

INSPECTION REPORT

LAPAL PRIMARY SCHOOL

Halesowen

LEA area: Dudley

Unique reference number: 103797

Headteacher: Mr D Harrison

Reporting inspector: Mr J Hagan
1065

Dates of inspection: 20th – 21st May 2002

Inspection number: 195992

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Priory Road Halesowen West Midlands
Postcode:	B62 0BZ
Telephone number:	01384 818200
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Figures
Date of previous inspection:	July 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lapal Primary School is bigger than most primary schools, with 316 pupils on roll aged between four and 11 years. In some year groups there are a lot more boys than girls. The school, which is pleasantly situated in five acres of grounds, serves a private housing estate in Halesowen. Whilst the vast majority of the children come from the immediate locality, the school is beginning to admit larger numbers from further afield. Although the school has no nursery, the vast majority of pupils have had pre-school experience. The school population is predominantly white. There are 17 children who come from homes where English is not the main language spoken, which is slightly higher than in most schools. Approximately one third of these children are at an early stage of language acquisition. The main languages spoken are Punjabi, Chinese, Hindi, Gujarati and Arabic. The school does not receive any additional support for these children. The percentage of pupils (9.5 per cent) identified as having special educational needs, including statements, is well below the national average. Most have moderate learning difficulties. The number of pupils with statements of educational need is below the national average. The percentage of children eligible for free school meals (2.9 per cent) is well below the national average. Children are set in ability groups from Year 1 to Year 6 for English and mathematics. For all other lessons children are taught in mixed age classes. On entry to the school children's overall attainment is above average. It is a popular school, with the demand for places usually exceeding the admission number of 45 per year.

HOW GOOD THE SCHOOL IS

This is a good school. All children achieve well in their work and in their personal and social development because there is a solid base of good quality teaching throughout the school. By the time they leave, standards in English, mathematics and science are well above average. Whilst leadership and management are good overall, consultation with parents could be better. The school gives good value for money.

What the school does well

- Pupils make good progress in learning to read and write; standards are well above average by the time they leave;
- The school enables pupils to reach very high standards in mathematics;
- Pupils' eagerness to learn and their mature behaviour help them to achieve high standards in their work and personal development.

What could be improved

- The way in which the school communicates and consults with its parents.

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 July 1997. Since then it has sustained high levels of performance with well above average standards in reading at age seven, and in English and mathematics at age eleven. It has made all the necessary improvements in weaker areas, which were identified by the previous inspection. Children's progress in information and communication technology (ICT) is now as good as it should be. The headteacher and key staff are better at monitoring the work of the school than they were. Whilst the information provided for parents has improved, weaknesses remain in the way the school consults and communicates with them. Lapal has a good capacity for further improvement. It regularly reviews its own effectiveness and adjusts its teaching and curriculum to maintain high standards and achievement for all pupils.

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	
	1999	2000	2001	2001	
English	B	A	A	A	well above average A above average B
Mathematics	A	A	A*	A	average C below average D
Science	B	C	A	B	well below average E

Over the last few years, the good achievement and high standards reached by pupils have been reflected in the school's pleasing test results. The school always seeks to improve standards and sets itself challenging targets, which it manages to meet.

Pupils' attainment on entry to school is above average, and by the end of the reception year they have achieved well and exceed the expectations for children of this age.

The school's arrangement of teaching pupils in groups of similar ability for English and mathematics results in good achievement for all. For 7-year-olds, standards are well above average in reading, and in writing they are better than in most other schools. Test results in mathematics are never less than the national average and are often better. Compared to schools with pupils from similar backgrounds, the school's results outpace them in reading, but are not quite as strong in writing and mathematics.

