

INSPECTION REPORT

**NURSLING CHURCH OF ENGLAND (CONTROLLED)
PRIMARY SCHOOL**

Nursling, Southampton

SO16 0XH

LEA area: Hampshire

Unique reference number: 116303

Headteacher: Lorina Smith

Reporting inspector: Grahame Sherfield
4758

Dates of inspection: 21st – 23rd January 2002

Inspection number: 196746

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Nursling Street Nursling Southampton Hants
Postcode:	SO16 0XH
Telephone number:	023 80732289
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Clare Taylor
Date of previous inspection:	28 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nursling Primary School is smaller than average with 93 boys and 108 girls. There are seven classes. There is one reception class and one in each of Years 1 and 2. There are four mixed age classes – two of Years 3 and 4 pupils and two of pupils in Years 5 and 6. Pupils' attainment on entry to the school in reception is average. About five per cent are known to be eligible for free school meals which is below the national average. Most pupils come from the area of largely private housing around the school, though about a third live in nearby areas of Southampton. About 25 per cent of pupils have special educational needs, which is a little above the national average. Four pupils are from ethnic minorities. Three pupils have English as an additional language. While the school currently has all the teachers it needs, there have been some difficulties recently in filling two vacant posts. There have also been problems in recruiting learning support staff for pupils with particular special needs.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school with some good and very good features. Its effectiveness is good. The headteacher and her staff have worked successfully to improve teaching and raise standards in English, mathematics and science. The school's income and expenditure are high: it provides satisfactory value for money.

What the school does well

- Standards in reception are above expected levels as a result of very good teaching.
- Good teaching in Years 3 – 6 results in above average standards in English, mathematics and science by the end of Year 6.
- Pupils' attitudes, behaviour and personal development are good.
- Provision for social development is very good.
- The school benefits from the very good leadership and management of the headteacher, key staff and the governors. This makes a very positive contribution to pupils' achievements.

What could be improved

- Overall, boys do less well than girls in the school.
- Attainment in information and communication technology (ICT) is below expected standards as the suite of computers and detailed planning for ICT are recent developments.
- Attainment in history and geography is below expected levels because there has not yet been time for new planning to have its full impact on standards across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in April 1997 has been good and key issues identified in the last report have been successfully tackled. Considerable efforts have been made to improve teaching and standards have improved generally, particularly in reception and by the time pupils reach the end of Year 6. Teaching is better than before and leadership and management have improved. The school is very well placed to continue to improve.

STANDARDS

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

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

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

Standards attained by the end of Year 6 have improved in English, mathematics and science since 1999 and the rate of improvement is faster than that achieved nationally. Inspection evidence indicates that in the current Year 6, standards are above average in these three core subjects. Pupils sustain and develop their ideas in their writing, striving to use imaginative vocabulary. They tackle mathematics problems in everyday situations successfully and use scientific vocabulary with some confidence. The school comfortably exceeded targets set for 2001 and is making good progress towards those set for 2002, which are appropriately challenging.

Standards in English and mathematics have also been improving by the end of Year 2, though not as rapidly as by the end of Year 6. Inspection evidence indicates that in Year 2 at present attainment is in line with national averages in the three core subjects. Most pupils read simple texts accurately and are beginning to use sentences successfully. They solve simple money problems and can compare two habitats and the wildlife they support. In reception, children are achieving well, and are likely to exceed the standards expected before entering Year 1, and pupils do well in Years 3 – 6. In Years 1 and 2, pupils are currently achieving satisfactorily. This is in part due to variations in attainment between different year groups. Numbers of pupils and the balance between boys and girls have varied significantly at times. For example in the current reception class there are only 4 boys and 24 girls while in Year 1 the total number is 18. In addition, teaching in Years 1 – 2, while satisfactory, is not as good as in reception and in Years 3 – 6.

