

# INSPECTION REPORT

## **ELDON GROVE PRIMARY SCHOOL**

Hartlepool

LEA area: Hartlepool

Unique reference number: 111589

Headteacher: Mr A Rees

Reporting inspector: Mrs Joy Richardson  
6676

Dates of inspection: 17-19 September 2001

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Eldon Grove  
Hartlepool

Postcode: TS26 9LY

Telephone number: 01429 273895

Fax number: 01429 275484

Appropriate authority: Governing Body

Name of chair of governors: Mrs C. Eddowes

Date of previous inspection: 9<sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 480 pupils from Reception to Year 6, in 18 classes, and 78 part-time places in its nursery. It is much bigger than most primary schools nationally. Pupils come mainly from the immediate locality which has a wide diversity of private and rented housing. Part of the school's admission zone has recently been designated a priority area under the 'New Deal for Communities' initiative. The percentage of pupils eligible for free school meals is broadly in line with the national average. Very few pupils come from an ethnic minority background or speak English as an additional language. There are 93 pupils on the school's register of special educational needs, eight of whom have a statement. Children start part-time in the nursery from the age of three and transfer into reception in the September or January before they are five. Children's development varies widely at the time of entry to the nursery, but few are well advanced in their social and language skills.

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

This is a good school where pupils thrive. It is very well led and provides a very positive climate for learning. Pupils reach good standards because they are well taught. The school gives good value for money.

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

- The headteacher and senior staff provide very good leadership.
- Pupils achieve well and reach good standards, particularly in reading and science.
- The teaching is good and this helps pupils to succeed.
- Pupils with special educational needs are very well supported.
- The school fosters good behaviour and positive attitudes to learning.
- The nursery gives children a very good start.

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

- Standards in writing show some areas of weakness.
- The mixed-age classes do not fully meet the needs of children in the reception year.

*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 previously inspected in June 1997. Since then there has been steady improvement in the standards achieved by pupils at the age of eleven, and this led last year to a national achievement award. The school has addressed the key issues raised in the last inspection report. It has developed systems for assessing and recording pupils' progress, and is using this information with increasing effectiveness to identify where action is needed. The planning of teaching is now strongly underpinned by schemes of work, including the frameworks for literacy and numeracy. The school's evaluation of its work has improved and the quality of teaching is now monitored effectively through classroom observation and reviews of performance. Other significant developments since the last inspection include the deployment of a much-enlarged team of support staff, increased provision for information and communication technology, and the building of a new classroom. The school has a strong management team and is well placed to maintain its strengths and continue to improve.

## 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				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	C	A	C	B	well above A average above B average
mathematics	C	B	B	B	average C below average D
science	C	B	A	A	well below E average

Results in the tests for eleven year olds show a steady rise in standards from 1998 to 2000, most notably in science. In 2001, the percentages of pupils reaching or exceeding the expected standard were almost as high as in 2000 in mathematics and science, although rather lower in English. The school sets challenging targets for attainment in English and mathematics at the age of eleven and pupils currently in Year 6 are on course to meet these.

Standards in the tests for seven year olds have been more variable over recent years, but have shown some improvement since the last inspection. In 2000, results were average in reading and mathematics and above average in writing when compared with all schools and with similar schools. However, results were lower in 2001, particularly in writing.

Foundations for learning are very well laid in the nursery and most children achieve the national early learning goals by the end of reception. The work seen on inspection confirms the results of tests in showing that standards are broadly average at the age of seven and above average at the age of eleven. The school is developing systems for tracking pupils' progress and identifying those who could do better. This is having a positive impact on standards, particularly in the older years.

