

INSPECTION REPORT

**WARRINGTON ST BARNABAS C of E (AIDED)
PRIMARY SCHOOL**

Warrington

LEA area: Warrington

Unique reference number: 111299

Headteacher: Mr David Littlewood

Reporting inspector: Miss Kari Manning
20267

Dates of inspection: 10th – 11th December 2001

Inspection number: 196346

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Collin Street
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Cheshire

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Telephone number: 01925 633606

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Appropriate authority: The governing body

Name of chair of governors: Mr Ian D Shearer

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Barnabas is a Church of England aided primary school, which draws pupils from the local and wider community. The school's intake has changed little since the previous inspection; the area continues to be one of high unemployment and social deprivation. Despite this, the proportion of pupils who are known to be eligible for free school meals is broadly average. There are few pupils from minority ethnic backgrounds but 14 pupils learn English as an additional language.

At present there are 212 pupils in seven classes from reception to Year 6. The school also has a nursery and 31 children attend either mornings or afternoons. When they begin nursery, children's attainments and experiences vary considerably but are generally below what is typical of three-year-olds. This is most noticeable in their personal, social and emotional development and in their spoken English, reading and writing.

Fifty-three pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, five pupils have statements of special needs.

HOW GOOD THE SCHOOL IS

This is a very good school. The leadership and management are excellent. Consequently, the school is successful and provides good value for money. Teaching is very good and ensures that pupils of all abilities and backgrounds achieve as well as they can and that by the end of Year 6, standards in English, mathematics and science are very high.

What the school does well

- Very good teaching ensures that pupils achieve very high standards in English, mathematics and science.
- Excellent leadership and management have helped the school improve considerably since the previous inspection.
- The school's very good provision for pupils' personal development ensures that pupils behave well and are highly motivated to learn.
- Staff are extremely good at ensuring that pupils of all abilities and backgrounds have equal opportunities to make progress.

What could be improved

- Levels of attendance are well below the national average.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a very good rate since it was last inspected in June 1997. All of the key issues identified in the previous report have been tackled successfully. A considerable amount of effort and money has gone into equipping a computer suite for junior pupils and one for infants is almost complete. Teachers have had training and computers are used regularly. As a result, standards are now in line with what is expected by the end of Year 2 and Year 6. The headteacher and staff have been particularly successful at improving plans for development and the school's development plan is now used as an exemplar by the local education authority. The schemes of work in history and science have been improved and now provide detailed guidance for teachers. There is more very good teaching than there was at the time of the previous inspection and standards in English, mathematics and science have risen for each of the last five years. Standards in English have increased tremendously and are now in the top five per cent when compared with similar schools.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	A	A*
mathematics	C	C	A	A
science	C	C	A	A

Key

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

When children start in the nursery class, their achievements vary but are generally well below average. Many children lack the confidence and vocabulary to speak to others and a number are coping with English as an additional language. Only a small number are familiar with books and numbers and some children have had few experiences outside of their homes. They achieve well during their time in the foundation stage¹, although for many children, standards remain below what is typical for their age. Over the last four years, standards in Year 2 have varied, depending on the differing abilities of each group of pupils. Last year, test results showed that standards were below average in reading, writing and science but above average in mathematics. However, inspection findings are that this year's group of pupils are attaining standards in all subjects that are much closer to the levels expected for their age.

By the end of Year 6, pupils achieve extremely well and standards are very high in English, mathematics and science. They have risen in each of the last five years and are rising at a faster rate than in most other schools. Last year, the school exceeded the targets it had set for raising standards in English and mathematics. All pupils reached the expected level in mathematics and science, and almost all reached this level in English. This is a real success for the school and means that pupils with special educational needs and those who speak English as an additional language achieved particularly well. Comparisons with similar schools show that pupils in this school performed so well in English tests that the school is in the top five per cent nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and are highly motivated to learn. They are extremely enthusiastic about lessons and other activities.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils listen to what teachers say and concentrate on their work. They are generally polite and courteous and lunchtimes and breaks are happy, social occasions.
Personal development and relationships	Pupils are mature and sensible. They form very good relationships with other children and adults.
Attendance	Attendance is well below average.

