon to recall number facts quickly and to justify their responses and consider alternative strategies. By the age of eleven most pupils have a secure understanding of place value, calculating accurately using numbers to three decimal places. The pupils are good at applying their knowledge to new situations. Pupils are given good opportunities to devise methods to solve mathematical problems, for example how to find the weight of a grain of rice.
4. Standards in science are above average by the age of eleven. Good emphasis is given to attainment target one – experimental and investigative science. The pupils make predictions and hypotheses and they are able to organise tests and experiments to investigate these. By the end of Key Stage 2, the pupils are confident in organising and conducting a fair test. Lesson observations and the analysis of work show that their investigative skills are well learnt. The pupils use their mathematical skills and knowledge very well to record their findings and results in a variety of ways, for example as charts, graphs and tables. The pupils organise themselves well to work in groups, working collaboratively and sharing equipment and ideas. They measure liquids accurately and are competent using equipment such as spring balances, thermometers and stop watches.
5. The pupils perform well in the national tests in science and mathematics as a result of the good preparation they receive. They know what is expected of them in the tests and they receive good guidance on how to answer questions. As a result, they approach the tests with confidence.

**The children in the Foundation Stage are provided with a very good start to their education.**

6. The arrangements for the nursery and reception classes have been altered. The classes are no longer separated and all children are taught in an 'Early Years Unit' which is providing them with a very good start to their education. The outdoor area is stimulating and challenging and provides all children with a suitable curriculum, which is well planned to meet their needs. Funding for additional facilities has been made available and the project has been well managed, ensuring the principles of 'best value' have been followed successfully.
7. The teaching in the nursery and reception classes is very good and the children are now making very good progress. Teaching is also very good for the more able pupils as well as those with special educational needs. The learning activities are very well planned and taught, so the children's skills are developed effectively according to their stage of maturity. Learning is fun and the staff have created an exciting learning environment that makes the children want to take part and to be involved. The staff encourage the children to make choices, take turns and to share things with their friends and this helps to develop their confidence. This has a significant impact on their learning. For example they happily share musical instruments during choice time outside.
8. Most of the children are on course to achieve the early learning goals by the time they enter Year 1. Early writing skills are developed well and many children can write their name as well as a number of letters and words. The older children write simple stories which are illustrated with pictures and show a satisfactory standard in this area of learning. Wherever possible the staff provide the children with opportunities to develop their recognition of letter sounds. For example, when the children throw beanbags into a hoop they are encouraged to say the letters that have been written inside. There are good opportunities for role-play and the children draw on their own feelings when taking part, demonstrating good development of their social skills.
9. The children enjoy mathematical activities and most children are likely to exceed the early learning goals in this area by the time they enter Year 1. More able children successfully add single digit numbers together and they demonstrate a secure understanding of counting larger numbers up to 20. The children are curious about the world around them and older ones are competent in using the computer. They use the mouse accurately to move the cursor around the screen, choosing items of clothing to dress a teddy bear.
10. The staff work together very effectively and provide the children with a lively and stimulating curriculum. A particular strength of the staff is their understanding of how young children learn. They know when to allow the children to find things out for themselves and when to intervene and give support so that the children's learning moves on at a good pace. All of the boys and girls, including those with special educational needs, make very good gains in their learning because of the high quality teaching and support, the positive relationships between staff and children, the very good planning and the pleasant learning environment.

**The pupils are provided with a rich and varied curriculum that is enhanced by a wide range of out-of-school activities.**

11. The headteacher and staff do their best to ensure that all pupils are provided with an exciting curriculum that will make them want to learn and encourage them to do their best. Teachers work hard to ensure the pupils achieve high standards by the time they leave the school and, as outlined earlier in the report, they have been very successful in mathematics and science. Standards in information and communication technology and

design and technology continue to improve and the staff have worked hard to ensure the pupils are now provided with a balanced curriculum.