Standards at age 11 are well above average. The school adds good value to pupils' achievement over time, particularly in the junior classes and it does well in comparison with similar schools. Overall, its performance is best in mathematics where, in some years, its results have been in the top 5 per cent nationally. The school's performance in getting pupils to the higher Level 5 is a strong feature. In the most recent tests, 51 per cent of pupils attained this in English, and 55 per cent attained it in science. In mathematics 14 per cent of them reached Level 6, which represents an outstanding performance. Strong features of pupils' achievement in mathematics are their understanding of number and their skills in mental arithmetic and calculation, which are built up really well in the junior classes. Given its other high standards, presentational standards could be a little higher. Boys' and girls' achievements show no significant differences. Pupils with special educational needs make good progress at both key stages.

Pupils for whom English is not the main language spoken at home progress well and achieve at least as much, and sometimes more, than others.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They are keen to succeed and have a real thirst for learning.
Behaviour, in and out of classrooms	Children's behaviour is good. The vast majority behave well both in class and at all other times.
Personal development and relationships	Very good. Pupils have very positive relationships with one another and with adults. They respond very well to the opportunities they are given to take responsibility and to show initiative.

Attendance	Attendance is very high. It is in the top ten per cent nationally. Pupils arrive on time and lessons start promptly.
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Pupils' positive attitudes to school and their behaviour result in a calm and orderly atmosphere. The school enables them to develop confidence and a mature, sensible attitude to their work.

TEACHING AND LEARNING

Teaching of pupils in:	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.

A solid base of good teaching throughout the school enables all pupils to achieve well. The very good relationships between teachers and pupils means that there is a purposeful working atmosphere in classrooms, and pupils settle quickly to work. Children are given plenty of praise and encouragement, which boosts their keenness to have a go and not worry about making mistakes. Teachers are skilled at intervening to correct misconceptions or errors without depressing pupils' confidence.

All pupils learn at a good pace and increase their knowledge and skills quickly as teachers have such high expectations of them and ensure that they are all challenged at the right level. The best lessons lead to a very good rate of learning because the teachers generate more enthusiasm with stimulating and interesting activities. They also ensure that the pupils play an active part, in contrast to some lessons where there is less sparkle and pupils are sitting and listening to the teacher for too long.

Literacy and numeracy are taught well because teachers have good subject knowledge. They identify key skills and consolidate children's learning before they move them on. There are many good examples of homework being used to further cement what pupils have learned during lessons. This is also reflected in their good progress in learning spellings and times tables. With a little help, pupils with special educational needs cope with the same work as most others. Those who are learning to speak English as an additional language gain confidence and also progress well. Extra help in the classrooms however, varies in quality with some support assistants being very skilled, and others very inexperienced.

Teaching in the Foundation Stage (reception classes) gets children off to a good start because it builds on what they already know. Children have plenty of opportunities for working and playing together, which helps them to develop their personal and social skills well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets the needs of all pupils well. It is interesting and builds well on pupils' knowledge and skills. It is enhanced through good use of visits, visitors and opportunities for older pupils to participate in residential visits.
Provision for pupils with special educational needs	Good. They are well supported during class lessons. The school also ensures that children who have particular gifts for example, in mathematics are supported well.
Provision for pupils with English as an additional language	Good. Although the school receives no additional help for these children, it ensures that they are well supported during lessons. Their progress is at least as good as that of other pupils.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. The school is good at promoting children's social and moral development. Whilst children are helped to develop an appreciation of the natural world, they are not given much opportunity for reflection. They are taught to appreciate other peoples' beliefs and cultures, and the school promotes racial harmony well.
How well the school cares for its pupils	Good. The school takes good care of its pupils and keeps a close eye on their progress, particularly in English and mathematics. Procedures for child protection are secure.

The school's curriculum strikes a good balance between helping pupils to achieve high standards in literacy and numeracy, and providing them with a good range of opportunities and experiences in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Staff and governors have a shared view of what the school should offer its pupils. There is good leadership by the head and key staff and a clear commitment to maintaining high standards. Pupils are well motivated and the school has a good ethos.
How well the governors fulfil their responsibilities	Satisfactory. They have a clear view of what the school does well. Good use is made of individual expertise to support aspects of the school's work. More emphasis needs to be given to checking the progress of the school improvement plan and holding the school to account for its performance.
The school's evaluation of its performance	Good. The head and deputy have a good understanding of how well the school is doing and what it needs to do next to further improve.
The strategic use of resources	Satisfactory. Finances are managed efficiently. ICT resources are well used to support learning. Classroom assistants are not always deployed effectively enough.