The school enthuses pupils about reading and most pupils read widely and well. At both key stages, significantly more pupils reach the expected standard in reading than in writing. Pupils are encouraged to write for a variety of purposes, and often enjoy doing so, but weaknesses persist in handwriting, spelling and punctuation. The school has identified the improvement of pupils' writing skills as a priority in its development plan. Pupils are confident in working with numbers in their head and this helps them to achieve well in mathematics. Standards are high in science. Pupils gain knowledge steadily as they progress through the school, extending their understanding through practical investigative work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about their learning and try hard in lessons. They co-operate well with their teachers,

	and clearly enjoy their time in school.
Behaviour, in and out of classrooms	Behaviour is very good. The school is calm and orderly and this fosters effective learning. Pupils understand and respond well to the clear code of conduct. They behave reliably and sensibly in classrooms, around the school and in the playground.
Personal development and relationships	Relationships throughout the school are very harmonious and pupils benefit from the sense of community. There is a strong emphasis on pupils' personal development, although older pupils are capable of taking more responsibility and exercising greater initiative and independence in learning.
Attendance	The overall rate of attendance, and the extent of unauthorised absence, are broadly in line with national averages. However, a significant number of pupils are absent for holidays during term time, and this disrupts learning.



## 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 quality of teaching is good overall throughout the school.

Teaching is well planned in the nursery, and in the lower, middle and older teams. Teachers manage their classes well and have a good rapport with pupils. Basic skills in literacy and numeracy are well taught, although more reinforcement is needed in writing. Teachers develop pupils' speaking skills, but some pupils lack confidence in explaining their ideas and need further opportunity and encouragement to do so.

Teachers match work carefully to the needs of different pupils, and work closely with support staff in doing this. They explain, instruct and ask questions well, using time to good effect in lessons. Teachers plan activities well to reinforce pupils' learning, making imaginative use of resources. They hold pupils' interest and attention, keeping them involved.

Pupils learn well because the teaching is purposeful and well planned. They are keen to succeed and they concentrate well on their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum and this is enriched by visits and visitors, and a good range of after-school clubs for older pupils. The curriculum for the Foundation Stage (spanning the nursery and reception years) is not implemented to full effect in the reception year, where classes also include Year 1 pupils.
Provision for pupils with special educational needs	Very good support is given to pupils with special educational needs, to help them keep up. Their difficulties are identified early and kept under review. Teachers and support staff work together well in setting targets, providing additional support and checking progress. The school liaises effectively with parents and outside agencies, helping pupils to succeed.
Provision for pupils' personal, including	The school fosters pupils' all-round development well, working successfully to promote social and moral

spiritual, moral, social and cultural development	awareness, appreciation of the wider world and understanding of others. Displays and resources within the school stimulate pupils' interest in learning and extend their horizons.
How well the school cares for its pupils	Although the school is large, pupils' individual progress and welfare are monitored closely. Well-established routines and consistent teamwork by staff contribute to the good quality of care and supervision. As a result, pupils are secure and at ease and have a strong sense of belonging.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. He knows pupils well and cultivates a very positive ethos within the school. The deputy headteacher and the other members of the management team contribute to the cohesiveness of the staff team and to the school's sense of direction.
How well the governors fulfil their responsibilities	Governors support the school well, reviewing its achievements and planning for the future.
The school's evaluation of its performance	The school pursues high standards, analysing its results and tracking the performance of pupils to help them achieve their potential. The quality of teaching is monitored to good effect. The annual school development plan identifies what could be improved and the priorities for action.
The strategic use of resources	The school uses its resources well to achieve its aims. Spending decisions are taken carefully to achieve best value, as seen in the careful use of funding to expand provision for information and communication technology.

## 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>• Children like school and enjoy their work.</li> <li>• The staff are helpful and approachable.</li> <li>• The teaching is good.</li> <li>• Children are expected to work hard and do their best.</li> <li>• The school is well led and managed.</li> <li>• Pupils are well-behaved.</li> <li>• The school meets pupils' individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant minority does not think there is the right amount of homework.</li> </ul>

Parents who returned the questionnaire, or attended the meeting before the inspection, expressed a very high level of satisfaction with the school. The inspection team considers that their confidence in the school is well justified.

Views varied on the appropriateness of the homework provided. The view of the inspectors is that homework is often used well to reinforce or to extend learning. However, there is a lack of clarity and consistency in the amount and timing of homework, and in the use of homework books. Parents would appreciate more information about what is expected and how to support their children's learning at home.