12. All parts of the basic curriculum are challenging and interesting. This is due to the teachers' skills and enthusiasm as well as a determination to ensure that each pupil achieves his or her potential. Relationships are very good and the teaching is generally challenging, providing a curriculum that is interesting and varied. There has recently been a strong emphasis on citizenship. The merit awards and the special mention assemblies provide many opportunities for the pupils to co-operate and to do their best. Discussions with the pupils show that they have a secure understanding about playing an active role in the school community as well as in the wider community. They are willing to help and support one another and they are able to talk about difficult issues such as the consequences of poor behaviour and its impact on school and home.
13. Very good use is made of visits to enhance the curriculum. A visit to one museum as part of a study on the Egyptians led the Year 6 pupils to produce a good range of interesting writing. In addition to developing the pupils' subject knowledge, these visits also enhance their personal and social development. There is a good range of activities that take place at lunchtime and after school. The school provides the pupils with very good opportunities to develop their musical skills and the contribution made by teaching and learning support staff is noteworthy. The contribution of learning support staff has been a contributory factor in raising standards in information and communication technology, and the lunchtime club is also appreciated by the pupils. A range of sporting activities, including cross-country, football and netball, also enhances the curriculum although these activities are affected by the inclement weather which often makes the field unusable.

**Very good strategies have been introduced to improve the pupils' behaviour and personal responsibility and to develop positive attitudes towards work.**

14. At the beginning of the year the behaviour of a small number of pupils was causing concern and, as a result, processes were introduced to improve the standard. Underpinning the behaviour policy is the right of all children to be able to learn without disruption. All pupils, parents and staff are aware of the procedures. The parents expect high standards of behaviour and almost all pupils adhere to the school and class rules and behave well.
15. Pupils enjoy coming to school and the overall quality of their behaviour is good. In classes and around the school, the overwhelming majority of pupils are well behaved. In lessons, most pupils have very positive attitudes towards learning. From the nursery and reception classes through to Year 6, the pupils work willingly and with enthusiasm. They persevere with their work and are proud of their achievements. Year 6 pupils were keen to talk about their design and technology work and Year 3 pupils enthused when logging into their own file during an information and communication technology lesson. Relationships between pupils and between staff and pupils are very good. The good behaviour and quality of relationships help to eliminate any minor disagreements between pupils and instances of bullying are rare. The attendance of most pupils is good, as is their punctuality. Where attendance is good, it supports their learning. The pupils show respect in the way in which they receive visitors, appreciate the success of their peers, care for their environment and accept differing values and beliefs.
16. The provision for the pupils' moral and social development is very good. In many lessons the pupils are encouraged to take responsibility for their work and behaviour. The occurrence of group work and work in pairs provides good opportunities to develop social skills and the pupils enjoy these occasions. The opportunities taken in lessons are well managed by the teachers and the pupils listen well to each other. They share ideas and

resources willingly. The pupils respond well to opportunities to exercise responsibility. Pupils support a number of charities and talk warmly of the bring-and-buy sales and other activities with which they are associated. Those pupils who sing in the choir and play musical instruments talk enthusiastically about the concerts they have performed in church and in the town and they obviously enjoyed participating. Within school, the pupils act as monitors, take the initiative in lessons and older pupils are very sensitive and responsible in their work with infant children and as lunchtime monitors. They take advantage of the extra-curricular activities, which provide them with opportunities to mix socially and work together with other pupils.

17. The introduction of a school council has been effective in enabling the pupils to put forward their views. The pupils appreciate the opportunity to contribute and feel that the headteacher listens to what they have to say and, as a result, they feel valued. The pupils respond very well to the provision for personal development. The effective structures promote good standards of behaviour, attitudes and personal development and this makes a good contribution to the academic standards being achieved.

**The headteacher provides very good leadership and is well supported by the governors and the hard working and committed staff.**

18. The school has undergone a period of turmoil during which the school was without a permanent headteacher. During this period, there was a feeling amongst parents that there was a lack of direction for the school. Some believe this was a reason why the behaviour of some pupils deteriorated. Since her arrival at the school the headteacher has raised morale and confidence and there is a feeling that the school is again moving forward. The inspectors endorse this view. The governors show great commitment to the school and actively support developments but the headteacher is the driving force behind new initiatives. She leads a hardworking and dedicated staff very well. High expectations and a determination to raise standards are shared goals. This is evidenced in the high standard of the pupils' work, presentation, the improving behaviour and the high quality displays around the school.
19. The headteacher has established effective systems to monitor the pupils' progress through the school and to enable challenging targets to be set for them. This process is providing challenge for the teachers as well as for the pupils. The headteacher is directly involved in the target setting and she is aware of where potential difficulties lie. Additional support has been provided to enable pupils to achieve their potential. There are still areas where standards are not as high as they should be, but the headteacher has identified them accurately and strategies are in place to ensure they are addressed.
20. The headteacher has a clear vision for the school and the detail required to achieve these long-term goals is set out clearly in the school improvement plan. The emphasis is rightly on raising standards and all subject co-ordinators are playing a full role in this.
21. Although the school is very much geared to sustaining and raising standards, considerable emphasis is placed on the very positive and supportive ethos of the school. Relationships and responsibilities are effectively developed through assemblies where good behaviour and positive attitudes towards work are effectively emphasised. The requirement for all pupils to be respectful, reasonable and responsible is helping to improve behaviour and raise academic standards.