¹ The foundation stage is the time children spend in the nursery and reception classes.

The main reason why attendance is so low is that a number of parents take their children on holiday during term time. Attendance figures are also affected by the number of single day absences when children are not ill but are kept away from school for other reasons.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 very good. Children get a good start to their education in the foundation stage. In Years 1 to 6 teachers make effective use of the National Literacy and Numeracy Strategies to teach English and mathematics. All pupils get a fair deal from the school and have equal access to the curriculum and equal opportunities to learn.

Strengths in teaching and learning:

- Teachers have high expectations of what pupils can do and how they should behave. Consequently, pupils learn at a very good rate in many lessons.
- The work they plan is challenging and interesting and makes pupils work hard. This is one of the key reasons why pupils achieve extremely well and standards are very high in English, mathematics and science.
- Teachers' good knowledge of most subjects and, in particular, of how to teach the basic skills of literacy and numeracy, increases pupils' understanding and is one of the reasons why learning is so good in English and mathematics.
- A particular strength of the teaching is that teachers ensure that pupils with special educational needs and those who speak English as an additional language get all the help they need to do well. As a result, they achieve well over time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It meets statutory requirements and is enriched by the many and varied opportunities for pupils to take part in interesting activities during and after school. Educational visits also give pupils valuable first-hand experiences in subjects, such as history, geography and religious education.
Provision for pupils with special educational needs	Pupils with special educational needs are helped extremely well and make very good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language are given all the help they need to do well and achieve their best.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the school's provision for pupils' personal development is good. Particular strengths are the way pupils are encouraged to have respect for others and be proud of their own efforts. They are given many opportunities to learn about their own and other cultures.
How well the school cares for its pupils	Pupils are looked after well and good care is taken with regard to their health and safety. Procedures for assessing pupils' achievement are good and help teachers to provide parents with useful information about

Aspect	Comment
	what their children can do. The school works in close partnership with parents, many of whom make a significant contribution to their children's learning.

The school has successfully maintained its positive relationship with parents since the time of the last inspection.

Teachers work closely with parents; they keep them well-informed about their children's progress and encourage them to be involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the and other key staff	The headteacher is an excellent and highly motivated leader who is supported very ably by the deputy headteacher. Together, they provide clear educational direction for the work of the school. Subject co-ordinators are equally enthusiastic about their work and everyone works together well as a team.
How well the governors fulfil their responsibilities	Governors are very knowledgeable about the school and fulfil all their statutory responsibilities. They are committed to the school's success and work hard on its behalf.
The school's evaluation of its performance	Through regular evaluation of their work, the senior management team, governors and staff have a very clear idea of the school's strengths and weaknesses and everyone connected with it is pulling in the same direction.
The strategic use of resources	There are sufficient teachers, support staff and resources to teach the curriculum. They are used to good effect to continue to raise standards and promote pupils' personal development. The accommodation is improving continually.

The excellent leadership and management of the headteacher are having a positive influence on the standards achieved and are supporting the continued improvement and development of the school's work. The school considers the pros and cons of all spending decisions and actively applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased that their children like school. They believe that their children make good progress in school. They are glad that their children are expected to work hard and do their best. Parents feel that the school is well led and managed. The school helps their children become mature and responsible. They think that most of the teaching is good. 	<ul style="list-style-type: none"> There are no aspects of the school's work that parents would like to see improved.

The school is held in high regard by parents and these views are confirmed by inspection findings. Children enjoy their time in school and make good progress in their academic and personal development. The teaching is very good and one of its strengths is that teachers expect children to work hard and do their best. Teachers provide many opportunities for children to gain in independence and this helps them behave in a mature and responsible manner. Parents are right about the good leadership and management of the school. It is one of its strengths.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching ensures that pupils achieve very high standards in English, mathematics and science.