## **PART B: COMMENTARY**

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

#### **The headteacher and senior staff provide very good leadership.**

1. The school is very well led. As a result, there is a very positive climate for learning and this supports the achievement of good standards.
2. The headteacher knows pupils and their families well. He is a constant presence around the school and this underpins the strong sense of community. The deputy headteacher leads by professional example, teaching a class while also supporting staff in each phase of the school and helping to set the school's direction. The management team meets regularly, securing strong lines of communication despite the large size of the school. This team includes co-ordinators for the younger, middle and older years, who support the teachers and classroom assistants in each phase and work for consistency in planning and practice. There are clear lines of management for support staff who work closely with the class teachers.
3. The school's leadership is forward looking and reflective in evaluating what works well and what could be better. Useful procedures have been put in place for tracking pupils' progress. The headteacher is promoting the use of this information to help teachers and pupils aim high, and to identify where action is needed.
4. The school has a strong and cohesive staff team. The contribution of every member of the teaching and support staff is recognised and valued, as seen in the school's concern for equitable distribution of its recent achievement award. The school has implemented the national literacy and numeracy strategies effectively, developing and refining practice in the light of experience. The monitoring of teaching through classroom observation and feedback is helping this process.
5. The strength of leadership is reflected in the smooth running of the school, in the quality of teamwork and in the school's will to improve.

#### **Pupils achieve well and reach good standards, particularly in reading and science.**

6. The school encourages a love of books with the result that most pupils read widely and well.
7. Daily reading at home is encouraged throughout the school and this is supported by a good choice of reading material. Pupils save up money with the pleasurable anticipation of spending it at the weekly Book Club. Groups attend Book Fairs and the annual Northern Children's Book Festival. This creates a climate in which books are enjoyed, discussed and valued.
8. Shared reading sessions engage pupils' interest and introduce them to a wide range of literature. The youngest children followed with rapt attention as the story 'Handa's Surprise' unfolded through pictures, grasping the surprise ending with delight. Pupils develop a good sense of story structure, as seen when Year 2/3 pupils crafted their own stories in response to 'The Tiger Who Came to Tea', and one explained, 'I'm going to leave this on a cliff-hanger.' Older pupils are able to compare texts, for example commenting on which of two biographies they preferred, and distinguishing the characteristics of biography and autobiography in work based on 'The Diary of Anne Frank'.
9. Pupils learn to recognise common words and are able to use letter sounds and spelling patterns in reading unfamiliar words. In Year 1, pupils recognise and write

simple rhyming words, for example swiftly finding rhymes for 'frog' or 'rat' in a card matching game. Guided reading sessions help pupils to apply their knowledge of sounds in tackling unfamiliar words, as when Year 1 pupils worked out the words 'thump' and 'thud' in the course of a story.

10. Achievement in reading is steadily extended throughout the school. Pupils' competence in reading supports their learning across the curriculum, as demonstrated, for example, in work in history and science by older pupils.
11. Pupils achieve high standards in science by the time they leave. They gain knowledge systematically as they move through the school and this is reinforced by practical activity and investigation. Pupils learn well because they are given the opportunity for first hand observation and experiment. For example, pupils in the Year R/1 classes, studying food and farming, made their own butter by shaking a container of cream. They spread it the butter on bread and compared the taste with shop butter. Pupils' knowledge is extended by exploring and building on what they know, relating new learning to their experience of the world around them. This was seen when children in the reception year were challenged to guess the colour of goat's milk before seeing it, leading to a surprise for some who thought it might be pink or purple.
12. Pupils' scientific thinking is developed through experimental work which requires them to apply their knowledge and to test their ideas. In designing a circuit to test which materials conducted electricity, pupils in Year 4 made predictions, recorded their results and began to draw conclusions from their findings. Pupils' attainment in science is reinforced by their mathematical skills in making measurements and handling data, as seen in the recording of outcomes in graphs and tables. Older pupils learn to use scientific terms with precision. Practical demonstrations, for example showing how the earth orbits the sun and how the moon is lit, help them to understand difficult concepts. The curriculum is organised to ensure that pupils' knowledge and understanding is consolidated and extended from year to year, building on what has gone before.