The leadership is very successful in maintaining high standards. There is a clear commitment to high achievement for all. The school's application of the principles of best value is satisfactory. It is good at comparing its performance with others but is less successful in consulting with parents.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> There is good teaching; Children enjoy school, are expected to work hard and make good progress; Behaviour is good; They feel comfortable approaching the school; The standards children reach by the time they leave the school. 	<ul style="list-style-type: none"> The way the school consults and communicates with them.

Overall, parents' views of the school are good. The inspection team agrees with all the views expressed by the parents. Whilst the school has made improvements to the way in which it communicates with parents, their concerns are justified. The school recognises it needs to do more.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress in learning to read and write; standards are well above average by the time they leave

1. This is the result of a combined effort on the part of pupils, parents and the school, from the reception class onwards. Everyone puts the full weight of their efforts into making sure that pupils get off to a good start, and that they quickly develop confidence in reading and writing.
2. Teachers are skilled at helping pupils to improve reading skills, for example in showing them how to tackle unfamiliar words through sounding them out or spotting patterns in the way they are spelled. Pupils practise their reading on a regular basis at home and in school, and a careful eye is kept on their progress.
3. Much is done, particularly in the junior classes, to sustain pupils' interest and enjoyment in reading. Teachers model reading well and show children how to use intonation and expression when reading aloud. This not only holds their interest in books, but also helps them to make sense of what they read because of the emphasis placed on different words.
4. There is some high quality teaching of poetry. This results in pupils achieving high standards in their knowledge and understanding of different types of poetry, and the ways in which writers use different effects in their work. In a Year 4 lesson for example, pupils confidently discussed how one poet had used a range of features such as metaphors to bring his work to life. The children's own enjoyment and satisfaction in reading poetry was evident in the lesson. One girl was heard to tell her friend, "Reading poems is the best of all the work we do."
5. The school's aim in teaching writing is to help pupils to see its relevance and purpose. Teachers try to build writing activities on children's own experiences or around topics, which are of interest to them. In a reception class lesson for example, the class were learning how to add captions to pictures. The teacher had helped each child to use a digital camera to take pictures of captions, labels and notices within the school grounds and buildings. They discussed the purpose of these and then wrote their own captions for different pictures. Children approached the task with confidence and produced a good standard of work because they had understood the purpose of captions and knew what they should look like.
6. Teachers make some lessons particularly exciting and absorbing. Year 6 pupils benefited from this when learning how to write newspaper reports. A local historian was invited to a lesson to act the role of a friend of the commander of the English navy, who had witnessed the attack by the Spanish Armada. He gave a briefing to pupils who acted as members of the press, and made notes as he spoke. These notes were used in subsequent lessons to plan, draft and write factual, but lively, newspaper reports on the event.
7. Homework is used to good effect in reinforcing pupils' knowledge and this leads to raised standards, for example, in spelling. Teachers often set homework to build a link between lessons. In the Year 6 lesson on newspaper reports, pupils took their notes home and refined them into key facts. This meant that when they started work the next day, a strong connection with the previous lesson had been made and they all got off to a flying start with their reports.

8. A strength of pupils' writing is the way in which they organise their work. Stories and narrative writing, for example, have a clear direction. This is because teachers are good at showing pupils how to sort out their ideas and how to plan their writing. In Year 2 for instance, pupils spent one lesson learning how to build up a character in a story before using these skills to write their own story the next day. Teachers make good use of display to reinforce spelling, rules of grammar and the ways that different kinds of writing should be organised. In the older junior classes, teachers put these ideas into small, useful revision books, which pupils find valuable when preparing written work.
9. There is very good leadership and management of English. The subject leader provides an exemplary role model for other staff through the high quality of her teaching. She has a very good understanding of the school's strengths and areas for improvement and manages developments in the subject well. There is on-going discussion among the staff about the standards pupils are achieving and whether the school's teaching methods are effective enough. Change is managed sensibly and new ideas or initiatives are carefully adapted to meet the needs of the pupils.

