

INSPECTION REPORT

Blisworth Community Primary School

Blisworth, Northampton

LEA area: Northamptonshire LEA

Unique reference number: 121794

Headteacher: Mr J. Basham

Reporting inspector: Miss J. H. Sargent
OIN 21113

Dates of inspection: 29th – 30th March 2000

Inspection number: 197236

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Junior and Infant
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Courteenhall Road Blisworth Northampton
Postcode:	NN7 3DD
Telephone number:	01604 858414
Fax number:	01604 858414
Appropriate authority:	Governing Body
Name of chair of governors:	Rev. H. Bunker
Date of previous inspection:	30 th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Miss J. H. Sargent	Registered inspector
Mrs S. Dixon	Lay inspector
Mr R. W. Burgess	Team inspector

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene
Shelf
Halifax
West Yorkshire
HX3 7NR

01274 602139

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6 – 10

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

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

11 – 14

Standards are very good across both key stages in English and mathematics.
The quality of teaching is very good at both key stages.
Pupils have very good attitudes towards learning and are very well behaved; relationships and personal development are very good.
Provision for the spiritual, moral, social and cultural development of pupils is excellent.

WHAT COULD BE IMPROVED

14 – 16

Communication with parents about what their children learn.
The application of skills learnt in information technology lessons to support and enhance work across the curriculum.
Details of assessments and work for pupils of differing abilities within teachers' planning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16

PART C: SCHOOL DATA AND INDICATORS

17 – 20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blisworth Community Primary School is an average sized school. There are 233 full-time pupils, aged from four to 11 years. Five per cent of pupils are eligible for free school meals. There are no pupils with statements of special educational needs. The number of pupils on the register of special educational needs is below the national average and the percentage of pupils with English as an additional language is low. The majority of pupils attending the school live outside the school's catchment area. At the time of inspection the school had eight classes. The organisation of the school is reviewed annually, according to the number of pupils on roll. On starting school, children's attainment is above that expected nationally of children of a similar age.

HOW GOOD THE SCHOOL IS

This is a very good school which has many commendable features. Pupils attain highly in English and mathematics at both key stages; they develop good basic skills in these subjects. The quality of teaching is very good and pupils make good progress. The school benefits from the good leadership given by the headteacher and his management team and from good financial management. The school's strengths greatly outweigh its few weaknesses. It provides very good value for money.

WHAT THE SCHOOL DOES WELL

- ◆ Standards are very good across both key stages in English and mathematics.
- ◆ The quality of teaching is very good at both key stages.
- ◆ Pupils have very good attitudes towards learning and are very well behaved; relationships and personal development are very good.
- ◆ Provision for the spiritual, moral, social and cultural development of pupils is excellent.

WHAT COULD BE IMPROVED

- ◆ Communication with parents about what their children learn.
- ◆ The application of skills learnt in information technology lessons to support and enhance work across the curriculum.
- ◆ Details of assessments and work for pupils of differing abilities within teachers' planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in April 1996, since when it has made good improvement. The school has acted upon all the issues raised at the last inspection. The building has been developed to improve facilities for the youngest pupils and for the provision of information technology. Pupils' personal development has remained a strength of the school. Curriculum planning has been developed to take account of the National Literacy and Numeracy Strategies and their requirements. The school has developed clear strategies for identifying and supporting the most able pupils. This work is

effectively managed by the special educational needs co-ordinator and monitored by the headteacher. Provision for design and technology has been improved and a recently appointed co-ordinator has developed the subject well. The school has created a new information technology suite and employs a specialist assistant who provides good support for pupils, developing their skills to levels above those expected nationally. These skills are inconsistently applied in other lessons. The committees of the governing body work within agreed terms of reference. They have suitable procedures and minute their meetings appropriately. The school regularly reviews its work and, as a result of its good leadership, has the will and the capacity to make further improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	well above average A above average B average C below average D well below average E
Mathematics	B	A	A	A	
Science	A	A	A	A	