### **The teaching is good and this helps pupils to succeed.**

13. Teaching is well planned within teams. This shared planning promotes consistency across parallel classes and the spreading of good practice. Activities are well planned to help pupils achieve the learning intended, and skilfully adapted to match the capabilities of different groups.
14. Teachers have clear expectations of pupils and manage their classes well, generating a sense of shared endeavour. Pupils know the routines and participate with enjoyment, as when pupils in Year 2/3 classes counted in chorus as they moved from the quiet area to work at their tables, or ended a literacy session with the recitation of a well-loved poem. Teachers encourage pupils to share their work in plenary sessions, reinforcing learning and providing positive feedback, for example pointing out a good use of metaphor or a well-chosen word in pupils' writing.
15. Teachers provide clear explanations and use specific subject terminology purposefully. For example, they develop a wide mathematical vocabulary through regular use. This was evident in the teacher's questioning in a Year R/1 lesson: 'Which costs more?' 'What is this digit worth?' 'What is the total?' 'How much is it altogether?' 'Did you add?' Teachers explain and illustrate grammatical terms in discussing reading and writing, for instance, in Year 4, demonstrating the function of adverbs in adding description to verbs. They involve pupils in thinking about word meanings, as when pupils in Year 5 discussed synonyms for 'hot', debating the relative strength of words such as 'burning', 'blistering' and 'scorching'.

16. Resources are used imaginatively to make teaching clear and to hold pupils' interest. Computers in classrooms are well used to reinforce what pupils have been learning. Skills in information and communication technology are being well taught, using the school's new set of laptop computers.
17. Teachers work closely and effectively with classroom assistants who guide the work of groups of pupils, as planned with the teacher. Support staff also provide valuable practical assistance, as in the oversight of computer equipment by the newly-appointed assistant for information and communication technology.
18. Pupils respond well to teachers' enthusiasm and belief in them and the good rapport between teachers and pupils supports effective learning.

### **Pupils with special educational needs are very well supported.**

19. The school provides very successfully for pupils with special educational needs. This reflects well-organised systems, and effective teamwork by the headteacher, special educational needs co-ordinator, special needs assistants and class teachers.
20. The school is quick to identify pupils' special educational needs and to provide support from an early stage to help pupils keep up. Once a pupil has been identified at stage one on the school's register of special educational needs, the class teacher is fully involved in drawing up an individual education plan, identifying targets, and planning provision to meet them. The experienced special educational needs support assistant has a key role in working with many pupils on the register. This involves supporting pupils in the classroom, or withdrawing small groups for work to address specific difficulties.
21. Additional support is provided for pupils with high levels of need through designated support assistants who work with pupils within a class group. Individual education plans for these pupils are very detailed and pupils' progress is reviewed regularly each term. The school liaises closely with parents and outside agencies, for the benefit of pupils.
22. Systems for tracking the progress of all pupils help the school to identify where extra help is needed, particularly in literacy. A support assistant provides Additional Literacy Support on a regular basis for pupils from the Year 2/3 classes. Pupils benefit from this concentrated work in a small group, as seen when they rose to the challenge of turning one three-letter word into another by changing one letter. The school evaluates the effectiveness of its provision, for example tracking the progress of pupils who followed a special mathematics programme in Year 5. Such evidence clearly shows improvements in performance in response to the school's provision.
23. The school welcomes pupils, whatever their needs, and helps them to succeed.

### **The nursery gives children a very good start.**

24. The nursery is well staffed with an experienced team including the nursery teacher and three nursery nurses. The provision is very well planned to foster children's development in all the areas of learning. The staff team, led by the nursery teacher, is very skilled in developing children's learning. They meet with the children in a small group at the start of each session, encouraging them to talk, to listen and to think. They capture children's curiosity, helping them to use all their senses, for example in wondering at the sharpness of pine needles, the prickles on a conker shell or the smoothness inside. The staff interact well with children as they play, channelling their

learning and extending their use of language. They teach children to behave well, to look after themselves and to co-operate with each other.

