

INSPECTION REPORT

TOFTWOOD JUNIOR SCHOOL

Dereham

LEA area: Norfolk

Unique reference number: 120987

Headteacher: Mr D F Appleby

Reporting inspector: Helen Ranger
Ofsted no: 22223

Dates of inspection: 19 – 20 March 2001

Inspection number: 195713

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	38 Westfield Road Dereham Norfolk
Postcode:	NR19 1JB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Summers
Date of previous inspection:	January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Toftwood Junior School is an above average sized community school with 390 pupils on its roll between the ages of seven and eleven. It is situated in the market town of Dereham. In September 2000, it changed its status from a middle school to a junior school, admitting pupils into Year 3 for the first time and no longer catering for Year 7. Almost all the pupils are of white United Kingdom heritage (98 per cent) and almost all speak English as their first language. Twenty-one per cent of pupils have special educational needs, a proportion that is a little below the national average. An above average proportion have Statements of Special Educational Need. When pupils are admitted to the school, their levels of attainment as shown in the national tests are broadly in line with the average for seven year olds.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs as part of an OFSTED survey.

HOW GOOD THE SCHOOL IS

Toftwood Junior is an effective school where pupils are taught well. Pupils make good progress as they move through this stage of their education and the oldest attain high standards in their work. Pupils' attitudes and behaviour are very good. The headteacher, senior staff and the governing body manage the school efficiently. The school gives good value for money.

What the school does well

- The standards attained by the oldest pupils in English, mathematics and science are high.
- Good teaching in all year groups enables pupils to make rapid gains in their work.
- Pupils develop very positive attitudes to education, behave well and are encouraged to become mature and responsible.
- The headteacher and his staff have high expectations of what pupils can achieve and are committed to maintaining high standards.

What could be improved

- The role of staff with management responsibilities in monitoring and improving the work of the school.
- Aspects of the provision for pupils with special educational needs.
- The extent to which parents feel informed about their children's progress and involved in the life of the school.
- How the accommodation supports the increasing number of pupils.

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 January 1997. Since then it has made good progress on the issues which were identified for improvement and in other key areas. It is well placed to continue to achieve high standards for its pupils. Since 1997, standards of attainment have risen considerably. There is better teaching and improved curricular planning. Assessment information is now used more successfully to match tasks to pupils' needs. Pupils' enquiry skills are better developed, especially in science and mathematics. The school's written development plans identify clear, relevant priorities and how these will be achieved.

STANDARDS

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

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

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

The results above show sustained high attainment in recent years. In 2000, the school's performance in English was above both the national average and the average for schools with similar intakes. In mathematics, the results were well above average and in science they were within the highest five per cent of schools nationally. The school exceeded the targets it set for its pupils in the national tests in 2000.

Inspection findings are that pupils achieve well in relation to their attainment on entry to the school. Pupils who are now in Year 6 attain above average standards in English and well above average in mathematics and science. They achieve the nationally expected levels in information and communication technology. Their good basic skills in literacy and numeracy and their satisfactory computer skills equip them well for their work across the wider curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and show interest in their work.
Behaviour, in and out of classrooms	Very good in lessons, in the playground and around the school.
Personal development and relationships	Very good. Pupils get on very well together and with adults. They develop high levels of maturity, independence and responsibility.
Attendance	Satisfactory. Rates are in line with the national average.

Pupils' attitudes and values are a considerable strength in the school. Pupils have a positive approach to their learning that supports their continuing progress well. The school operates as a friendly and orderly community.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 teaching seen was good overall and was substantially improved since the last inspection. It enables pupils to achieve well. They make good use of their time and acquire the knowledge, skills and understanding necessary to be independent learners.

