

# INSPECTION REPORT

**BARROWBY CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Barrowby, Grantham

LEA area: Lincolnshire

Unique reference number: 120513

Headteacher: Mrs Sylvia West

Reporting inspector: Bogusia Matusiak-Varley  
19938

Dates of inspection: 18 -19 March 2002

Inspection number: 196672

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 controlled  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed

School address: Church Street  
Barrowby  
Grantham  
Lincolnshire  
Postcode: NG32 1BX

Telephone number: 01476 566121

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Appropriate authority: The governing body

Name of chair of governors: Mr David Thornley

Date of previous inspection: 7 July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Barrowby Church of England Controlled Primary School is situated on the outskirts of Grantham, in the village of Barrowby. It is an average sized school with 240 pupils on roll, 108 boys and 132 girls. The school has a predominantly white intake and there are no pupils with English as an additional language. A very low percentage of pupils are eligible for free school meals. Fourteen per cent of pupils are on the special educational needs register. This is well below average. Two pupils have statements of special educational needs. Pupils' socio economic backgrounds are generally favourable and attainment on entry to school is average.

Pupils in Key Stage 1 are taught in mixed age classes. In Key Stage 2 pupils are taught in single age classes. The school is involved in a local initiative (Grantham School Improvement Partnership Network) for raising standards in writing and information and communication technology. Since the previous inspection the percentage of pupils on the special educational needs register has doubled.

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

This is an excellent school which achieves very high standards and gives very good value for money. Pupils reach high standards in English, mathematics, science and information and communication technology at the end of both key stages. The quality of teaching is very good and all groups of pupils achieve very well in relation to their prior attainment. Standards of behaviour and personal development are equally high. The whole staff ensures that each pupil gets the maximum benefit from what the school offers. The leadership and management of the school are excellent. All staff are professional, hardworking and very keen to improve on previous best performance. The school richly deserves the support of its local community and ensures that all of its pupils are very well prepared for the next stage of education.

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

- The school supports all pupils in achieving high levels of academic success, as well as achieving high standards of behaviour and very positive attitudes to learning.
- The quality of teaching is very good overall and all teachers are very hardworking and dedicated to the pupils in their care.
- The school offers very good learning opportunities for its pupils, and provision for pupils' spiritual, moral, social and cultural development is very good overall.
- The school cares very well for its pupils and pupils who have special educational needs are well looked after. Procedures for assessing pupils' attainment and progress are very good.
- The leadership and management of the headteacher are excellent. Key staff and governors execute their duties very well.

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

- Resources for information and communication technology and the number of books in the library for all subjects could be improved.
- Children in the Foundation Stage of learning, on occasions, do not have sufficient opportunities to record their work and, as a result, miss valuable opportunities for forming their letters and numbers correctly.
- Opportunities for pupils to further improve their spelling by ensuring that spelling mistakes are used as teaching points.
- Support staff could be more effectively deployed when explanations are given during literacy and numeracy sessions.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in July 1997. Standards in the Foundation Stage have risen in communication, language and literacy and mathematical development and are now above the expectations for pupils at this age, this is largely due to improved curriculum planning.

The school has maintained the high standards in English, mathematics and science identified in the previous report. The school has successfully addressed all the key issues identified in the previous report. The good improvement has been brought about by the excellent leadership of the headteacher, very effective school self-evaluation, analysis of performance data, implementation of performance management and subsequent very good continuous professional development of staff. The recent involvement with secondary and beacon schools has helped to improve staff's performance and, as a result, pupils are achieving high standards.