At Key Stage 2, pupils attain well above the national average and the average for similar schools in English, mathematics and science. Over the past four years, standards have been steadily rising. Standards of attainment at the end of both key stages are very high. Entry assessments show that children under five attain at standards above those expected of children of a similar age in language and literacy, numeracy and personal and social skills. At the end of Key Stage 1, pupils attain very highly in English and mathematics. In the 1999 national test results, pupils' performance in reading and writing was within the highest five per cent nationally when compared with all schools and very high when compared with similar schools. Performance in mathematics was well above both the national average and the average for similar schools. Results fell slightly in all subjects in 1998, but were restored to their previous level in 1999. The school sets and meets challenging targets for pupils' attainments, allowing all pupils, including gifted pupils and those with special educational needs, to achieve at good and often very good levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages are eager to learn and participate enthusiastically in their lessons. They are interested in their work and ask questions to extend their learning.
Behaviour, in and out of classrooms	Very good. Behaviour is of a consistently high standard throughout the school. Pupils are polite and respectful to adults and one another.

Personal development and relationships	Very good. Relationships are very good. Pupils' personal development is enhanced by the school's excellent spiritual, moral, social and cultural provision and the school's links with the community locally and further afield.
Attendance	Very good. Attendance figures are very high.

All pupils, from the youngest to the oldest, are able to work independently on a task that they have been given. They have very good levels of concentration. Older pupils co-operate very well in activities that require them to work together. Pupils quickly settle to work. Pupils' personal development is very good. They help with many tasks around school. Pupils are encouraged to consider others through charitable work locally and through supporting a school in India.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

All teaching seen was good or better. Twenty-nine per cent of teaching seen was good, 57 per cent was very good and 14 per cent was excellent. The teaching of English and mathematics is very good in both key stages. The basic skills in literacy and numeracy are effectively taught. Well-structured tasks build on pupils' earlier learning and good progress is made. Lessons are imaginative; tasks are carefully prepared and pupils are immediately engaged in their lessons. Teachers are alert to the particular needs of gifted pupils and pupils with special educational needs. These pupils receive good support from the special educational needs teacher, class teachers and classroom assistants. Some teachers do not always identify differing levels of work or assessment opportunities in their planning. In information technology, pupils acquire good levels of skill, knowledge and understanding of the subject but do not always have sufficient opportunity to apply these skills in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and fulfils statutory requirements. Information technology skills are effectively taught but pupils have too few opportunities to apply this learning within other subjects.
Provision for pupils with special educational needs	Very good. The special educational needs co-ordinator leads the work throughout school. Work is individually planned and pupils make good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is excellent. Pupils are very aware of their moral and social responsibilities. They have excellent opportunities to develop their awareness of their own culture and of others. Spiritual awareness is developed in many lessons.
How well the school cares for its pupils	The school provides a good, caring environment in which pupils feel safe and secure.

Parents would like to know more about what their children learn. Parents are keen to offer support with homework. Its full impact is reduced because parents are not kept well informed about the work that their children are doing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide good leadership for the school. There is a positive ethos which promotes very good teaching and high standards. The headteacher has a clear vision of further improvement for the school.
How well the governors fulfil their responsibilities	The governors are effective in their duties and fulfil their responsibilities. They offer sound support to the school.
The school's evaluation of its performance	The school has a very good understanding of its work resulting from careful analysis of results. Teaching and learning are well monitored by the headteacher.
The strategic use of resources	Very good use is made of the resources available to the school. Information technology resources have been improved.

The principles of best value are effectively applied and finances are carefully managed. Major building works have been undertaken by the school to improve accommodation for pupils at Key Stage 1 and to create additional teaching facilities. These developments have had a positive impact on pupils' attainments and the quality of education that the school provides.

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.◆ Children make good progress.◆ Behaviour is good.◆ Teaching is good.◆ They feel comfortable approaching the school with questions or problems.◆ Children are expected to work hard and achieve their best.◆ The school is well led and managed.◆ Pupils become mature and responsible.	<ul style="list-style-type: none">◆ Information about how their child is getting on in school.◆ The school working more closely with parents.◆ The amount of work children are given to do at home.