## **WHAT COULD BE IMPROVED**

### **Standards achieved by the pupils in mathematics by the end of Key Stage 1.**

22. The 2001 National Curriculum test results for mathematics at the end of Key Stage 1 show attainment is well below average and this has been the picture for the last three years. Lesson observations and an analysis of the pupils' work show that a significant minority are not achieving the standards of which they are capable by the age of seven. This is particularly so for the more able pupils.
23. In lessons seen during the inspection, some pupils were presented with work that was insufficiently challenging and there was a lack of pace. In one lesson for example, the mental arithmetic activity took account of the pupils' different ability levels but this was not then transferred to the group work. The work for the more able pupils in particular, was too easy and did little to develop their mathematical knowledge. The inspectors' analysis of work confirmed this judgement.
24. There is an over-reliance on mundane and unchallenging work sheets which are frequently not dated and therefore make it difficult to determine the progress made by the pupils over time. The quality of marking is also too superficial and does not give the pupils guidance as to how they might improve their work. The teachers work hard but they need clear guidance as to how they can provide work at appropriate levels for all groups of pupils.

### **The development of writing skills throughout the school.**

25. The school has identified the need to improve the range and quality of writing throughout the school. Whilst there are some examples of reports, letters, diaries, play scripts and accounts, they are very limited in some classes. There is an overuse of worksheets and this has a tendency to inhibit the pupils' creativity, limit the amount they write and to prescribe how they should set out their work. Whilst they are useful as a guide it inhibits pupils, particularly the more able. The standard of handwriting is also affected by the use of worksheets.

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

26. In order to improve standards and the quality of provision further, the headteacher, staff and governors should:

### **Raise standards in mathematics at the end of Key Stage 1 by:**

- ensuring the work is planned to meet the needs of pupils of all abilities, particularly the more able;
- reducing the reliance on mundane and undemanding worksheets;
- ensuring teachers' marking gives guidance as to how the pupils might improve their work.

### **Improve the development of writing skills throughout the school by:**

- providing the pupils with more opportunities to develop their writing skills in subjects such as history and geography;
- providing the pupils with more opportunities to write diaries, play scripts, reports and accounts;
- reducing the use of mundane worksheets for writing activities;

- monitoring the range and quality of writing.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	10	4	0	0	0
Percentage	0	18	59	23	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six 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)	18	243
Number of full-time pupils known to be eligible for free school meals	N/A	62

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	51

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	10
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.7	School data	0.1

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	27	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	25	25	20
	Total	46	47	42
Percentage of pupils at NC level 2 or above	School	87 (79)	89 (82)	79 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	25
	Girls	23	24	25
	Total	45	47	50
Percentage of pupils at NC level 2 or above	School	85 (79)	89 (79)	94 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	19
	Girls	11	12	13
	Total	26	30	32
Percentage of pupils at NC level 4 or above	School	76 (75)	88 (78)	94 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	11	11	13
	Total	27	29	32
Percentage of pupils at NC level 4 or above	School	79 (75)	85 (75)	94 (75)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	141
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.7
Average class size	25.5

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

Total number of education support staff	8
Total aggregate hours worked per week	157

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	16

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
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.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/2001
	£
Total income	518,301
Total expenditure	510,701
Expenditure per pupil	1,785
Balance brought forward from previous year	9,254
Balance carried forward to next year	16,854

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	279
Number of questionnaires returned	34

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	24	9	6	0
My child is making good progress in school.	44	47	6	3	0
Behaviour in the school is good.	35	35	12	6	12
My child gets the right amount of work to do at home.	26	35	26	6	6
The teaching is good.	41	47	6	0	6
I am kept well informed about how my child is getting on.	32	41	18	3	6
I would feel comfortable about approaching the school with questions or a problem.	71	26	3	0	0
The school expects my child to work hard and achieve his or her best.	53	38	6	6	0
The school works closely with parents.	32	38	21	6	3
The school is well led and managed.	41	29	6	9	15
The school is helping my child become mature and responsible.	44	35	12	9	0
The school provides an interesting range of activities outside lessons.	9	32	12	21	26

### Other issues raised by parents

Some parents expressed concern over the leadership due to the number of changes that had taken place.