- 1 Teachers regard literacy and numeracy as fundamental to pupils' academic success. Consequently a good deal of time is spent on reading, writing and mathematics. Standards in science are very high because teachers encourage pupils to experiment and investigate and find things out for themselves.
- 2 One of the main reasons why standards in English and mathematics are so high is that children in the foundation stage get a good start to their learning of literacy and numeracy. Teachers plan specific literacy and numeracy times, when the whole group sits together to share a story, learn rhymes or engage in counting activities. Children are quick to join in reading activities by getting their favourite books and pointing out the best bits. One or two children are confident enough to tell the story from pictures and most enjoy joining in with rhyming lines or repeated words, nodding their heads and getting the rhythm of the words. The strength of teaching in the nursery and reception class is in the way staff encourage children to talk about their experiences. Children respond well by repeating new words and mathematical terms confidently. For example, in the nursery, the teacher used the word *foggy* several times to describe the weather and explained what it meant. Consequently, by the end of the activity all of the children understood its meaning. Pupils who speak English as an additional language benefit particularly from this and they make good progress in learning to speak English during their first years in school.
- 3 Most of the teaching of English and mathematics is very good. From Year 1 onwards, teachers use the National Literacy and Numeracy Strategies very effectively to promote pupils' learning in English and mathematics. They have a good knowledge of how to teach the basic skills and ensure that pupils gain these at an early age. For example, in English, pupils are taught to use a range of strategies for reading unfamiliar words so that by the end of Year 6 they talk eloquently about their favourite authors and books using phrases such as *I love the wizardry of her books*. In mathematics, teachers ensure that the mental mathematics sessions are a time when pupils practise their skills of numbers, patterns and relationships and put their knowledge to use in solving problems. A good feature of these lessons is that teachers plan activities that challenge and motivate pupils. In a very good lesson, pupils in Year 3 moved quickly from working out missing numbers on a 1-100 grid by looking at the first or last digit of the number, to using what they had learned to work out numbers on grids involving far greater numbers.
- 4 The results of last year's national tests showed that by the end of Year 2, standards were not as high as they should be when compared with other schools. This was largely because many pupils had a lot of catching up to do from their low start on entry to the nursery class. It was also because of the above average proportion of pupils who spoke English as an additional language. Inspection findings are that pupils achieve well and that this year, pupils are well on the way to reaching standards in reading, writing and mathematics that are typical for their age. Very good teaching ensures that pupils begin to catch up in the early years and in infant classes pupils learn the basic fundamental skills of literacy and numeracy that help them take off in junior classes.
- 5 Strengths in the teaching of literacy and numeracy include the many opportunities teachers plan for pupils to read, write and use number in other subjects and to use computers and information and communication technology to deepen their learning.

Pupils read and write in many subjects, sometimes using CD ROMs² and word processing to research information and communicate their findings. They learn about databases and spreadsheets through using computer programs and often create graphs and charts of their findings in scientific experiments. Pupils particularly enjoy using computers and gain information and communication technology skills at the same time as they learn to present text and data in a range of different ways.

- 6 One of the strengths of the teaching in science, which leads to very high standards, is that teachers plan many opportunities for pupils to experiment and investigate for themselves. Children in the foundation stage are encouraged to explore the natural world through play, and there are always opportunities for them to look at how plants and animals grow and to discover through play. Teachers plan investigations that are exciting and challenging for pupils in the foundation stage and Years 1 and 2. Lighting up the nose of a reindeer by making an electrical circuit was a task that younger pupils were very keen to talk about. Older pupils are taught how to set up their own fair tests and experiments and carry these out in a systematic and sensible way. In Year 6, pupils co-operated in small groups as they tested a range of materials to determine how they altered when mixed with water. Pupils worked logically and sequentially, first making their predictions and determining how to set up the experiment and then recording their results and observations as the investigation proceeded.
- 7 In all three subjects, pupils respond well to teachers' high expectations of how their work should be presented. Pupils' books are neat and tidy, work is almost always completed and handwriting is of good quality. Pupils' illustrations and diagrams are detailed and meticulous and show how much they care about trying their best. For their part, teachers always date and mark work and they provide helpful comments that let pupils know where they have gone wrong and praise what they get right.