The inspection team agrees with most of the views expressed by parents. Inspection findings support the judgement that pupils receive an appropriate amount of work to do at home. Parents who attended the pre-inspection meeting expressed their appreciation of the high standards attained by the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very good across both key stages in English and mathematics.

Pupils attain standards in English and mathematics, which are well above national averages and the averages attained by similar schools at both key stages. In the 1999 National Curriculum test results, standards were very high at Key Stage 1 in reading and writing and well above average in mathematics. Standards over time have been consistently high, with the exception of a slight dip in results in 1998. At Key Stage 2, standards in the 1999 National Curriculum test results for English, mathematics and science were well above national and similar school averages. Results from 1996 to 1999 for Key Stage 2 show that these very good standards are continuing to improve. This is due to the increasing numbers of pupils who are achieving a result at a higher level than is expected for most pupils nationally. Standards of work seen during the inspection were consistently high across the school, both in lessons and in samples of pupils' work.

In Reception, pupils enjoy working with letters, words and books. They are learning the sounds and names of the letters of the alphabet. They use this learning well to help them to read and spell. Many pupils know important key words identified in the National Literacy Strategy. Pupils are enthusiastic about reading. They are developing a good range of strategies to help them tackle unknown words. Regular practice of the basic skills of reading helps all pupils to make good progress. By Year 6, pupils have developed their language skills sufficiently to engage in complex discussions about difficult issues such as capital punishment. They extract key facts from a text and use these to support their point of view with confidence.

In mathematics, pupils quickly learn to read and write numerals and to understand their value. They learn about concepts associated with the full range of mathematical experiences required by the National Curriculum programmes of study. They develop their mathematical skills, particularly their numeracy skills, at a good pace. In Year 6, pupils engage in tasks that draw on a wide range of mathematical skills and knowledge. In addition to further developing their numeracy skills, pupils apply their learning to solve problems about area and volume. Higher attaining pupils complete detailed work on square roots, percentages and decimals. Work is well presented and shows that pupils have a good understanding of these mathematical concepts.

Pupils enjoy reading. The youngest pupils gain great pleasure from books such as 'Where's Spot?' They tackle the text with enthusiasm using all their available skills to work out unknown words. They ask questions about the story and are delighted by the illustrations and flaps that they must lift as they look for Spot. They understand that rhymes are 'words that sound nearly the same'. By the age of 7 pupils are applying their learning to a range of activities. They gather information for their work on Monet and read and then retell the story of Cinderella in a modern day setting, identifying and using adverbs. In Key Stage 2, reading skills are used for research, for example, in their work on the Anglo-Saxons, Year 3 pupils are set the task of extracting facts from texts about Thanes, Churls and slaves. By the end of Key Stage 2, pupils know the difference between biographies and autobiographies. They identify the key features of biographical works and know that dates and events are written in chronological order. They learn to distinguish between factual statements and opinions. Pupils extract information from the Internet, for example, details about the work of David Hockney, for their studies of modern

art.

Writing skills are successfully developed in conjunction with reading skills across the school. Stories are used as a stimulus for writing. Pupils in Year 1 write factual leaflets about the Three Little Pigs' houses. In Year 2, pupils write their modern day accounts of the story of Cinderella. Their work demonstrates good use of interesting vocabulary and awareness of the use of suspense and surprise endings. In Years 5 and 6, these skills are used to good effect. They show good understanding of the structure of stories and write, sometimes with brevity, about a range of imaginative themes. Pupils develop a good understanding of different writing styles. They make notes, write letters, draw up lists and send invitations. Standards of spelling and presentation are high for all pupils.

Learning in English and mathematics is used well in other subjects of the curriculum. Pupils are encouraged to engage in discussions and debates about their work. Teachers require them to explain their thinking. For example in a Year 2 mathematics lesson about capacity, pupils worked effectively in groups discussing their findings and then presented them to other pupils. In information technology lessons, pupils work on spreadsheets. They enter information and check calculations on a football league table. Reading and writing skills are used to support work in most lessons.