Boys have done less well than girls by the end of both Years 2 and 6 since 1999. The school has been addressing this with some success and is continuing to do so. Standards in ICT, history and geography were investigated on this inspection and were found to be below expected levels by the end of Year 6. Appropriate planning for these subjects is now in place and the school has recently gained a small suite of computers. There has not yet been time for these features to support improvements in standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes and most are fully involved in the range of opportunities for learning that the school provides.
Behaviour, in and out of classrooms	Pupils behave well in classrooms, in the playground and in other areas around the school.
Personal development and relationships	Relationships between pupils, and between pupils and teachers and other adults, are good. Pupils respond well when given the opportunity to take responsibility, such as in the School Council and in the hall at lunchtimes.
Attendance	Attendance is above average and pupils are keen to come to school.

The school has worked successfully to improve behaviour and to provide opportunities for pupils to take on responsibility. Good behaviour makes a positive contribution to pupils' learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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.

All teaching observed was satisfactory or better. In reception, the quality of teaching is very good and children respond very well to the careful thought given to promoting their independence. In Years 1 and 2, the teaching of English and mathematics is satisfactory and pupils' response in lessons is sound. Teaching is satisfactory overall and occasionally good when good subject knowledge is combined with high expectations of what pupils can achieve. In Years 3 – 6, the quality of teaching is generally good, including teaching of English and mathematics. Teachers value pupils' ideas and promote their self-esteem well. Questioning is often used effectively to make pupils think and to help the teacher assess what pupils need to do next. Pupils respond well to these opportunities. In the best lessons seen, these features were strong and resulted in very good or excellent teaching.

The skills of literacy and numeracy are taught satisfactorily in Years 1 and 2 and well in Years 3 – 6. The school meets the needs of its pupils well, including those with special education needs, those with English as an additional language and pupils with high levels of attainment. Teachers support the learning of boys effectively in lessons.

ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum in reception and it is appropriately broad and balanced for Years 1 – 6. Statutory requirements are met. There is a good range of extra curricular activities.
Provision for pupils with special educational needs	Provision is good. Pupils are well supported in their work by teachers and learning support assistants.
Provision for pupils with English as an additional language	Pupils with English as an additional language receive appropriate support from teachers and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes very good provision for pupils' social development, particularly in taking responsibility for themselves and for others. Provision for spiritual and cultural development is sound. The school makes good provision for moral development. Pupils distinguish clearly between right and wrong and are well aware of the nature of acceptable and unacceptable behaviour.
How well the school cares for its pupils	The school works hard to ensure pupils' welfare. Their academic performance and personal development are monitored well. Arrangements for child protection are very good.

The school provides a caring community in which pupils can develop and feel secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher, key staff and the governors. This makes a very positive contribution to pupils' achievements.
How well the governors fulfil their responsibilities	Governors have a very clear understanding of their responsibilities and are very effective in fulfilling them. They know well the school's strengths and areas for development.
The school's evaluation of its performance	The school monitors its performance very closely in order to maintain strengths and take action to make improvements where needed.
The strategic use of resources	Good use is made of all staff, of time, of educational resources and of all available space within the buildings.

The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The good progress their children make • The good teaching • The ways in which the school helps children to take on responsibility 	<ul style="list-style-type: none"> • The amount of homework children receive • The information provided on children's progress • The way the school works with parents • The range of activities outside lessons

The inspectors fully endorse the parents' positive views but do not confirm the concerns raised. The school's policy on homework is similar to most schools and the range of activities outside lessons is good. Pupils' reports are very detailed and there are appropriate opportunities to discuss progress with teachers. About a dozen parents have taken up the invitation to help in school and most parents feel comfortable in raising concerns about their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in reception are above expected levels as a result of very good teaching