The school enables pupils to achieve very high standards in mathematics

10. At Lapal, children make good progress and achieve well over time. There are a number of factors that contribute to this impressive picture of well above average standards and good achievement.
11. Mathematics is taught effectively throughout the school. There is a strong emphasis on helping children to develop a range of strategies for calculation. Teachers help pupils to recognise patterns and use what they know to work out what they do not know. As a result children are very confident when handling and dealing with numbers, and their skills of mental calculation are sharp. During a lesson in Year 6, one pupil showed how he could use his knowledge of square numbers and multiplication to calculate square roots in his head. When asked, 'What's the square root of 64?' He replied, 'Well, 8 squared is 64, therefore the square root of 64 is 8.'
12. Teachers expect a lot of their pupils. This is particularly evident in the older junior classes where expectations are very high. The impact of this can be seen in a number of ways. Children have very positive attitudes to mathematics. They produce a large volume of recorded work. In the best lessons children are expected to work at a really fast pace. In a Year 4 lesson, for example, the teacher showed the children how to work out the answer to a problem involving two steps. As soon as she thought they had grasped the idea she set them working in pairs to solve a problem, telling them 'You have two minutes to work this out with your partner.' They set to the task immediately and with great enthusiasm. This high level of challenge enables pupils to do well in all aspects of the subject.
13. Teachers have good subject knowledge. They use it effectively to help children make significant gains in both their knowledge and understanding of correct mathematical terms. The impact of this can be seen, for example, when pupils in Year 2 describe the properties of 3-dimensional shapes or when Year 6 pupils respond correctly to questions that require them to have a good understanding of terms such as multiples, factors and prime numbers. Year 6 pupils' work shows that they are able to use appropriate formulae to work out the circumference and areas of circles, and could also use the correct vocabulary to describe their work.
14. Pupils are given plenty of opportunities to use and apply their knowledge. For example, Year 6 pupils were set the task of making as many numbers from 1 to 45 as they could, using the numbers 1,2,3,4 and 5 once and once only.

15. Throughout the school a strong emphasis is placed on developing children's mastery of number. As a result their skills of mental arithmetic are very strong. They have a very secure understanding of place value. By the time they are eleven most of them can confidently identify the values of digits to five decimal places and use this knowledge to order, for example, a long list of decimal numbers.
16. The school has a number of successful strategies that help children to achieve well in mathematics. Pupils are set by ability from Year 1 to Year 6. This enables teachers to plan work effectively to meet the needs of specific ability groups. During all the lessons seen work was well matched for the sets. This ensures that those having difficulty are working at an appropriate level of challenge and those who are clearly understanding the work are moved on at a faster pace. Good use has been made of national initiatives such as the 'Springboard' programme to give support and help to children who are close to achieving the average level, the extra push needed to get them there. The school also runs a 'Level 6' club. This is open to the older, higher attaining pupils who wish to have a go at achieving this level, which is expected of pupils in Year 10 at secondary school. The children, who attend the club, find it is not only very enjoyable but also extremely demanding. It helps them to move on at a particularly fast rate. The work seen here is very impressive. Higher attainers for example, can solve simple algebraic problems and clearly understand the equivalence between fractions, decimals and percentages.
17. Another useful strategy involves children in trying to become members of the '22' or '55' club. To join these clubs the children have to successfully pass a test that requires them to answer correctly, through mental recall, either 22 or 55 number facts, such as 6×7 or 12×9 . The children enjoy the challenges this presents. They are keen, once they have got their membership, to learn the next facts that will give them the chance to become a member of the next club. Some of them are proud members of the '99' club.
18. The teacher responsible for leading this subject does so very effectively. She makes very good use of her own expertise to provide good support and advice to her colleagues. This helps them not only to assess children's progress accurately but also to use the information to plan successfully for the needs of all their pupils.
19. Children's progress is very carefully assessed and monitored. The assessment results are plotted on to individual graphs for each child. These show both the expected progress for the age group as well as each individual's achievement. The school makes good use of this data. It is shared with the child and his / her parents and is used to set future targets. This enables the parent as well as the child to know how they are getting on and what they need to do next. A Year 6 pupil and his parents knew, for example, that he was working at the upper end of the national Level 4. They knew that to reach the next level, he would need to meet the following targets: 'To be able to multiply and divide by 10,100 and 1000,' 'Do long multiplication and division sums' and 'Check his answers with a calculator.'
20. The school is a member of the Mathematical Association. Children are encouraged to participate in mathematics challenges organised by this association. Some children did particularly well recently by getting through to the final of the 'National Primary Mathematics Challenge'. This is another good example of how the school provides children with opportunities to extend their knowledge, learning and its application in challenging and interesting ways.