25. The nursery is exceptionally well organised. It is laid out in areas so that children can become quietly absorbed, on their own or with others. As a result, children explore purposefully through play. For example, children mixed dough in the kitchen area, marvelling at the sticky ball created from flour and water. Another group tried on hats and dressed up in a variety of costumes, taking on different identities in the process. Children bathed a baby doll, or cleaned out the birdcage, with meticulous care. They experimented with drawing lines on the computer and carefully positioned building blocks to make a house. Working on such activities at their own speed, they concentrate until the job is done.
26. Resources are set out thoughtfully, with a place for everything, to encourage independence and self-organisation. Good provision is made for outdoor play, and children are frequently taken out, for example to visit the local park. The staff work very effectively with parents in introducing children to the nursery and in monitoring their progress.
27. Children enjoy books and begin to take an interest in letters and words. They register by finding their own name. They begin to recognise and to write sounds and enjoy practising writing, for example when recording events in a 'police log' as part of their play. Children count and use numbers, and explore size and shape, in the course of their activities.
28. By the time children transfer to reception, very strong foundations have been laid for their school career.

### **The school fosters good behaviour and positive attitudes to learning.**

29. The school has a calm and orderly atmosphere which helps pupils to learn well. Staff and pupils throughout the school share a clear understanding of the standards of behaviour expected. The 'School Behaviour Plan', addressed to each pupil, sets out a clear and simple code of conduct, listing the rewards for behaving well and the consequences of misbehaviour. This is frequently discussed so that pupils come to own it for themselves. They recognise the importance of good behaviour for their own learning and for the community life of the school.
30. The school accentuates the positive in pupils' behaviour through the earning of rewards such as stickers or certificates. In the older years, pupils are motivated by the collection of house points, contributing to a group effort. The school promotes pupils' personal and social education and understanding of good citizenship. Good use is made of 'Circle Time' to explore issues such as friendship and this helps pupils to appreciate how their actions affect others.
31. The school provides a very attractive environment for learning. This is reflected in well-organised classrooms, carefully selected resources and attractive displays around the school. Space within the school building, and in the central courtyards, is used imaginatively and well. Care is taken to minimise the distraction of noise within the open plan building.
32. The school's consistent expectations and close knowledge of pupils encourage good attitudes to learning, which in turn help pupils to succeed.



## **WHAT COULD BE IMPROVED**

### **Standards in writing show some areas of weakness.**

33. Pupils achieve significantly better in reading than in writing and the school is working to improve standards in writing throughout the school. Strengths in the school's provision for writing are evident in the wide range of writing undertaken, in the way in which pupils learn about the organisation of writing from their reading, and in the enjoyment shown by many children when tackling writing tasks. However, there are shortcomings in the accuracy of pupils' writing and these weaknesses are not persistently addressed.
34. Insufficient attention is given to establishing good handwriting habits. Pupils are taught to hold a pencil and to form letters correctly, but this is not sufficiently reinforced. As a result, many young pupils form letters from the bottom, mix capitals and lower case letters and do not place letters correctly on a line. Pupils begin to join their handwriting from Year 4, and regular practice in Year 6 helps many pupils to write neatly and legibly. However, there is a lack of systematic progress in handwriting and presentation throughout the school, and weaknesses are not routinely identified and remedied.
35. From an early age, pupils are encouraged to use their knowledge of sounds in attempting independent writing. Although this helps them to develop confidence in the early stages, not enough is done to build the stock of words which pupils can spell correctly and to help them check their guesses. Older pupils learn spellings regularly. In some, but not all, classes pupils are required to practise words which they have spelled incorrectly in their own writing. However, pupils do not always respond to marking and weaknesses in spelling and punctuation are not systematically remedied. Pupils are not consistently expected to apply what they have learned in all subsequent writing, or to check that they have done so.
36. The school is tracking pupils' progress in writing and providing individual targets for improvement. However, a more systematic approach is needed to ensure that pupils become increasingly accurate in handwriting, spelling, punctuation and the grammatical construction of sentences. Teachers need a closer knowledge of the writing quality expected at each level in order to work with pupils on securing improvement.