## 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	A	B	B	D
mathematics	A	A	A	A
science	A	A	A	A

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

On entry to the school pupils' attainment is average, but, by the time they leave school, according to the 2001 National Test Results, standards are above the national average in English and well above the national average in mathematics and science. In comparison with similar schools, standards are below the national average in English, but are well above the average in mathematics and science. By the age of seven standards are above the national average in reading and mathematics and well above the average in writing. Standards are in line with averages for similar schools in reading and mathematics and are well above average in writing. The school's performance in science teacher assessments was above the national average. The school has consistently attained high standards in comparison with the national average at the end of Year 2 and Year 6. Last year standards fell in English in comparison with similar schools in Year 6 due to a very small percentage of pupils not achieving the higher levels. The school's explanations for this are well founded and convincing. Taking three years together the average National Curriculum points scores show that, by the end of Year 2 and Year 6, the performance of pupils in all core subjects exceeded the national average.

Inspection findings show that, by the end of the Foundation Stage, pupils exceed the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and, by the end of Year 2 and Year 6, standards are well above average in English, mathematics and science and above average in information and communication technology. Pupils' achievements are very good in relation to their capabilities. Pupils have very good skills of speaking and listening, reading, writing and numeracy and this contributes to the ease with which they can access the curriculum. Pupils with special educational needs and those who are higher attainers make very good progress throughout the school.

Standards are as high as might be expected for all groups of pupils and pupils' achievements are very good. The school has met its targets for literacy and numeracy even further and, due to very good teaching, is well placed to meet further targets because its capacity for improvement is very good.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils have very positive attitudes to learning, they clearly enjoy the work that they do and they put a great deal of effort into it.
Behaviour, in and out of classrooms	Very good in all lessons and at other times around the school.
Personal development and relationships	Very good. From the reception class onwards pupils show that they are able to work independently and they take opportunities to show initiative such as performing in music festivals and drama productions.
Attendance	Good. Attendance levels are above the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
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 throughout the school. In one-fifth of lessons teaching was excellent, in just over half of the lessons seen teaching was very good. One-fifth of teaching was good and one tenth of teaching was satisfactory. There is no unsatisfactory teaching throughout the school. All lessons are very thoroughly planned; well matched to the pupils' needs and are very interesting and stimulating. Some of the teachers are very skilled at keeping the pupils on the edge of their seats throughout most lessons. This makes learning very exciting and, as a result, pupils are highly motivated. The consistently very good teaching is responsible for the high standards which are achieved throughout the school. All teachers have very high expectations of all of the pupils in terms of their behaviour and attitudes, as well as their academic performance. Teachers are particularly good at recognising and meeting the needs of all individuals.

The teaching of English and mathematics is very good throughout the school and teachers are adept at developing pupils' literacy and numeracy skills. The only weakness in learning is in the Foundation Stage and Key Stage 1 where pupils' spelling mistakes are not used as teaching points and insufficient opportunities are provided on occasion in the reception classes for pupils to record their work. The teachers are very hardworking and are successful in making all classrooms attractive and stimulating.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. The curriculum is enhanced by trips, visits and visitors. It is very well planned and very good opportunities are provided for pupils to develop their skills of literacy, numeracy and information and communication technology. The curriculum is broad and well balanced.



Provision for pupils with special educational needs	Very good. Clearly described individual education plans are used as a basis for providing an appropriate education.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The very good provision for pupils' spiritual, moral, social and cultural development contributes to the very good attitudes that pupils have to learning, and to their personal development.
How well the school cares for its pupils	Very good. There are very good procedures for child protection alongside very good assessments of their academic gains.

The partnership with parents is very good. Parents are seen as true partners in their children's learning and the help that they offer at home contributes to the high standards that pupils obtain.

Pupils benefit from a very good curriculum which gives very good in depth coverage of National Curriculum subjects and religious education. It provides very well for pupils' spiritual, moral, social and cultural development. Assessment information is very well used to support planning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The leadership and management of the headteacher is excellent. She is highly competent and receives very good support from the governors and key staff. Their complementary skills and roles fully support school improvement. The school has very good systems in place to ensure continuous school improvement.
How well the governors fulfil their responsibilities	Very good. The governing body have very good knowledge of the school and fulfil their statutory duties well. They know the school's strengths and areas for improvement and are effectively involved in school self-evaluation. The school is successful in seeking best value.
The school's evaluation of its performance	Excellent. All staff are involved in evaluation of the school's performance and the school makes excellent use of the information gained to plan for improvement.
The strategic use of resources	Very good. The resources are used well to support developments, but there are insufficient computers to support learning and library stock is limited. Support staff could be more effectively deployed during the introductory part of the literacy and numeracy sessions.