Pupils' eagerness to learn and their mature behaviour help them to achieve high standards in their work and personal development

21. Throughout the school pupils' attitudes towards learning are very positive. Attendance is in the top 10 per cent in the country and punctuality is equally good. Pupils have a strong thirst for knowledge, enjoy a challenge and are keen to succeed. They settle down to work swiftly in lessons, give teachers their total attention, apply themselves fully to practical activities and are well motivated. They are very keen to answer questions, concentrate well and work at a fast pace, helped by teachers' high expectations of their academic achievement and behaviour. This was seen, for example, in a Year 4 numeracy lesson when the whole set showed a firm determination to solve as many problems as they possibly could and thoroughly enjoyed their learning. Well-established routines, time targets and plenty of praise and encouragement also help pupils to be such confident, conscientious learners. Pupils are good at completing and returning homework and this also contributes effectively to the high standards that they attain.
22. Inspection findings agree with the perceptions of parents that pupils are well behaved. The school is orderly and teachers are consistent in their calm and fair approach to discipline. They make sure that pupils are aware of the boundaries between acceptable and unacceptable behaviour and generally reinforce these effectively. Good behaviour is suitably celebrated and privileges are withdrawn if pupils misbehave. Appropriate support is provided for those who find most difficulty in behaving well. Parents expressed no concerns about bullying or racism and there are no exclusions from the school. Pupils enjoy very good relationships with each other and with the staff. Ethnic minorities and pupils with special educational needs are fully integrated into friendship groups.
23. Pupils put their all into helping with small duties around the school and rise well to the occasion when given opportunities to show initiative. Older pupils, for example, act maturely when caring for younger ones during wet lunchtimes and they willingly take on responsibilities such as telephone duty and litter picking. Year 6 produce the school's summer fete programme in its entirety. This involves them writing to local businesses for sponsorship, prizes and advertising revenue. Their considerable efforts proved extremely successful last year. Year 6 also benefit from their annual business day when each is given a £1 grant to invest in a small profit making exercise. Their investments last year raised sufficient funds to upgrade the binding of their 'Leavers' Yearbooks' and they gained much pleasure from their money making stalls and activities. Residential visits (of which there are three for the junior pupils), the wide range of extra-curricular activities and charitable fundraising also contribute particularly effectively to pupils' social and moral development. The school makes outstanding efforts in its arrangements for its oldest pupils and families to celebrate their time at Lapal and cherish friendships and memories long into the future.

