

INSPECTION REPORT

ENDERBY DANEMILL PRIMARY SCHOOL

Enderby

LEA area: Leicester

Unique reference number: 119963

Headteacher: Mrs J Elsey

Reporting inspector: Brian Gosling
22453

Dates of inspection: 2 – 3 July 2001

Inspection number: 197483

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: Community

Age range of pupils: 4 -11

Gender of pupils: Mixed

School address: Mill Lane
Enderby
Leicester
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Appropriate authority: Governing body

Name of chair of governors: Mr Peter Winkless

Date of previous inspection: September 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Enderby Danemill is bigger than most primary schools. There are 514 pupils: 264 boys and 250 girls. Most pupils come from the local area and two per cent are from minority ethnic groups with English as an additional language. The percentages of pupils who have special educational needs, Statements of Special Educational Need or are eligible for free school meals, are all broadly in line with the national average. When they arrive at the school, children's attainment varies greatly from year to year. The helpful analysis provided by the local education authority shows that the attainment of children on entry in the last three years has been below and well below the national average. However, children's attainment when they started school this year was broadly average.

The school is named after a local Danish settlement and occupies two sites in Enderby. The children in the Foundation Stage and Key Stage 1 pupils are taught in the old village school, which is attractively decorated with pupils' work and contains good facilities for the younger children. Key Stage 2 pupils are taught on the Mill Lane site. The accommodation is good and spacious and it includes an indoor swimming pool, a good library and an information technology suite. The school is very popular with parents and there is a waiting list of children who wish to join the school. The number of pupils has increased by 72, or 14 per cent, in the last five years.

HOW GOOD THE SCHOOL IS

Enderby Danemill is a very effective school. Pupils arrive at the school with attainment that is often below the national average and achieve standards that are well above the national average by the time they leave the school. This is achieved by the careful monitoring of pupils' progress, the good quality of the teaching and the very good leadership and management that monitors and evaluates the school's educational provision rigorously and takes effective action to maintain high standards. The school continues to provide good value for money.

What the school does well

- Standards are high in English and science, and good in mathematics by the time pupils leave the school.
- Pupils have a great enthusiasm for school and their behaviour is very good, both of which have a very positive effect on their learning.
- The overall quality of teaching in the school is good.
- The provision for pupils' personal development is very good. This enables pupils to develop positive attitudes to each other as well as to their work in school.
- The headteacher and deputy headteachers provide very good leadership and management that closely evaluate the school's performance and they are quick to take action when it is necessary to maintain high standards.
- The parents are highly supportive of the work of the school.

What could be improved

- The teaching time available each week is below national recommendations and there is insufficient balance between the different subjects of the National Curriculum.
- The percentage of pupils that attain the higher Level 5 at the end of Key Stage 2 is not as high in mathematics as it is in English and science.
- The programme of learning for children in the Foundation Stage is not sufficiently developed.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997 and has made very good improvement. Standards have improved in English, mathematics and science, and this is closely linked to an improvement in the quality of teaching. In particular, teachers have been successful in improving their methods for using assessment information to guide their planning for lessons. The school has very effectively addressed the requirement to improve its provision for some aspects of information and communication technology in Key Stage 1.

The composition of the senior management team has been reviewed and amended to reflect the unique needs of a school that occupies two separate sites. Most significantly, the school has developed stringent self-evaluation strategies that are focused on the school's monitoring and evaluation policy. These include the monitoring of standards, the quality of teaching and learning and teachers' planning and also the effectiveness of the school's development plans.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	A	A
mathematics	A	D	B	B
science	A	C	A	A

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

Standards are high and this is a direct result of the school's careful monitoring of pupils' progress and the good quality of teaching that modifies plans for lessons to match the learning needs of pupils. However, standards in mathematics, although above average, are not as high as they are in English and science. This is because the percentage of pupils that attained the higher Level 5 was much lower in mathematics than it was in English and science. The school's results were lower in 1999 but these pupils started with lower attainment and the school's records show that they had made good progress. The school is generally maintaining high standards and although the trend in the school's results is rising below the national trend, the school has set challenging targets to maintain high standards and it is well set to achieve them.