The school is extremely well led and managed and all staff are dedicated to the children in their care. Many support staff are new to the school and have not been fully trained in the 'Barrowby way of doing things'. The headteacher and governing body have identified the need for extra resources for information and communication technology and the library.

### 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>• That their children enjoy school.</li> <li>• The progress and good behaviour.</li> <li>• The children are encouraged to be mature and responsible.</li> <li>• The amount of homework.</li> </ul>	<ul style="list-style-type: none"> <li>• The information about progress.</li> <li>• Further parental involvement.</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• The good teaching.</li><li>• The approachability of staff and the headteacher.</li><li>• The high expectations.</li></ul> |  |
|---|--|

Inspectors agree with parents' positive views, but disagree that insufficient information is provided about progress, because pupils' annual reports give a very good picture of progress and all parents have the opportunity to see teachers formally twice a year.

Many parents cannot support the school during school hours due to work commitments, but Friends of Barrowby School support the school well. Inspectors judge parental involvement with the school as being good.

## **PART B: COMMENTARY**

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

**The school supports all pupils in achieving high levels of academic success, as well as achieving high standards of behaviour and very positive attitudes to learning.**

1. The school has consistently achieved high academic standards in comparison with all schools since the last inspection of July 1997.
2. The school has developed very good strategies for the teaching of literacy and numeracy skills and the pupils develop a good level of competence quickly in these areas. In literacy, the school has adapted the National Literacy Strategy very well to meet the identified needs of its pupils, for instance putting clear emphasis on the development of writing skills and, in particular, emphasising writing with boys. The school was able to target these areas from very good management information based on clear analysis of data. Not only does the school recognise the relative achievements of the pupils in national tests but it also has its own clear system of assessment from which information is gained. This has given the school very clear pointers to the issues, which may need to be addressed and these have been confirmed by a rigorous programme of monitoring by the senior staff.
3. The school teaches pupils how to learn and focuses on helping them to acquire and develop their basic skills and, because of this, they are able to apply them across all areas of the curriculum. As a result, they do well in many subjects. Standards are high in history. In part this is due to the pupils having developed very good literacy skills, which they can then use in seeking new knowledge and in recording what they know. Scrutiny of pupils' work clearly shows that they are able to make skilled written comparisons between times past and the present and this skilled recording helps them to remember what they have learnt. Pupils' speaking and listening skills are of a high standard and this helps them in all their lessons, for example in science and art where they are able to talk about their work. They give each other help to improve and they are able to discuss their successes and failures and the enjoyment they have in undertaking the work. The development of very good speaking skills is encouraged from the reception class onwards.
4. There is a very clear behaviour management policy and the pupils know and understand this. All of the staff are familiar with how it works and the parents are fully informed. The headteacher sets a positive tone by her excellent example. All staff are very effective role models for their pupils and this is a contributory factor to the very good attitudes pupils have to learning. Pupils are keen to learn, they are very well behaved and they take a pride in their work. The school is consistently developing the principles of being a true learning community. Pupils are courteous, polite and, above all, are keen to learn.

**The quality of teaching is very good overall and all teachers are very hardworking and dedicated to the pupils in their care.**

5. The overall quality of teaching is very good. Throughout the school, from reception to Year 6, the teachers have very high expectations of their pupils in terms of their behaviour, application to work and the work standard they are seeking. Excellent teaching was seen in literacy for pupils with special educational needs in Year 3, in Year 1/Year 2 numeracy and literacy lessons and in Year 6 literacy.