Twenty-six per cent of the lessons were satisfactory, 43 per cent were good, 26 per cent very good and five per cent excellent. Teaching in the key skills of English, mathematics, science and information and communication technology is good. As a result, pupils learn rapidly and use their good skills of literacy and numeracy to support their work across the entire curriculum. Teachers have high expectations of their pupils' work and behaviour and use time efficiently. Pupils respond well to this and put good effort into their work. Teachers provide well-planned activities that generally cater for the needs of all pupils. This includes those with special learning needs and the most capable pupils, although the Individual Education Plans for pupils with special needs are not used as well as they could be to support teaching and learning. Teachers explain tasks clearly and question pupils skilfully to assess their learning. However, the quality of marking and record-keeping varies considerably between classes and does not always promote pupils' continuing progress well enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school covers the statutory curriculum and supplements it with a range of visits, visitors and extra activities for pupils.
Provision for pupils with special educational needs	Satisfactory overall. Pupils generally achieve well as a result of the support given by teachers and classroom assistants. The targets in their Individual Education Plans are not detailed enough to promote their more rapid progress.
Provision for pupils with English as an additional language	Satisfactory arrangements for the occasional pupil whose first language is not English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall, with strengths in the promotion of pupils' moral and social development. Satisfactory provision for spiritual and cultural development.
How well the school cares for its pupils	Good provision for pupils' well-being. The school has a caring ethos.

The school teaches all subjects of the National Curriculum. It has responded well to the recent national revisions to the curriculum and has established a good programme of personal, social and health education and citizenship. While its cultural provision is satisfactory, the school sometimes misses opportunities to teach its pupils about the cultural and racial diversity of modern Britain. Good arrangements are in place to ensure pupils' welfare, health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff work effectively for the benefit of pupils. They are held in high regard by pupils.

How well the governors fulfil their responsibilities	The governors contribute well to the management of the school. They are actively involved in its further development and question sensibly what it does.
The school's evaluation of its performance	Good. The school analyses its results, teaching and curriculum satisfactorily overall and takes action to improve. The written development plans successfully communicate current and future priorities.
The strategic use of resources	Good. Available funds are directed to areas of priority and their use is controlled and monitored well.

The headteacher communicates his commitment to high standards effectively and has led the staff team successfully in maintaining these for the pupils. The school has rightly identified the need for more extensive monitoring of teaching and the curriculum to gain information about its effectiveness across the entire age group. The school is effective in seeking to ensure 'best value' in its spending decisions. The building is fully used but, in a growing school, its size places constraints on some activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • Teachers expect children to work hard and do their best. • The teaching is good. • Their children make good progress. • Children are helped to become mature and responsible. • The school is led and managed well. • Behaviour is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The extent to which the school works closely with parents and informs them of their children's progress. • The homework provided. • The approachability of some staff. • The disruption caused to pupils by teachers' absence or secondment.

The inspection team agrees with parents' positive views. Inspectors consider that the range and quality of extra activities in the school are now good, having recently been extended to pupils in Year 3. Homework provides a satisfactory contribution to pupils' progress. Inspectors agree that the school could communicate more effectively with parents, especially when their children first join the school. There has been some disruption to pupils' education as a result of staff changes, particularly in one class. The school has now taken measures to stabilise this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standards attained by the oldest pupils in English, mathematics and science are high