The school's results in the national tests in 2000, at the end of Key Stage 1 were above both the national average and the average of similar schools in writing, and close to both these averages in reading and mathematics. The quality of teaching is equally good in Key Stage 1 but the reason for the comparatively lower results at the end of Key Stage 1 is the variable progress that children make in the Foundation Stage. Nevertheless, pupils achieve well by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a very positive approach to learning. They enjoy school and work hard in lessons.
Behaviour, in and out of classrooms	Very good. Pupils work and play co-operatively, and they are polite, courteous and friendly. They are a credit to the school.
Personal development and relationships	Very good. Pupils have very good relationships with each other and adults. They show clear respect for each other.
Attendance	Satisfactory. Attendance is broadly in line with the national average.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Ninety six per cent of the lessons seen were satisfactory or better and 60 per cent were good or better. Three lessons (12 per cent) were very good and one lesson (four per cent) was unsatisfactory. The proportion of lessons seen that were good or better was 17 per cent in the Foundation Stage, 66 per cent in Key Stage 1 and 77 per cent in Key Stage 2. This represents a significant improvement since the last inspection.

English and mathematics are taught well and the basic skills of literacy and numeracy are taught effectively. Teachers use assessment well to organise ability groups and plan lessons that take account of what pupils already know, understand and can do. The learning intention for the lesson is clear and it is shared with pupils which helps them to understand what they are learning and why. Teachers have high expectations of pupils and good relationships are maintained throughout the school. The school sets pupils in Key Stage 2 for mathematics but the difficulty of learning tasks is not always varied sufficiently to challenge the potentially higher achieving pupils within the ability group. On some occasions in the Foundation Stage, the length of activities is too long and the purpose of the activity is not sufficiently clear.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad but it contains a significant imbalance, in terms of the teaching time allocated to different subjects. The provision for children in the Foundation Stage is not sufficiently developed.
Provision for pupils with special educational	The school identifies these pupils early and they are well supported both within the classroom and in small groups

needs	outside the classroom.
Provision for pupils with English as an additional language	The few pupils with English as an additional language make good progress and all have attained the standards expected of them nationally in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides many very good opportunities for pupils to develop their spiritual and moral understanding alongside very good social skills that contribute significantly to the happy ethos of the school where everyone is valued and respected.
How well the school cares for its pupils	The school provides a protective and caring environment in which members of staff know the pupils and their parents well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong leadership that is committed to high standards. There is good support from the deputy headteachers who form the senior management team.
How well the governors fulfil their responsibilities	Governors are very supportive of the school. The governing body is well organised to monitor the work of the school and to fulfil its responsibilities.
The school's evaluation of its performance	Very good. The school rigorously monitors all aspects of its work and takes effective action to improve the quality of its provision.
The strategic use of resources	Resources are used satisfactorily overall. Good use is made of the accommodation and the principles of best value are applied well. However, the school day is not organised for the most effective use of the time available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are very pleased with all aspects of the life and work of the school. The areas that are particularly highly praised by parents are the standards achieved by their children, the quality of the teaching and the approachability of teachers. Every parent who expressed an opinion praised the leadership and management of the school and their children's achievements. This is very high praise indeed. 	<ul style="list-style-type: none"> There are no areas of significant concern for parents.

Inspectors agree with the very positive views of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English and science, and good in mathematics by the time pupils leave the school.

1. In the national tests in 2000 at the end of Key Stage 2, the school's results¹ were well above the national average and the average of similar schools in English and science, and above both these averages in mathematics. This shows a significant improvement since the last inspection when standards were judged to be average in English and mathematics, and above average in science.
2. One of the major reasons for these high standards is the quality of the teaching and the high expectations that teachers have of their pupils. Some pupils in Year 6 spoke enthusiastically of their frequent experiments in science. One experiment that captured their imagination was to suspend magnets from the ceiling and wait patiently for up to 15 minutes before they noticed with delight that the magnets had stopped to point to north. In mathematics, pupils are consistently encouraged to consider the strategies they use to find answers. They have a very good mental recall of number and multiplication facts and this allows them to perform calculations quickly and confidently. Pupils also write for a variety of purposes, varying the style of writing to suit the audience, and this helps them to develop very good writing skills. For example, one pupil expressed the horror of the blitz in a poem that included the following lines: People dying/Children crying/Sirens wailing/Bombs banging/Dog fights in the air/Crying people everywhere.
3. Test results are analysed and teaching is monitored to identify the reasons for any variation in standards. This has included additional support for pupils identified as underachieving and the active involvement of the headteacher in teaching groups of pupils.
4. Standards are not as high at the end of Key Stage 1. In the national tests in 2000, the school's results at the end of Key Stage 1 were above both the national average and the average of similar schools in writing, and close to both these averages in reading and mathematics. The quality of teaching in Key Stage 1 is equally as good as that in Key Stage 2, but the reason for the comparatively lower results at the end of Key Stage 1 in 2000 is the well below average attainment these pupils showed when they started school. The variable progress that children make in the Foundation Stage also has an effect on standards achieved at the end of Key Stage 1.