Excellent leadership and management have helped the school improve considerably since the previous inspection.

- 8 One of the reasons for the school's continued success is the strong and dynamic leadership provided by the headteacher. His very thorough knowledge of national and local initiatives help prepare staff well for changes that affect the curriculum. As a result, the school has been successful in gaining a skills award based on the quality of the school's provision. The head teacher has orchestrated a smooth transition in leadership and given the deputy headteacher confidence to assume the role of headteacher in January 2002. It is the high quality of planning that makes this possible. The school's development planning was highlighted as a key issue in the previous report. With the support of staff and governors, the headteacher promptly set to work to make the changes necessary to improve the way it is used to focus the work of the school. The hard work has paid off and the plan is now used as an exemplar for other schools. Governors, senior managers and staff are all involved in reviews and target setting and as a result everyone is pulling in the same direction and working hard to try and maintain high standards and good teaching. Planning is simple but extremely effective. A long-term overview sets out a shared vision of where the school should be in the years ahead. This includes a brief outline of potential targets and states which developments will need more than one year to achieve.
- 9 Once targets have been decided by staff, governors allocate funds to ensure that adequate training and resources are available to make things happen as they intend. This careful financial planning means that the school is able to husband money carefully for expensive projects, such as the computer suite.

² CD ROM a compact disc with a read only memory.

- 10 Since the previous inspection, there have been considerable improvements to the quality of resources and teaching in information and communication technology. Grants have been spent wisely on information and communication technology hardware and software and to provide training for teachers. As a result, teachers now have the equipment, knowledge and confidence to do a good job. Pupils learn at a good rate and standards are now typical for seven and 11-year-olds. Although this has been the result of good leadership and management from the headteacher and governors, the subject co-ordinator has also played a successful part in managing planning, evaluating gaps in teaching and learning and helping other staff.
- 11 Everyone at the school plays their part and works together as team. Co-ordinators manage their subjects well and the co-ordinators for history and science have been successful in tackling the key issue of not having schemes of work to guide teachers' planning. In both subjects, there are now detailed, good quality programmes of work that help teachers plan work.
- 12 Over the last few years, the headteacher and deputy headteacher have led the way in monitoring the quality of teaching. Together with subject co-ordinators, they have devised clear and rigorous procedures for observing teachers at work. This is done systematically, teachers agree a focus for the observation and they are given a verbal and written report of their performance after the lesson. This is working well and has helped to increase the amount of good and very good teaching since the previous inspection. It has also helped teachers to have a more relaxed view of being watched by colleagues and other professionals.
- 13 Members of the governing body are highly committed to supporting the work of the school. They meet in a variety of committees to examine aspects of their designated roles in greater detail and are not afraid to challenge decisions about spending and curriculum. They ensure that the school competes for best value for money and seek views of parents on important issues, such as changes to the curriculum.
- 14 As a result of all this, the school is in a position where everyone involved has a very clear view of what is working well and what needs improving.

The school's very good provision for pupils' personal development ensures that pupils behave well and are highly motivated to learn.

- 15 Teachers place great emphasis on pupils' personal development. The warm and friendly relationships they have with pupils start in the nursery when children are helped to settle into school routines quickly. Children are taught to say *please* and *thank you* at snack time and to wait their turn when playing games. Further up the school, teachers treat pupils with respect and courtesy. Throughout the school, staff are good role models for pupils and this is reflected in the good manners shown by pupils to visitors and one another. In an assembly, the headteacher apologised to pupils for keeping them waiting, reinforcing that good manners are always necessary, while at the same time introducing the waiting nature of advent.