1. Pupils in Year 6 have performed very well in the national tests for eleven year olds in recent years. The standards attained by these pupils have improved considerably since the last inspection in 1997. In 2000, pupils achieved results which, compared with both the national average and the average for similar schools, were:
 - above average in English;
 - well above average in mathematics;
 - among the highest five per cent of schools nationally in science.
2. The school's results have also been high in recent years when compared with county and local averages. A significant strength of the school is the high proportions of pupils who are enabled to achieve at least average levels in their work in each of the three 'core' subjects of English, mathematics and science. Only a relatively small proportion of pupils does not achieve the nationally expected Level 4 in tests by the age of eleven in English and mathematics. Almost all reach this expected level in science - 99 per cent in 1999 and 2000. A larger than average proportion attains the higher Level 5 in each of the subjects. In science, 90 per cent of pupils achieved Level 5 in 2000 which is almost three times the national figure. Indications are that pupils join the school at the age of seven (or eight when it was a middle school) with levels of attainment which are broadly in line with national averages. Their success in the tests at the end of the key stage shows that they make considerable gains in English, mathematics and science as they move through the school.
3. Inspection findings for the current Year 6 are that attainment is:
 - above average in English;
 - well above average in mathematics and science.
4. In English, the oldest pupils are effective listeners and articulate speakers. They are attentive to the contributions of others, as was seen in a debate about whether schools should sell off their playing fields for housing. They read fluently and for enjoyment and apply their reading skills efficiently to support their learning across the range of subjects they study. Their writing is varied and interesting and is adapted to its audience. Skills in spelling and punctuation are developed well, although standards of handwriting and presentation vary considerably. In mathematics, pupils handle all aspects of the subject curriculum confidently and at a high level for their age. In a lesson seen, many worked skilfully with decimals to two places and multiplied and divided large numbers efficiently. They explained their methods and thinking sensibly. Pupils apply their good numeracy skills to their work in other subjects. In science, the pupils' level of factual knowledge is high. They show a secure understanding of enquiry methods; this was a weakness at the time of the last inspection which has shown good improvement. It was demonstrated in a lesson about sound, where pupils predicted the outcome of their experiments, carried out fair tests efficiently and drew conclusions from their work.

Good teaching in all year groups enables pupils to make rapid gains in their work

5. The quality of teaching and learning is good in the school. Teaching was at least good in three quarters of the lessons seen during the inspection. A quarter of lessons were very good and one excellent lesson was seen. This represents a substantial improvement on the findings of the previous inspection when 20 per cent of lessons were unsatisfactory.

6. The 'core' subjects of English, mathematics and science are given a high priority in each year group. Teachers' subject knowledge is secure in these areas and they have applied the national strategies for literacy and numeracy effectively to their work. They have also considered carefully the needs of their pupils in addition to these national programmes; for example, by including opportunities for pupils to complete extended writing tasks. Lessons in the core subjects are frequently revised and pupils' learning is checked regularly. One of the reasons for the school's success in science is that its analyses of what pupils can do well and not so well are used to target teaching to areas of weakness and improve these. Teachers succeed in catering for the range of attainment in each class. At the upper end of the school, the system of 'banding' into broad attainment groups for English and mathematics helps to support pupils' progress. This makes it manageable for the teachers to concentrate more intensely on the narrower range of attainments in each 'band' with activities that are matched well to the pupils' capabilities.
7. Teachers plan interesting activities that have clear objectives. The objectives are often shared carefully with pupils at the start so that they know what they are intended to learn. They are checked as the lesson proceeds to see if the aim has been met. Teachers' methods and organisation are good. They explain tasks carefully and adopt good questioning techniques to check and extend pupils' understanding. As a result, pupils are clear about what is expected of them and get frequent feedback on how well they are doing. Time is used to the full. All teachers share the expectation that pupils will use their time efficiently and they communicate this effectively. Pupils settle quickly to their lessons, work efficiently and complete good quantities of work. Teachers' expectations of how pupils will behave are also high and they manage their behaviour well. The pupils respond conscientiously to this, behave well and show respect to their teachers and classmates.
8. Pupils are expected to take initiative in their learning. As a result, they gradually gain the confidence to work independently or collaboratively as required. Very good examples of this were seen in design and technology lessons. In these, pupils had been taught well the basic designing and making skills they needed. The teachers' expectations of what they could produce led to high quality designs and to finished products that showed great attention to detail.
9. Teaching is particularly good in Year 6 where pupils make rapid gains in their last year in the school. However, this is only possible because of the firm foundations that are established by the good teaching and efficient learning that takes place in the other year groups.