6. In almost every lesson the teachers tell the pupils what they are expected to learn; often this is written on the whiteboard so that pupils are completely clear about what they are doing. The teachers plan and deliver very interesting and stimulating lessons, which capture the imagination of the pupils and often give them practical experiences on which to base their learning. This was seen in excellent provision for history in the Year 1/Year 2 class. The teacher began the lesson by telling the pupils what they were going to revise and learn and explained how this knowledge is important in making comparisons between old and new things. The teacher then led the class through rapid questioning to establish what the class already knew about old vehicles. Following clear guidance, the pupils compared a vintage car with a modern car. By the end of the lesson, most of the pupils had a very good understanding of all aspects of the subject and also had many devices and images to help them to remember what they had learnt. The same quality of teaching was also seen in the Year 6 class where pupils were looking at how authors present a point of view. Pupils used coloured crayons to highlight various passages in texts in order to deepen their understanding and, as a result, made very good gains in learning.
7. Lessons are very thoroughly planned and the teachers have a good understanding of the needs of all the pupils, including those with special educational needs. In an excellent lesson in Year 3, the teacher continuously challenged the pupils to finish their work by checking their understanding and insisting that they write in complete sentences. The teachers throughout the school are very good at linking new learning to what the pupils already know and they often build on pupils' existing skills. This was seen very clearly in a Year 1/2 science lesson where pupils were looking at setting up an experiment to change speed and ensure fair testing. The teacher had very good knowledge of what the pupils already knew and was able to set them a series of very challenging questions about how change happens. The teacher's clear focus on seeking reasons for the pupils' opinions and observations helps them to get used to justifying their views, and many expressed their views well. This is a very good way of reinforcing both language and literacy skills, and this sort of emphasis is seen in many lessons across the school.
8. Pupils learn rapidly and well as a result of exciting, interesting and challenging learning situations, They make a great effort to solve the problems that the teachers set them. The teachers welcome the views of the pupils and listen attentively to their ideas, being ready to widen the discussion to the whole class if this is relevant. These pupils develop a great deal of confidence in their own abilities in these situations.
9. All of the teachers expect very good behaviour and pupils respond very well. Staff are very hard working and dedicated to the pupils in their care. The headteacher expects high standards of behaviour for the school as a whole; this is well known by the pupils and on the odd occasion when pupils become over-boisterous, they are simply reminded of what is expected. This very positive standard is set in the reception classes and continues throughout the school.

**The school offers very good learning opportunities for its pupils, and provision for pupils' spiritual, moral, social and cultural development is very good overall.**

10. The curriculum is broad, balanced and enriched by a very good range of additional learning opportunities, such as after school clubs and visits. The clubs contribute

significantly to pupils' developing skills. The curriculum for the Foundation Stage is very well planned and organised, both in the classroom and in the outdoor area.

11. Almost all of the subjects are studied in good depth and, because of this, pupils are enabled to reach high standards. The school can do this because, during the school day, not a minute is lost. Registration periods are brief, lessons start quickly and acts of worship, which are very good, are meaningful and stimulating but take only ten minutes.
12. All of the subjects are given sufficient curriculum time and both the pupils and the staff show genuine interest in many of the subjects, such as art, geography, history, design technology, music and physical education. The teachers plan for these lessons with the same rigour as they do English and mathematics. Subject learning is always clearly defined and, as a result, pupils learn rapidly and well. In the reception classes there is a very good emphasis on provision for all six areas of learning, both in the classroom and in the outdoor activity area. Very good opportunities are provided for pupils across the school to use information and communication technology, but the school would benefit from more computers and further provision of multicultural resources.
13. The school provides very well for pupils' spiritual, moral, social and cultural education. Much of this is achieved through the general organisation of the school and the high expectations of the staff. However, the school also provides personal, social and health education lessons and these are very successful in enabling pupils to become mature and take on responsibilities for their learning. Acts of worship have a strong spiritual element and pupils are helped to reflect and consider events and situations. Pupils' cultural education is developed through music, art, history, geography, literature and religious education, and strong links with partner institutions enable pupils to become involved in exciting learning opportunities. The recent visits of authors and poets to the school have enabled pupils to develop their cultural awareness of literature and poetry.