### **The needs of reception age children are not fully met in the mixed age classes.**

37. The school's admission number necessitates some mixed-age classes, and the school's current organisation includes parallel classes for Reception and Year 1 pupils, and for Year 2 and Year 3 pupils. This poses some problems for teachers, particularly in meeting the needs of reception age pupils in classes which span the Foundation Stage and the start of Key Stage 1. Teachers work hard to adapt the pitch of work for these different age groups, and are often skilful in doing so. However, the provision for teaching and learning is not always effective in meeting the range of children's needs.
38. Young children often have to sit for too long in literacy and numeracy sessions which are appropriate to the needs of older pupils. This erodes the time available for teaching directed towards achievement of the Early Learning Goals, as required in the Foundation Stage. Classroom assistants provide valuable support in these

classes, but are not fully equipped to lead children's learning and to structure play so that it extends children's skills.

39. The planning of provision takes account of all the areas of learning for the Foundation Stage. However, some constraints result from the effort to meet the needs of both year groups, and the dividing of the teacher's time. This is seen, for example, in limited opportunities for the promotion of physical development through indoor and outdoor activities.

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

Improve standards further in writing by:

- teaching and monitoring handwriting systematically throughout the school;
- pursuing greater accuracy in writing so that pupils use what they have been taught, recognise errors and learn from their mistakes;
- clarifying expectations about what pupils should be able to do at each age and using this information to monitor progress and to set targets.

Extend provision to meet the needs of children in reception by:

- promoting continuity within the Foundation Stage, spanning nursery and reception;
- tailoring the use of time and the deployment of staff to extend learning for children in reception;
- developing the skills of support staff in working towards the Early Learning Goals, particularly in the context of structured play activities.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	12

### **Summary of teaching observed during the inspection**

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		7	16	13			
Percentage		19	45	36			

*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 two 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)	39	480
Number of full-time pupils known to be eligible for free school meals	0	74

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	7	93

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	11

## Attendance

### Authorised absence

	%
School data	5.3
National comparative data	5.2

### Unauthorised absence

	%
School data	0.4
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	41	36	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	35	36
	Girls	36	36	35
	Total	72	71	71
Percentage of pupils at NC level 2 or above	School	94 (76)	92 (70)	92 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	36	36
	Girls	36	36	36
	Total	72	72	72
Percentage of pupils at NC level 2 or above	School	94 (78)	94 (80)	94 (82)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	44	33	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	36	43
	Girls	29	24	32
	Total	64	60	75
Percentage of pupils at NC level 4 or above	School	83 (83)	78 (74)	97 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	34	40
	Girls	27	25	26
	Total	60	59	66
Percentage of pupils at NC level 4 or above	School	78 (82)	77 (77)	86 (90)
	National	70 (68)	72 (69)	79 (75)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	2
Bangladeshi	
Chinese	
White	516
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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)	19
Number of pupils per qualified teacher	25.8:1
Average class size	27.2

### Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	29.6

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39:1
Total number of education support staff	3
Total aggregate hours worked per week	90
Number of pupils per FTE adult	13:1

*FTE means full-time equivalent.*

## 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.*

## Financial information

Financial year	Apr 2000/ Mar 2001
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	£
Total income	940,966
Total expenditure	930,479
Expenditure per pupil	1,689
Balance brought forward from previous year	40,662
Balance carried forward to next year	51,149

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	600
Number of questionnaires returned	248

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	58	37	4	1	0
Behaviour in the school is good.	58	41	1	0	1
My child gets the right amount of work to do at home.	37	38	20	2	3
The teaching is good.	63	36	1	0	0
I am kept well informed about how my child is getting on.	53	38	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	26	1	0	0
The school expects my child to work hard and achieve his or her best.	69	29	1	0	0
The school works closely with parents.	49	42	7	0	2
The school is well led and managed.	66	32	1	0	1
The school is helping my child become mature and responsible.	61	36	2	0	1
The school provides an interesting range of activities outside lessons.	35	37	15	2	11