Pupils develop very positive attitudes to education, behave well and are helped to become mature and responsible

10. The pupils are very enthusiastic about school. They like and respect their teachers and find the headteacher approachable and supportive. They are keen to learn and many bring from home positive attitudes about the value of learning that are built on and extended by their experiences in school. These shared values between home and school result in effective learning and in pupils who show high levels of personal development.
11. The pupils are very complimentary about the attitudes of other children in the school. The oldest comment on how friendly everyone is and that older children care about the younger ones. They say that there is hardly any bullying and that they are confident that adults will deal with this if it occurs. Those who joined the school part way through the key stage express their appreciation of the welcome they received from adults and children alike. Pupils show considerable respect and tolerance for people's differences. Behaviour in lessons and around the school is generally very good. Pupils are polite and courteous. They enjoy their lessons and the range of extra activities that are provided. Pupils develop considerable maturity and responsibility as they move through the key stage. The oldest carry out their duties admirably and act as good role models for younger pupils.

12. These good attitudes result from the calm, orderly atmosphere for learning that is promoted by the adults in the school. Teachers and other staff give clear, positive guidance about the school's expectations of behaviour and about the value of pupils' working and playing together in a pleasant environment. Staff establish these clear guidelines through the programme of assemblies, in their lessons, and in the fair and friendly way they deal with the pupils. They give praise freely when it is deserved and are calm and patient in the way they deal with any unacceptable behaviour.

The headteacher and his staff have high expectations of what pupils can achieve and are committed to maintaining high standards

13. Underpinning the school's successes are high expectations of what pupils can achieve, especially in the core subjects of English, mathematics and science. These expectations are a common strand in the good teaching and in the provision made for pupils' personal development.
14. The headteacher has a clear vision for the school which is based on enabling pupils to develop their full potential. His commitment to achieving high standards in pupils' basic skills is communicated well to his staff. They in turn ensure that this commitment is translated into the activities they prepare for their pupils. For example, the science co-ordinator keeps a record of pupils' achievements in her subject to show new staff what can be accomplished. An effective staffing and management structure is in place with each head of year co-ordinating the work of the year group staff team.
15. The governing body supports the school's aims well in its arrangements for development planning. Staff are also appropriately involved in deciding how the school will move forward. Priorities for further improvement are identified clearly and are based on on-going evaluations of the school's performance. The available funds are directed well to areas of need and to support the agreed priorities.

WHAT COULD BE IMPROVED

The role of staff with management responsibilities in monitoring and improving the work of the school

16. The school increasingly evaluates its success by analysing pupils' performance in national tests and optional assessments. It also has a programme of lesson observations by key staff such as the headteacher and the literacy and numeracy co-ordinators which monitors the effectiveness of current initiatives and teachers' overall performance. So far, there has been no systematic programme to extend this monitoring across the entire curriculum or to involve those such as the assessment and special needs co-ordinators in checking how their areas of responsibility work in practice. It is acknowledged that the school has recently planned and prepared a programme of additional release from classroom commitments for subject co-ordinators. This aims to enable them to check their areas of responsibility across the school and to analyse how standards may be improved further. An extra teacher has been employed from next term to release teachers from their class commitments in order to allow this to take place.
17. The staff have responded appropriately to the recent revisions to the National Curriculum by reviewing their arrangements for planning lessons but co-ordinators cannot yet check at first hand the effectiveness of the new arrangements in classrooms. For example, teachers have spent a considerable time setting up detailed procedures for assessment. However, the way these are implemented varies considerably between classes and their effectiveness is not monitored sufficiently. Staff rarely make a systematic scrutiny of pupils' day-to-day work across the school to inform them about standards in subjects.