WHAT COULD BE IMPROVED

Communication and consultation with parents

24. Parents generally have positive opinions about the school. Demand for places usually exceeds the number offered due to the school's popularity in the neighbourhood. Its reputation for high standards achieved through good teaching and high expectations of the pupils is well deserved. Some parents, however, justifiably feel that there are aspects of their partnership with the school that could be improved. They would appreciate more information and better consultation to meet their own and their child's needs more effectively. Parents' concerns about the level of homework were not borne out by inspection findings. Homework contributes well towards pupils' achievements.
25. Communication was a key issue for action at the time of the last inspection. Since then the school has significantly improved some of the aspects that were criticised. The curriculum to be taught in the coming term, for example, is now suitably outlined to all parents, and there is better explanation of the school's aims and its rationale for mixed-age classes. Teachers share more information with parents about their children's progress and targets for development in English and mathematics than in the past. The school has also introduced homework diaries and now has a well-publicised complaints policy.
26. The school has rightly identified target setting and reporting to parents as priorities for further development. The present formal arrangements for parents to consult with teachers about their child's progress are too heavily biased towards reporting on English and mathematics. These two subjects are taught from Year 1 onwards in sets formed on the basis of prior attainment. Pupils are therefore not necessarily taught by their class teacher. The school issues appointment times for consultations with both set teachers to give parents the best quality information about English and mathematics. However, some parents justifiably regret that they are unable to speak to class teachers about their children's personal development or other subjects. Some are disappointed that their children's work is no longer made available for perusal and discussion. Others need greater flexibility regarding appointment times than the school has so far offered. Better consultation with the parent body as a whole to canvass their opinions about the school, and propose and review changes, would give them more of a say in shaping its future and would further strengthen the partnership.
27. The annual written reports to parents are unsatisfactory because teachers do not consistently report separately on all subjects of the National Curriculum plus religious education. The outdated format of the report form is unhelpful to teachers in this regard. Targets for development in the core subjects are not routinely included. Parents particularly miss out on targets for science, which are not discussed at the formal consultations. There are also inconsistencies in the quality of reporting on the non-core subjects. Some teachers better identify attainment and progress than others, who focus too much on the children's enjoyment of the subject and what has been taught.
28. Parents would also appreciate the earliest possible notification about closure days. Although they are told well in advance about school holidays, there has sometimes been too little notice about teacher training days, which has caused problems for some parents in making alternative arrangements for childcare.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve further the school should:

Improve its communication and consultation with its parents by :

- ensuring it consults better with them and takes their views into account;
- improving the quality of the consultation evenings;
- improving the quality of its annual written reports;
- providing information for parents about children's progress in all aspects of their development;
- giving parents more access to their children's work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	10	6	1	0	0
Percentage	0	23	45	27	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		311
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		36

English as an additional language

	No of pupils
Number of pupils with English as an additional language	17

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	6

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	22	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	21	21	21
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	98 (100)	98 (98)	98 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	17	16
	Girls	21	20	18
	Total	39	37	34
Percentage of pupils at NC level 2 or above	School	98 (95)	93 (98)	85 (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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	21	30	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	17	20
	Girls	28	27	27
	Total	48	44	47
Percentage of pupils at NC level 4 or above	School	94 (96)	86 (84)	92 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	16	19
	Girls	29	27	29
	Total	48	43	48
Percentage of pupils at NC level 4 or above	School	94 (93)	84 (84)	94 (93)
	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	1
Black – other	0
Indian	11
Pakistani	2
Bangladeshi	3
Chinese	3
White	242
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	26.8
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	240

Financial information

Financial year	2000/2001
	£
Total income	595473
Total expenditure	590856
Expenditure per pupil	1869.79
Balance brought forward from previous year	10607
Balance carried forward to next year	16042

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	311
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	3	1	0
My child is making good progress in school.	47	50	2	0	1
Behaviour in the school is good.	52	45	1	1	1
My child gets the right amount of work to do at home.	26	53	17	3	1
The teaching is good.	47	50	2	0	1
I am kept well informed about how my child is getting on.	29	56	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	52	41	6	1	0
The school expects my child to work hard and achieve his or her best.	59	39	1	1	0
The school works closely with parents.	25	59	10	4	2
The school is well led and managed.	46	43	5	3	3
The school is helping my child become mature and responsible.	48	45	2	1	4
The school provides an interesting range of activities outside lessons.	31	46	10	5	8

Percentages are rounded to the nearest integer and may not total 100.