- 16 One of the main reasons why pupils are keen to learn is that they like their teachers and want to do well. A feature of the warm relationship between pupils and adults is the way that teachers are prepared to joke with pupils. Pupils respond to these times in a mature way. For example, pupils in Year 6 laughed when the teacher's pen got stuck in plaster that solidified while she spoke to the class and later suggested that it should be kept as a trophy.
- 17 Teachers know their pupils well and take great care to see that they are happy and comfortable in school. During the inspection, teachers and other staff talked in a friendly and informal way with pupils. After-school clubs are well-attended and show how much pupils value what is offered by the school. Staff are quick to spot when pupils are unwell or unhappy and do everything they can to make them feel comfortable at these times. They treat pupils who have special educational needs related to emotional or behavioural difficulties in a sensitive way so that they do not disrupt lessons and are able to overcome their difficulties and make the progress they need to do well.
- 18 Teachers make sure that pupils behave well and do as they are told. They are firm and fair when dealing with pupils who have done wrong and because everyone has the same approach, pupils know exactly what to expect. Pupils say they understand the school's rules and talk openly about how teachers deal firmly with unacceptable behaviour. However, pupils try hard because they like their teachers and enjoy the work that they do in school. They enjoy the praise they get for making an effort and their faces show pleasure when they get something difficult right.
- 19 Throughout the school, teachers respect pupils' points of view and listen to what they have to say. Teachers value the comments made by pupils and often ask them to explain their thinking. For example, in a history lesson, pupils in Year 5 shared their opinions about the comedy and tragedy masks used in Greek theatre. Pupils are also reminded to listen to what others have to say. All of this has a significant impact on their relationships with other pupils and adults. It is one of the reasons why pupils behave in a mature way towards one another. This is evident in all of the school's day-to-day activities. Pupils play together amicably at breaks and lunchtimes are happy social occasions. There is no bullying or harassment and pupils from a wide range of backgrounds enjoy one another's company.

Staff are extremely good at ensuring that pupils of all abilities and backgrounds have equal opportunities to make progress.

- 20 One of the strengths of teaching is that all pupils have equal access to the curriculum and equal opportunities to make progress. This is planned for carefully and is something of which the school is justifiably proud.
- 21 Boys and girls get the same opportunities to take part in activities and sports and as a result they do equally well. Girls are keen to play games such as football and boys have their chance to play netball and to be part of the school's teams. In lessons, teachers ensure that boys and girls get a fair chance to answer questions and use the equipment. In the shared area, meticulous planning by teachers and classroom assistants ensures that everyone gets a go at each activity over a period of time.
- 22 Throughout the school, teachers ensure that the most able pupils are given challenging and stimulating work. Very often they are set more difficult tasks, which require them to use what they have learned to solve problems or consider *what might happen if?* In most lessons, teachers plan a range of tasks for pupils of different abilities and this ensures that everyone succeeds at their own level.

- 23 Pupils who have special educational needs get a good deal from the school. Teachers' planning is very detailed and every target on their individual programmes of work is thought through carefully. As a result, targets are achievable and pupils achieve at a fast enough pace. Teachers and classroom assistants give pupils as much help as they need and consequently, by the end of Year 6 a number have achieved so well that, in national tests in English, mathematics and science, they reach the levels expected for their age. This is a real success for the school. Those with emotional and behavioural problems are managed sensitively so that they are able to play a full part in lessons and enjoy their time in school. The school caters very well for those pupils who have specific statements of their need, ensuring that the provision and help they receive is appropriate and that they, too, have equal opportunities to make progress. Governors' decision to spend extra money on providing classroom assistants has paid dividends in that the school's provision for pupils with special educational needs is extremely good.
- 24 Pupils who speak English as an additional language are given all the help they need to learn to master the language in their first years in school. Parents and assistants speak to them in their home language so that children in the nursery do not feel left out and can follow stories and instructions while they learn English. Throughout the school, signs are written in several languages and there are bilingual books in the library and in classrooms. However, the most important aspect of the provision comes from the very good teaching of speaking and listening, which starts in the nursery. In addition, the emphasis given to language in the foundation stage and infant classes, means that pupils are constantly expanding their vocabulary. Although pupils in junior classes generally speak English fluently, teachers make sure that they understand technical language in subjects such as science and technology by asking them pointed questions in order to assess what they have learned.
- 25 One of the most effective methods used to support pupils with special educational needs and those who speak English as an additional language is that they are given extra help from adults. They benefit considerably from working in small groups led by competent and knowledgeable classroom assistants or the class teacher. In Year 5 a small group of boys with special educational needs made good progress in spelling words with vowel digraphs. Because the explanations given by the teacher were very clear and the activities were linked closely with pupils' individual learning targets, the boys remained highly motivated and began to see the patterns in letters that helped them to spell correctly.
- 26 Teachers also ensure that pupils who start the school other than in the nursery class are helped to settle quickly and are set work at the right level. Where there are records from other schools, teachers use these as a starting point for setting work. Where these do not exist, teachers quickly make their own assessments through careful observations and skilful questioning and in this way are able to pitch work at the right level.