1. Children in the reception class are achieving well and reach standards above expected levels. Their attainment on entering the school is broadly average but a significant minority is already meeting the standards in most areas of learning which are expected nationally at the end of the reception year. In communication, language and literacy, higher attainers are using writing to communicate and starting to use their knowledge of phonics to write simple words – such as writing (“rtng”). Most can write their own first name and communicate meaning by using letters. In mathematical development, most children can sequence numbers to ten and some beyond this. Most can recognise and name a range of two-dimensional shapes. In the home corner, a “Chinese restaurant” during the inspection, children can identify the position of China on a map and talk about a possible route to travel there from Southampton. Many children can discuss hibernating animals and record a memory from when they were younger. Their knowledge and understanding of the world is advancing well. So too is their creative development. Children explore colour, texture and shape through good observational drawings of a pineapple. They develop considerable confidence and independence and make good progress in their personal, social and emotional development. They are very involved in classroom activities and form good working relationships.
2. One of the reasons for this good achievement is the attention the teacher has given to establishing good classroom routines to support the children very well in their learning. Children understand well when it is “time to rotate” and change activities and there are simple but effective arrangements to keep the classroom tidy and purposeful. In addition, children respond very well to the very good teaching. Another notable feature is the quiet but very effective use of praise to encourage children to achieve well. Children’s work and contributions to discussion are really valued. They respond very well to this very positive classroom climate which makes a powerful contribution to the high standards being attained. There are high expectations of what children can do, for example in the early development of writing skills and in the use of the home corner as a Chinese restaurant to promote their understanding of other places. Children are also being supported in using the Internet to obtain information, such as when they were researching the notices to display in the restaurant. The teacher’s explanations of children’s activities, and demonstrations where appropriate, are very clear and help them to complete work successfully. The teacher uses questioning very well to help children to think carefully and make progress in their learning. For example, the teacher supported children in making close observations of the pineapple to help them with their drawing. Children are asked to explain carefully how they have approached activities so that others may learn from what they have done. Every effort is made to include pupils with special educational needs in the activities taking place.

Good teaching in Years 3 – 6 results in above average standards in English, mathematics and science by the end of Year 6

3. In Years 3 – 6, teachers often briefly but effectively remind pupils of what they have learnt before in order to provide a good basis for the current lesson. They explain carefully what pupils have to do and place a strong emphasis on the appropriate use of specialist vocabulary, not letting pupils use more day-to-day terms instead. For example, in a science lesson on magnets Years 3 and 4 pupils were strongly encouraged to use “attract” and “repel”. Questioning is often used well to establish pupils’ levels of understanding. In mathematics, small white boards are sometimes used very effectively by the teacher to identify any errors and misconceptions. Lessons generally proceed at a good pace with enough time allowed for pupils to complete tasks while avoiding any waste of time. Teachers use praise well to encourage pupils in their work and value what they do. Subject knowledge and understanding is generally good. Much attention is given to carefully matching work to the needs of individual pupils. Higher and lower attaining sets are used effectively in English and mathematics and, within these, there are usually several different tasks with differing levels of difficulty to ensure that pupils do as well as they can. In a Years 5 and 6 English lesson on persuasive writing, two groups were asked to use conjunctions to link sentences to aid

the flow of their writing. Higher attainers were asked to ensure that their writing contained a number of conditional sentences to make their writing more effective. At times, pupils are encouraged to work with a partner to generate ideas together or sometimes to evaluate their success in undertaking the task set. The final session of lessons is often used well to consolidate pupils' learning, as in a Years 3 and 4 mathematics lesson when the teacher used plastic coins to break a money sum down into more manageable amounts to reinforce possible approaches. Well-chosen examples of pupils' work were used in this last part of the lesson to help them understand fully what was expected. Learning support staff often have good subject knowledge, for example in one session about databases, and work well with individuals and small groups to support them in their learning.