High standards in English and mathematics make significant contributions to the standards attained in other subjects of the curriculum.

The quality of teaching is very good at both key stages

Teachers enjoy their work. Their interest and enthusiasm is evident in their lessons. Work is planned to capture pupils' interest and sustain their involvement. Through carefully chosen activities, well-paced lessons, very good use of questions and considered groupings of pupils, teachers use their skills to promote the high standards and good progress seen in the school. Where support staff are involved in lessons, they are thoroughly briefed about the activities that they are engaged in. They are clear about the outcome of the lesson and know what to expect of the pupils that they are working with.

In a literacy lesson for Year 1 pupils, the story of the Three Little Pigs was imaginatively developed to help pupils understand the wolf's character. The teacher had prepared a letter from the wolf requesting the children's help. A series of speech bubbles were read and sorted into things that the wolf might or might not say. This theme was developed through the lesson and by the end of the lesson, pupils still believed that the wolf needed their help and were asking how they could write back to him. During the lesson they had developed their reading, writing and dictionary skills through activities which they found fun to do.

An excellent mathematics lesson for the oldest Year 6 pupils was focused on rotational symmetry. The teacher selected a task which drew on pupils' previous learning. Her good subject knowledge enabled her to capture pupils' attention and sustain their interest. Very good quality worksheets had been developed by the teacher. Pupils were actively involved in the lesson, explaining and illustrating their understanding of the subject. Higher attaining pupils were provided with the challenge of working with irregular shapes. Relationships between the classteacher and the pupils were excellent, being relaxed but respectful. The lesson closed with a very good assessment of pupils' knowledge and understanding. Questions were clearly expressed and phrased to allow the teacher to

assess how well the concepts had been absorbed.

All lessons are well structured. At the start of lessons, teachers state clearly what pupils will be learning. Lessons get off to a crisp start and good pace is sustained. Pupils know what is expected of them and quickly settle at the beginning of lessons, ready to listen. Relationships are very good and pupils' behaviour is very good. Pupils know that they are expected to contribute to lessons and pupils of all abilities are keen to offer their thoughts and ideas. In a Year 2 mathematics lesson on measurement, pupils gave good explanations of which measuring scale and tool they would select for a specific task. The teacher used this activity to good effect to assess pupils' understanding of standard units of measurement. In answering very good open questions pupils were able to demonstrate how secure their learning was. Pupils readily ask questions if they need to clarify their understanding and receive detailed answers from teachers. Such mutual respect encourages pupils to persevere with activities. They know that they will receive good support from the teachers and experience success, however great the challenge they face.

Pupils have very good attitudes to learning and are very well behaved; relationships and personal development are very good.

Pupils' attitudes to school and their work are very good. All pupils enjoy coming to school and begin every lesson with enthusiasm and interest. They remain attentive throughout the day and work well with and without direct supervision. They like the challenges that teachers set for them and show perseverance and a determination to succeed. Year 6 pupils working on the Internet co-operate well and complete the task that they have been set with little adult intervention. They take turns to use the computer equipment and offer one another friendly and well-meant advice. Behaviour is very good in and out of the classrooms.

Pupils in Year 2 worked sensibly on measuring capacity. The groups agreed their methods of working in a mature and sensible way, each group devising different systems of organisation. One group favoured a democratic approach and this proved to be very effective in sorting out information and entering findings on a chart. The pupils show well-developed co-operative skills. They negotiate in an amicable way and all pupils are involved during group work. Pupils behaved well throughout the capacity lesson and very little water was spilt on the tables. The activity promoted a productive buzz of conversation around the room. Pupils were excited by their learning and were eager to share their findings with others.

These attitudes continue through the school. In Year 6, pupils designed vessels for carrying food. They showed very good co-operative skills and high levels of determination as they loaded their vessels and learned that they had to spread the load evenly to avoid tilt. They modified their designs to reduce the centre of gravity. Pupils persevered with their work until they obtained the desired outcome. They planned and organised their work effectively and shared their learning with others.