WHAT COULD BE IMPROVED

Levels of attendance are well below the national average.

27 The number of parents who take their children on holiday during term time affects attendance levels. Occasionally these holidays are for extended lengths of time as pupils return to Pakistan to visit with families. Teachers manage these extended holidays well. Pupils are given work and projects to do while they are on holiday. When they return, teachers give them extra support and work to help them catch up and in this way pupils do not fall too far behind. More often, attendance figures are affected by pupils who are away for single days when they are not ill but are kept away from school for other reasons. In the past, the school has not made strong enough emphasis to parents about the need for pupils to attend every day and reminders from teachers are not effective enough in preventing this type of absence. While the school meets all statutory requirements and follows the appropriate procedures for authorising absence, this nonetheless has a marked impact on attendance levels. The headteacher and staff recognise that steps need to be taken to make parents more aware of the effect that prolonged or frequent absence has on their children's education and how well they achieve. They see this as being a key area for development in the coming year and have already taken the first step by seeking advice from the local education authority

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28 Governors, the headteacher and staff should

- (1) **Build on the school's strong links with parents to agree and implement strategies for improving the levels of pupils' attendance.**

(paragraph 27 of the main report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	9	2	0	0	0
Percentage	0	39	50	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one five 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)	17	195
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.6

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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	9	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	16	17
	Girls	7	8	8
	Total	19	24	25
Percentage of pupils at NC level 2 or above	School	66 (75)	83 (82)	86 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	7	7	7
	Total	21	22	23
Percentage of pupils at NC level 2 or above	School	72 (75)	76 (79)	79 (89)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	13	14	14
	Total	22	23	23
Percentage of pupils at NC level 4 or above	School	96 (83)	100 (73)	100 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	13	12	14
	Total	20	21	23
Percentage of pupils at NC level 4 or above	School	87 (53)	91 (70)	100 (83)
	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	0
Pakistani	13
Bangladeshi	0
Chinese	1
White	155
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	21.1
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17.1
Total number of education support staff	2
Total aggregate hours worked per week	42
Number of pupils per FTE adult	9.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
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)	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.

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.

Financial information

Financial year	2000/2001
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	£
Total income	453941
Total expenditure	466351
Expenditure per pupil	2036
Balance brought forward from previous year	26049
Balance carried forward to next year	9313

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	61 (25.4%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	80	20	0	0	0
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	64	31	5	0	0
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	71	21	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	87	10	0	0	3
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	67	30	3	0	0
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	87	13	0	0	0
The school provides an interesting range of activities outside lessons.	84	13	2	0	1

Three (5%) parents made additional comments Points arising

- The school provides a very good education
- Teachers give good attention to individual pupils
- There is a good atmosphere in the school and pupils enjoy attending.

Pointers from the meeting for parents

- All parents are satisfied with their children's standard of work.
- Parents are happy with the way the school helps pupils to learn.
- Parents believe the school promotes an acceptable range of attitudes and values
- Parents consider that the school gets pupils to behave well.
- Parents are happy with the range and level of homework set by the school. They also think the school keeps them well-informed about school affairs and the work of the their children.
- Parents acknowledged that the school has made worthwhile improvements over recent years.