4. As a result of the good teaching, standards by the end of Year 6 in the three core subjects are above average. In English, Year 6 pupils are generally confident in a range of types of writing, such as letters, diary entries and reports and can sustain and develop their ideas. Most are beginning to use more complex sentences and make some imaginative choices of words. In one lesson on persuasive writing, most pupils were able to construct sentences suitable for making an argument for "not having homework"! Lower attaining pupils try hard to use interesting words but sometimes encounter difficulties with full stops and capital letters and need more support with their writing.
5. In mathematics, most pupils are confident with the four operations of addition, subtraction, multiplication and division and can decide which of these are needed to tackle problems set in everyday contexts. They make accurate and appropriate use of calculators and can explain how they worked out an answer with some confidence. Many pupils are developing a good grasp of fractions and decimals and most understand lines of symmetry. Lower attainers are less confident in using their tables to help them and sometimes struggle to choose the appropriate mathematical operation to help in solving problems. Pupils generally use specialist vocabulary with confidence in work in science and understand the main functions of the organs of the human body. Most can make predictions, plan and carry out a suitable investigation and draw appropriate conclusions. In one lesson, pupils were observing the different reactions between materials, such as peat, sand and marbles, and a liquid. Most could describe what was happening, generally using appropriate scientific terms, make notes and subsequently record their findings. In all three subjects, teachers make good use of assessment to identify pupils' current levels of understanding and set out what they need to do to make improvements. Pupils are then helped to make progress towards these targets.

Pupils' attitudes, behaviour and personal development are good

6. Pupils, including those with special educational needs and English as an additional language, have positive attitudes to school. They show interest in the range of opportunities provided, both within and outside the classrooms. They are generally attentive and involved in lessons and most pupils sustain their effort and concentration well. This makes a significant contribution to the standards achieved. Behaviour in other parts of the school building and around the site is good. There are certificates to reward consistently good behaviour and the vast majority of pupils receive these. Pupils are courteous and get on well with each other as well as with teachers and other adults. Where behaviour is occasionally unacceptable, pupils are encouraged to reflect on their actions, and consider the effects on others, in a classroom designated as the Respect and Behaviour Room. There has been no permanent and just one fixed-term exclusion in the last year.

Provision for social development is very good

7. A strong feature of the school is the way in which pupils are encouraged to take responsibility and show initiative. This begins in reception where there are high expectations of children's ability to be independent and to play their part in ensuring a tidy and well-organised classroom. In the other classes, pupils are provided with many opportunities to work together in pairs and small groups and there are generally high levels of co-operation and collaboration. Pupils work together outside the classrooms in school productions such as Macbeth last summer and participate with adults from a local amateur dramatic society as well as take part in sports and other activities with the partner secondary school. The school has had notable success in table tennis where both boys

and girls teams have won the Hampshire schools championship and done well at a national level. This provides a further opportunity for pupils to work together.

8. The School Council is developing well with representatives from each year and has its own notice board in the entrance. Pupils are encouraged to suggest, and carefully consider, developments that might benefit the whole school community. They respond well to these opportunities. Older pupils are given regular opportunities to take on responsibility. Particularly successful are the arrangements at lunchtime where pupils are seated in "families" drawn from across the school with an older pupil acting as a monitor to look after the others. This results in a high level of care, and sometimes involves opening food containers and packets for younger pupils. Year 6 pupils have recently taken the initiative and used ICT to produce two termly school newsletters, one for the infants and one for the juniors. Pupils are encouraged to raise money for those less fortunate than themselves. Recently, as well as helping local charities such as the League of Friends at the hospital, funds have been raised for Comic Relief, Barnardo's and Jeans for Genes.

The school benefits from the very good leadership and management of the headteacher, key staff and the governors. This makes a very positive contribution to pupils' achievements.