Provision for the spiritual, moral, social and cultural development of pupils is excellent.

Pupils' spiritual development is well provided for through the exciting opportunities that

teachers offer in their lessons. Pupils are often filled with wonder and excitement in their tasks. They learn about the beauty of the world and the pleasure of creating works of art through the rich visual and artistic environment within the school.

Spiritual development is further enhanced through work in religious education. For example, Year 4 pupils consider the work of devoted Christians such as Mother Theresa and also discuss why people choose to follow a monastic life. They start to understand that faith and commitment are important elements of religious life. Assemblies also promote spiritual awareness and are sometimes shared with older residents from the village.

Pupils' moral, social and cultural development is provided for through a rich and broad curriculum, which demands much of them in these aspects of their lives. They quickly learn that their actions can have an effect on the well being of others further afield. Through a charity link, the school has committed itself to funding, developing and maintaining a school in India, which is named Blisworth School. Pupils in Northamptonshire receive reports about the Indian school and its pupils and many of the older pupils show an awareness of the importance of their contributions to pupils at Blisworth School in India. Through the correspondence that they have with the school and the charity, they learn something of the culture and arts of India.

The school offers a more immediate link with the community through its fortnightly luncheon club. Pensioners from the village attend the school for lunch every other Thursday. Pupils from Year 6 serve lunch to the visitors. This brings about a realisation that all the members of the community have something to offer. The visitors stay for the school assembly after lunch; as an acknowledgement of the welcoming and friendly environment, pupils are to be treated to an assembly organised and presented by the luncheon club.

WHAT COULD BE IMPROVED

Communication with parents about what their children learn

Parents attending the pre-inspection meeting expressed their wish to be better informed about what their children are taught. The school provides parents with an outline of what homework will be set and when it should be completed and returned to school each week. There were mixed responses about the amount of homework being set, some parents feeling that there was too much and others wanting more. The amount of homework the school plans to set is judged to be appropriate. It is similar to that required at other primary schools and is in keeping with government guidelines. Parents are keen to support their children as much as possible. They understand the importance of their role in their children's education but report that they feel unsure how they can best fulfil this.

The school provides adequate opportunities for parents to discuss their children's progress with teachers at parents' evenings. Some parents requested earlier notification of these events. Most parents felt that they received sufficient information about their children's work at parents' evenings and in pupils' annual reports. Reports meet statutory requirements and give detail of pupils' progress during the academic year. The school does not offer adequate opportunities for parents to learn about the curriculum and its contents. For example, there has been little information for parents about the implementation of the National Numeracy Strategy. A letter and leaflet was sent to parents

but this did not adequately explain the expectations and aims of the strategy, nor the impact of the strategy on lessons and teaching through school. Parents reported that they would like to know more about the National Literacy Strategy but had not received any details about it and how it would affect the school and its pupils.

No information is issued about the topics that are planned for each term or half term. Parents, particularly those of pupils in Key Stage 1, expressed interest in this so that they could talk to their children about the work that they do in school. Such information would allow more opportunities for parents to share relevant books and activities with their children, to enhance their learning and further develop knowledge and understanding.

The views expressed at the pre-inspection meeting are also reflected in the responses to the parents' questionnaire.

The application of skills learnt in information technology lessons to support and enhance work across the curriculum.

The recent development of the information technology suite and the employment of a classroom assistant with specialist technology skills have done much to improve the attainment of pupils in information technology. Pupils of all ages are developing good skills in the use of computers and are making good progress. Within their information technology sessions, tasks planned by the support assistant in conjunction with class teachers, are linked to pupils' classroom work, particularly for English and mathematics.