**The school cares very well for its pupils and pupils who have special educational needs are well looked after. Procedures for assessing pupils' attainment and progress are very good.**

14. All pupils are well known to their teachers. Teachers value their pupils' contributions to learning and make it their business to find out about their strengths and any areas for development. This is because very accurate records are kept of pupils' progress and academic achievement and, as a result, any weaknesses in attainment are picked up very quickly.
15. Pupils who are gifted and talented receive extension activities and more difficult learning opportunities. Those who have special educational needs are very quickly identified and supported to overcome any particular barriers to learning they may have. Very good target setting is in place and, as a result, pupils make very good gains in learning because teachers are clear about pupils' individual potential.
16. Child protection procedures are very good and all staff are aware of them. The very good use of assessment data is a contributory factor to the high standards that pupils attain. Teachers amend curriculum planning according to the needs of their pupils and this enables all groups of pupils to learn effectively.

**The leadership and management of the headteacher are excellent. Key staff and governors execute their duties very well.**

17. The headteacher is a very competent leader who has the interests of every pupil at heart. She is determined that each child will succeed and ensures that the school's aims of "every child achieving its full potential" are met. This is done through the use of excellent, workable and easily understood systems which are well known by staff.
18. The headteacher devotes a lot of energy to knowing the school thoroughly. There is nothing that this headteacher does not know about her school. The headteacher is very well supported by her deputy and key staff, who perform their duties very well. Together they have forged a very strong team, which works very well. All staff are involved in school improvement planning and there is a very strong commitment from the staff to maintain and improve upon the school's current high standards. The school is able to draw up a very appropriate and successful development plan through wide involvement and the good opportunities given to staff to state their opinions and express concerns.. The headteacher placed great importance on staff's continuous professional development. The governing body have very good knowledge of the activities of the school, manage finances very well, and are aware of all aspects of school life. They execute their statutory duties very well. All staff work very well as a team. Good use is made of the expertise of the local education authority and there is a shared commitment to improvement.
19. The school makes very good use of the resources at its disposal, and plans are in place to train and develop the newly appointed support staff. All finances are used carefully to provide a very good education for pupils to promote continuous school improvement.

## **WHAT COULD BE IMPROVED**

**Resources for information and communication technology and the number of books in the library for all subjects could be improved.**

20. The school has already identified this issue on the school development plan. At present the school has set up an information and communication technology suite and plans are in place to develop library provision. All classes have a computer, but there are times when groups of pupils would benefit from having further access in order to extend their learning. For example, in the reception classes, pupils would benefit from following programs that could support their letter and number formation skills. In the older classes, pupils would benefit from being able to undertake further research and investigation in all subjects and practise the skills that they have acquired in the information and communication technology suite.
21. The library has a limited range of books in all subjects, including books and resources reflecting the multicultural nature of our society. The school buys topic books, but they are insufficient in number and need to be complemented by more books in the library. Several pupils interviewed said that they would welcome the opportunity to go back and refer to "favourite" books. Furthermore, topic packs are just sufficient in number to support learning, but there are times when pupils would benefit from having a wider choice of books to support their learning and develop their research skills further.

**Children in the Foundation Stage of learning, on occasions, do not have sufficient opportunities to record their work and, as a result, miss valuable opportunities for forming their letters and numbers correctly.**

22. The quality of provision for the Foundation Stage is very good and planning ensures that there is a balance between learning through structured play and formal activities.
23. Many of the pupils are already exceeding the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. They are ready to undertake simple recording of what they have learnt. In the few lessons that were observed, valuable opportunities were missed for pupils to rigorously record their work. Some pupils do not form their letters and numbers correctly, and need further guidance and intervention by teachers and support staff so that they do not internalise bad working habits, which are difficult to undo, as they move up the school.