Aspects of the provision for pupils with special educational needs

18. Pupils with special educational needs in the school are identified appropriately and generally taught well. They are often given valuable support from classroom learning assistants and from specialist staff. A strength of the school is that it enables a very high proportion of its pupils to attain the expected Level 4 of the National Curriculum by the end of Year 6, in spite of any special learning needs. It promotes the inclusion of all its pupils in all activities well.
19. However, aspects of the provision for pupils with special needs could be improved to enable them to make even better progress. All pupils on the special needs register have an Individual Education Plan. This is compiled by the class teacher in consultation with the special needs co-ordinator. The plans include targets which are linked appropriately to pupils' areas of need. However, the targets are too often imprecise. The plans do not contain enough detail of the small steps which pupils will need to take to make the required progress or of how progress will be measured. This limits their effectiveness in how they link to teachers' plans for the class as a whole. It also limits how the classroom assistants can use them to evaluate the progress achieved in the activities they supervise. The progress that pupils often make towards their targets cannot be shared and celebrated by them and their parents as effectively as it might.
20. The school has made considerable recent investment in the levels of classroom support staff. This has been successful overall, particularly for the pupils with special needs who now have access to additional help with their work. The classroom assistants have not yet received the extended training necessary to improve further the quality of support they can offer to pupils. The school has applied for places on relevant local courses but has been unsuccessful in securing these. The classroom assistants are talented and keen to improve the support they give.
21. The special needs co-ordinator provides satisfactory management. She keeps teachers and support staff informed and ensures that the regular administrative procedures that her role entails are completed. The time allocated for her to carry out her administrative, training and monitoring roles is, however, comparatively low for the size of the school. There are heavy demands on her time from the relatively large number of pupils who are at the highest stages of special needs identification.

The extent to which parents feel informed about their children's progress and involved in the life of the school

22. The inspection team received parents' views of the school through a pre-inspection questionnaire (100 returned), a meeting with parents (11 attending) and through various informal contacts and interviews during the inspection. The vast majority of parents say that their children enjoy school, are taught well and are encouraged to become mature and responsible. They are happy with standards of work and behaviour and feel that staff have high expectations of what the pupils can achieve.
23. However, a high proportion (about a third of the parents who responded) would like to work more closely with the school and be better informed about their children's progress. Parents acknowledge the opportunities of the termly consultations and the annual reports on their children. A significant minority, however, find it difficult to approach their children's teachers with any concerns and do not feel well informed about how the school operates. They do not always feel comfortable about how they are greeted. This appears to give them most cause for concern when pupils first transfer from the infant school. It is acknowledged that the school faced particular challenges in communication this year when it admitted pupils in both Year 3 and Year 4 at the same time, due to its change in status from a middle school.
24. Parents would like more regular information about their children's progress so that they can join with the school in ensuring that their children do their best. Useful home-school diaries are in place but teachers vary in the way they use these. In the best examples, they are a valuable communication tool between home and school to which pupils, teachers and parents all contribute. This is not the case in all classes or for all individuals. The termly consultation meetings are appreciated by parents. However, the first of these tends to concentrate on how children have settled in a class rather than on their work and academic achievements. The last is

held late in the year when several parents do not feel they have a chance to work with the teachers to support their children more usefully. As a result, a significant minority of parents do not feel that they are working in partnership with the school as much as they would wish.

25. Inspectors consider that the school could improve the ways it consults and communicates with parents.

How the accommodation supports the increasing number of pupils

26. The school's roll has increased considerably over the past few years and continues to rise. As a result, there are too few classrooms in the main building. Temporary classrooms have been provided and currently four classes are housed in these. These rooms are small, suffer problems of heating and ventilation and do not have integral toilet facilities. Staff cope well to provide a pleasant atmosphere for learning but the conditions impose constraints on what they can do and how pupils can work. There is insufficient space for practical activities to take place easily. Space for resources and displays is very limited. The computers in these rooms do not have Internet access as the cost of providing this is too great; teachers have to juggle their timetables and arrange classroom swaps so that their pupils can use the Internet from time to time in their work.
27. The school is keen to extend its facilities for pupils to learn the key skills of information and communication technology. At present, while each class has a computer, there is no area in the school which could be converted for use as a computer suite. Staff work hard to provide a basic entitlement to activities in information and communication technology for their pupils and are generally successful in reaching expected standards. However, they are, understandably, finding it difficult to extend the amount of intensive practice of skills and thus keep pace with the rapid developments in the subject, without the extra facilities which would be provided by a specialist suite.
28. The shared facilities in the school such as the hall and library have come under additional pressure. Only one whole-school assembly is provided each week because the hall has to be stripped of most of the equipment that is housed there if all the pupils are to be included. A non-fiction library has been set up in the one classroom that is larger than the rest. This is not satisfactory because it cannot be used to support pupils' work without disturbing that class. As a result, pupils do not have the chance either to use the library as an easy reference source for their lessons or to work there as a class group on a regular basis.
29. The administrative areas of the school are inadequate. The school's general office and reception area are very small and cramped. The administrative staff are well organised but lack suitable working space and have nowhere that they can work undisturbed. This causes particular problems for the finance officer who is subject to frequent interruptions in her work.
30. The inspection team acknowledges that the problems with accommodation are frequently discussed by the staff and governors and are an element in their strategic planning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The school has many strengths. It is acknowledged that several of the areas identified in this report for further improvement are already under consideration by staff and governors.