9. Since taking up her appointment in 1999, the headteacher has addressed aspects in need of improvement systematically and at the same time maintained the school's strengths. She has a very clear vision for its future development, based on a very good knowledge of current strengths and weaknesses. The school has clear aims and values summed up in "Achieve, Care, Excel" and these are reflected well in the day-to-day activities of the school, both in the classrooms and elsewhere.
10. The headteacher and the senior management team have forged a close, effective and hard-working partnership which serves the school well. There are particular strengths in monitoring and evaluating standards attained by the pupils. The school collects a good range of assessment information and very good use is made of this in order to set out the progress that pupils are expected to make. Pupils who are doing less well than expected are subsequently provided with support to help them improve their work. Monitoring of the quality of teaching by the headteacher and senior staff is good. Good teaching is appropriately recognised and good practice shared, while areas where further support is needed to make improvements are also identified.
11. Subject managers for English and mathematics fulfil their role well. They have a firm grasp of strengths and areas in need of improvement in their subject. There is a good range of planned opportunities for observing lessons and sampling pupils' work as well as discussing progress with pupils themselves. Effective use has been made of local education authority advisers in developing subject managers' skills in classroom observation and in improving teachers' planning and approaches. The activities of all subject managers in the school are clearly defined, though most have not yet had the opportunity to implement their monitoring role fully, as energies have been focused on raising standards in English and mathematics.
12. As a result of the extensive and thorough monitoring outlined above, there are clear and appropriate priorities for the school's future development set out in the Strategic Plan. This is a comprehensive document which clearly distinguishes key priorities from developments which are necessary but of a lower level of importance. The plan is detailed and costed. It sets out action needed and provides clear means of judging success in reaching objectives. The governors are closely involved in drawing up the plan which reflects their firm grasp of their strategic role in the school's development. Governors' monitoring of the work of the school is very well established. There is a good range of strategies in use which includes systematic invitations to subject managers to talk about developments in their subject as well as regular sampling of pupils' work and visits to classrooms. One of the effective features of the school is the governors' very clear view of its strengths and of aspects in need of improvement.

WHAT COULD BE IMPROVED

Overall, boys do less well than girls in the school

13. The results of national assessments at the end of Years 2 and 6 over the last three years show that standards reached by boys have been consistently below the national average for their age group in English and mathematics. Standards attained by girls have been above the national figures for girls. In science, boys did better than average by the end of Year 6 but girls did much better. Close analysis of the data suggests that the achievement of higher attaining boys is similar to that of higher attaining girls by the end of both Year 2 and Year 6. It is boys of middling attainment who do less well than girls.
14. The school monitors the achievements of individual pupils carefully and is well aware of this issue. Action has been taken to address it. This has involved considerable expenditure on buying books, both fiction and non-fiction, which might be more attractive to boys. Efforts are made to offer boys good role models. For example, authors and poets visiting the school have included men in order to encourage boys in their writing. In Years 3 – 6, the school is seeking to use teaching styles likely to capture the interest of boys more effectively, though there was limited evidence of these during lessons observed.
15. Inspection evidence indicates that boys generally have positive attitudes in their lessons and are being given work suitable for their needs. Teachers support their learning effectively. Boys make up a high proportion of those pupils on the school's special educational needs register but this figure has fallen steadily over the last three years. Data provided by the local education authority show that the difference between the attainment of boys and girls in Year 6 in 2001 was less than was the case when these pupils reached the end of Year 1 in 1997. Evidence indicates that the efforts made have narrowed the gap between the attainment of boys and girls but the school has correctly identified that it needs to continue its efforts to reduce the difference still further.

Attainment in information and communication technology (ICT) is below expected standards as the suite of computers and detailed planning for ICT are recent developments

16. Inspection evidence shows that pupils are enthusiastic and interested when using computers. Standards being reached are, however, below levels expected nationally and most pupils are at an early stage in developing their ability to use ICT in their work. A group of pupils in Years 3 and 4 were able to open a program using the mouse and maximise the window. With careful instruction, they were mostly able to use a database to find information but had limited skills in using ICT to find things out and solve problems. In a Year 2 group, pupils were able to enter their name into a word processor but lacked confidence in saving and retrieving work. There was little evidence of the use of ICT in displays of pupils' work around the school or in communicating and handling information in samples of work inspected in English, mathematics, science, history and geography.
17. The school has already identified that ICT is in need of development. There is now detailed planning for this subject across the school but the suite of eight computers has only recently been completed. Computers in classrooms are connected to the Internet and children in reception were finding information in this way during the inspection. This too is a new development. There has not yet been time for the planning and the hardware and software now available to have an impact on raising standards.