The application of these skills to support learning across the curriculum is inconsistent. Opportunities for using information technology in the classroom are often overlooked or are not pursued beyond the start of group activities. Where information technology is identified in teachers' planning, its use is purposeful and has a positive impact on pupils' learning, for example, in the Year 1 lesson, where pupils found words linked to the story of the Three Little Pigs in the on-screen dictionary. Pupils in the Year 5 and 6 class make good use of information technology. They use the Internet for research and, through regular use, are familiar with CD-ROM encyclopaedias. The school should build upon existing good practice giving pupils better opportunities to practice and consolidate their learning, applying it to improve their learning in other subjects.

Details of assessments and work for pupils of differing abilities within teachers' planning.

Teachers' daily planning indicates that there is an awareness of the need for regular and varied forms of day-to-day assessments. On their planning sheets teachers identify which forms of assessment they will be using but give no detail of the nature or the timing of the assessment and its purpose. For example, plans do not show whether assessment is to check learning at the end of a series of lessons or whether it is to inform the teacher of what particular groups of pupils need to work on next. There is no record of which National Curriculum attainment targets are being assessed. Details of assessments are less evident on weekly planning documents. Discussions with teachers indicate that they are clear in their own minds about how they will assess their pupils and what they will use the results for. The well-matched tasks also show that teachers know their pupils well.

The lack of detail in planning reduces the impact of assessment. In some lessons, the

assessment elements and their focus were not apparent in the teacher's work. Identification of assessment will help support staff to work even more effectively with particular pupils, assisting the teacher by focusing on identified aspects of learning. The additional focus will support teachers in using assessment more purposefully.

Planning sometimes has too little information about how activities are adapted to meet the learning needs of different groups of pupils. In the best planning, the differing levels of support are indicated, the use of different resources and differing expectations relating to outcome. The least effective planning describes the activities which will take place and how they will be rotated to allow all pupils to experience them, but there is no explanation of how the activities will be adapted to meet the needs of different groups of pupils. Teachers are able to explain what they intend to do to meet the needs of all pupils but this needs to be available for all adults working in the classroom to share. Lack of detail in planning means that pupils may not always receive carefully considered tasks which will fully meet their needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further improve the very good standards of attainment and the very good quality of education provided, the headteacher, staff and governors should:

- ◆ enable parents to work more closely with the school by offering parents opportunities to find out what their children learn within the National Curriculum and by giving parents information about what their children will be learning in their classes;
- ◆ ensure that all pupils have regular opportunities within their classrooms to apply their learning in information technology to support their work in other subjects of the curriculum;
- ◆ improve the detail that is recorded in teachers' planning about the nature and purpose of assessment and clearly identify how work will be adapted for pupils of differing abilities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
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
14	57	29	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	233
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	19

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.5	School data	0.07
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	16	16	16
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (99)	100 (96)
	National	80 (80)	81 (80)	84 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	16	16	16
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	80 (80)	85 (84)	86 (85)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	23	14	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	22
	Girls	14	14	14
	Total	36	34	36
Percentage of pupils at NC level 4 or above	School	97 (81)	92 (89)	97 (96)
	National	65 (63)	59 (62)	69 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	22
	Girls	13	12	14
	Total	33	32	36
Percentage of pupils at NC level 4 or above	School	89 (85)	86 (89)	97 (100)
	National	65 (63)	65 (64)	72 (69)

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	2
White	197
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	24.3 : 1
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	101

Financial information

Financial year	1998/99
	£
Total income	361,128
Total expenditure	347,439
Expenditure per pupil	1,430
Balance brought forward from previous year	37,790
Balance carried forward to next year	51,479

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	450
Number of questionnaires returned	213

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	7	1	0
My child is making good progress in school.	52	42	5	0	1
Behaviour in the school is good.	48	49	2	0	1
My child gets the right amount of work to do at home.	31	49	16	3	1
The teaching is good.	60	35	4	1	0
I am kept well informed about how my child is getting on.	35	40	21	3	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	4	0	1
The school expects my child to work hard and achieve his or her best.	63	34	1	1	1
The school works closely with parents.	34	46	16	3	1
The school is well led and managed.	59	38	1	0	2
The school is helping my child become mature and responsible.	49	48	1	0	2
The school provides an interesting range of activities outside lessons.	32	46	11	1	10