32. In order to improve the overall quality of provision and raise standards further, the headteacher, staff and the governing body should:

- develop the management and monitoring role of the senior staff and subject co-ordinators, as planned, by:
 - training co-ordinators for their monitoring role to ensure an understanding of how standards may be raised further; and
 - establishing a programme of classroom observation and sampling pupils' work by all relevant staff to ensure that the school's policies and agreed practices are consistently implemented.

(paragraphs: 16, 17)

- improve the provision for pupils with special educational needs by:
 - ensuring that the Individual Education Plans include suitably detailed and measurable targets to support the small steps in pupils' progress and that they are used in planning and assessing the work for these pupils;
 - continuing efforts to provide training for classroom assistants; and
 - reviewing the time available for the special needs co-ordinator to support this area of responsibility and monitor the success of initiatives.

(paragraphs: 18 - 21)

- continue efforts to improve the quality of the accommodation.

(paragraphs: 22 - 25)

- encourage more effective communication and involvement with parents, especially when their children first join the school.

(paragraphs: 26 - 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	26	43	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	390
Number of full-time pupils known to be eligible for free school meals	32

Special educational needs	Y3 - Y6
Number of pupils with statements of special educational needs	13
Number of pupils on the school's special educational needs register	82

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	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	58	57	115

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	53	52	58
	Girls	54	52	56
	Total	107	104	114
Percentage of pupils at NC Level 4 or above	School	93 (91)	90 (90)	99 (99)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	52	55	58
	Girls	53	54	56
	Total	105	109	114
Percentage of pupils at NC Level 4 or above	School	91 (91)	95 (93)	99 (99)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	387
Any other minority ethnic group	0

This table includes information volunteered to the school by parents and does not cover all pupils.

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: Y3 – Y6

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	271

FTE means full-time equivalent

Financial information

Financial year	1999/2000*
	£
Total income	641,907
Total expenditure	587,319
Expenditure per pupil	1,673
Balance brought forward from previous year	28,342
Balance carried forward to next year	82,930

**Figures include swimming pool allocation and are not typical of the school's expenditure because they are based on its former status as a middle school*

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	390
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	4	0	0
My child is making good progress in school.	45	48	3	0	4
Behaviour in the school is good.	23	63	9	2	2
My child gets the right amount of work to do at home.	24	51	16	5	3
The teaching is good.	44	49	3	1	3
I am kept well informed about how my child is getting on.	19	49	23	8	0
I would feel comfortable about approaching the school with questions or a problem.	35	46	13	6	0
The school expects my child to work hard and achieve his or her best.	45	49	3	1	2
The school works closely with parents.	23	44	23	8	1
The school is well led and managed.	40	47	5	4	3
The school is helping my child become mature and responsible.	38	54	2	2	4
The school provides an interesting range of activities outside lessons.	14	42	28	4	12

Figures may not total 100% owing to rounding and because not all parents responded to all statements.

Other issues raised by parents

A few parents expressed concern about the disruption to their children's progress caused by staff absence or secondment.