**Opportunities for pupils to further improve their spelling by ensuring that spelling mistakes are used as teaching points.**

24. Scrutiny of pupils' work revealed that, whilst teachers regularly marked pupils' work, spelling mistakes were not used as teaching points and pupils kept repeating the same errors. Alongside learning spelling lists, pupils would benefit from practising corrections and learning corrected spellings for homework.

**Support staff could be more effectively deployed when explanations are given during literacy and numeracy sessions.**

25. Many support staff are new to the school and have not undergone extensive training in doing things "the Barrowby way". They could be more effectively deployed during the taught part of literacy and numeracy sessions by making observations and assessments of targeted pupils. This would help teachers have even better insights into knowing how the impact of their teaching affects pupils' understanding and subsequent learning. The school has already recognised this as an area for improvement.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. This is an excellent school, which is very capable of improving even further. In addition to pursuing its own well-structured and appropriate development plan, the headteacher and governors should:

1. Improve resources for information and communication technology and increase the number of books in the library for all subjects.

*(Paragraphs 20, 21)*

2. Provide further opportunities for pupils in the Foundation Stage to record their work by ensuring that:

- teachers and support staff intervene more in children's learning to ensure that their pupils form their letters and numbers accurately;
- more opportunities for pupils to record their work are planned.

*(Paragraphs 22,23)*

3. Ensure that pupils' spelling mistakes are used as teaching points by:

- providing opportunities for pupils to practise their spellings and learn them from their corrections.

*(Paragraph 24)*

4. Ensure that support staff are more effectively deployed during introductory sessions of literacy and numeracy by:

- noting pupils' reactions to teachers' explanations;
- making detailed observations of pupils' learning.

*(Paragraph 25)*

### Minor issues

The school would benefit from more multicultural resources in all subjects.

*(Paragraph 21)*



## 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	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	12	4	2	0	0	0
Percentage	18	54	18	9	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 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)	n/a	239
Number of full-time pupils known to be eligible for free school meals	n/a	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.3

#### Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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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	22	13	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	21
	Girls	13	13	13
	Total	32	34	34
Percentage of pupils at NC level 2 or above	School	91 (100)	97 (100)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	13	13	13
	Total	33	34	34
Percentage of pupils at NC level 2 or above	School	94 (100)	97 (100)	97 (100)
	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	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	12	13	13
	Total	26	27	28
Percentage of pupils at NC level 4 or above	School	90 (86)	93 (89)	97 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	12	13	13
	Total	26	29	29
Percentage of pupils at NC level 4 or above	School	90 (86)	100 (94)	100 (97)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	203
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)	9.8
Number of pupils per qualified teacher	27.3
Average class size	30

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

Total number of education support staff	7
Total aggregate hours worked per week	145

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

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **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	3
Total number of vacant teaching posts (FTE)	0

### **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
	£
Total income	427,950
Total expenditure	402,650
Expenditure per pupil	1,707
Balance brought forward from previous year	17,970
Balance carried forward to next year	42,270

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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	239
Number of questionnaires returned	102

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	0	1
My child is making good progress in school.	58	36	4	0	2
Behaviour in the school is good.	42	48	4	0	6
My child gets the right amount of work to do at home.	36	49	12	0	3
The teaching is good.	56	37	2	0	5
I am kept well informed about how my child is getting on.	38	43	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	55	38	4	3	0
The school expects my child to work hard and achieve his or her best.	64	33	1	0	2
The school works closely with parents.	33	45	15	7	0
The school is well led and managed.	43	45	15	7	0
The school is helping my child become mature and responsible.	52	40	4	1	3
The school provides an interesting range of activities outside lessons.	37	42	7	3	11