Attainment in history and geography is below expected levels because there has not yet been time for new planning to have its full impact on standards across the school

18. In the last inspection report in April 1997, reviewing the topic cycle in history and geography was a key issue for the school to address. A new cycle of topics has been produced and the school has adopted the planning for these subjects from the Qualifications and Curriculum Authority. This planning is designed to promote smooth progress in pupils' knowledge and understanding in these subjects from Year 1 to Year 6. The planning has been used over the last year or so and there is

evidence in samples of work and in lessons observed that it is beginning to help teachers ensure that pupils reach appropriate standards. For example, in a Year 1 lesson on old and new toys, almost all pupils could identify clues to assist in judging whether a toy was old or new and most recognised changes in materials used. A few could talk about changes in the power source for toys that move. This is in line with expected standards.

19. However, it is too soon for the use of this planning to have had enough impact on standards across the school and some teachers lack a firm grasp of how pupils' historical and geographical understanding should develop as they move through the school. Samples of work in history show that pupils in Years 3 and 4 have limited ability to provide explanations of events and actions in the past, such as Boudicca's uprising against the Romans. Pupils in Years 5 and 6 have some knowledge of aspects of Victorian life, such as workhouses and factories, but this is at rather a basic level. In geography work, pupils make only simple comparisons between two different localities and some have difficulty in distinguishing between physical and human features in the environment. The school has already recognised that standards in these two subjects need improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise further the standards attained in the school, the governors, headteacher and staff should:

- (1) continue to monitor the attainment of boys and ensure sustained improvement by further developing the breadth of teaching and learning approaches used in classrooms and continued enhancement of the range of resources available.

(See paragraphs 13, 14 and 15.)

- (2) improve the standards pupils attain in information and communication technology by enhancing teachers' own skills, implementing fully the detailed planning for this subject and developing the use of ICT to support learning in other subjects of the curriculum.

(See paragraphs 16 and 17.)

- (3) raise the standards reached by pupils in history and geography by strengthening teachers' grasp of what pupils should know, understand and be able to do in these subjects and fully implementing the detailed planning.

(See paragraphs 18 and 19.)

The school has already identified these issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	8	8	0	0	0
Percentage	5	11	42	42	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)	N/A	201
Number of full-time pupils known to be eligible for free school meals	N/A	11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.4

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	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	14	14
	Girls	13	13	13
	Total	24	27	27
Percentage of pupils at NC level 2 or above	School	83 (76)	93 (90)	93 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	13
	Girls	13	13	13
	Total	27	27	26
Percentage of pupils at NC level 2 or above	School	93 (76)	93 (86)	90 (97)
	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	14	11	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	14
	Girls	11	11	11
	Total	21	21	25
Percentage of pupils at NC level 4 or above	School	84 (63)	84 (66)	100 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	14
	Girls	11	11	11
	Total	21	21	25
Percentage of pupils	School	84 (63)	84 (69)	100 (81)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	196
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.71
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	194.5

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	418,992
Total expenditure	410,695
Expenditure per pupil	2,063
Balance brought forward from previous year	7,600
Balance carried forward to next year	15,904

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.2
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	201
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	48	5	0	0
My child is making good progress in school.	42	47	7	2	2
Behaviour in the school is good.	28	61	6	2	3
My child gets the right amount of work to do at home.	33	52	10	4	2
The teaching is good.	39	54	2	1	4
I am kept well informed about how my child is getting on.	22	51	22	4	0
I would feel comfortable about approaching the school with questions or a problem.	62	29	5	4	0
The school expects my child to work hard and achieve his or her best.	51	38	10	1	1
The school works closely with parents.	25	47	18	8	2
The school is well led and managed.	45	34	4	8	10
The school is helping my child become mature and responsible.	43	46	5	2	4
The school provides an interesting range of activities outside lessons.	32	46	16	1	5

Other issues raised by parents

Twenty five parents added written comments, either on the questionnaire or in a brief letter. A large minority of these were positive, with five parents praising the leadership and management of the school. The majority were critical of a wide range of different points, though four parents felt the rewards system in the school disadvantaged "average" pupils and three criticised special needs provision. However, there were also two comments in support of this provision.