Pupils have a great enthusiasm for school and their behaviour is very good, both of which have a very positive effect on their learning.

¹ On the school's results: An average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1 = 9 points and Level 2 = 15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to other schools, this is stated clearly in the text.

5. Pupils enjoy school and parents reported that their children liked school in 98 per cent of the replies to the parents' questionnaire. This is very apparent to visitors, as lessons are clearly happy occasions. Pupils are very clear about the purpose of lessons and what they are expected to achieve. They work hard in lessons and maintain their concentration well. Pupils also listen to contributions from other pupils respectfully. In this happy environment, pupils develop confidence and become self-assured, enabling them to 'have a go' even if they are unsure of success. For example, different groups of pupils arrived at conflicting results in a science lesson. Nevertheless, each group presented their findings confidently. This enjoyment of lessons, and science investigations in particular, was reinforced by the enthusiastic way in which some pupils in Year 6 talked about their work in school.
6. Pupils are aware of the rewards and sanctions that operate and respond appropriately. Their behaviour is never less than satisfactory and usually good both in and out of lessons. They show a good awareness of the needs of other pupils as they share equipment and books sensibly. Pupils collaborate effectively, discussing tasks in pairs and small groups whilst maintaining care that they do not disturb other groups. This was demonstrated well in a complex history lesson during the inspection. Year 6 pupils examined a variety of sources as they investigated the 1960's in groups while some pupils left the room for a swimming lesson and returned later. There was no disruption to the other pupils who continued their investigations, hardly noticing that others had left the room.

The overall quality of teaching in the school is good.

7. The quality of teaching is good in Key Stage 1 and Key Stage 2, and it is satisfactory for the children in the Foundation Stage. Ninety-six per cent of the lessons seen were satisfactory or better and 60 per cent were good or better. Three lessons (12 per cent) were very good and one lesson (four per cent) was unsatisfactory. The proportion of lessons seen that were good or better was 17 per cent in the Foundation Stage, 66 per cent in Key Stage 1 and 77 per cent in Key Stage 2. This shows an improvement in the standards of teaching identified at the time of the last inspection.
8. Teachers have a very secure knowledge of the National Curriculum and this enables them to set clear and specific learning intentions for the lesson that are shared with the pupils. These are often displayed on the board and, in one very effective lesson, the teacher completed the introduction to the lesson before asking pupils to identify the learning objective by considering what was new to them in the lesson. Pupils write the learning objective for the lesson in their books as a title when this is appropriate. In this manner, pupils have a clear understanding of what they are learning in the lesson and why. Basic skills are taught well and the national strategies for literacy and numeracy have been implemented effectively.
9. Lessons are happy occasions and pupils are well aware of what is expected of them. In the best lessons, teachers have high expectations of pupils' work and behaviour and they manage pupils well, maintaining the good relationships that have been established throughout the school. As a result, pupils respond with enthusiasm and effort. They work hard and are very keen to produce their best. Teachers effectively use assessments of pupils' previous work to set tasks for pupils. The school organises ability sets in numeracy for older pupils but in some lessons the same task is set for all pupils in the ability group. This does not always ensure that the potentially higher achieving pupils are suitably challenged.

10. In a few lessons that are less successful, the learning intentions for the lesson are unclear and activities are not matched well enough to pupils' learning needs. Time is not always used well and some activities, particularly in the Foundation Stage, last too long. In the unsatisfactory lesson observed during the inspection, children were not managed well as high standards of behaviour were not maintained.

The provision for pupils' personal development is very good. This enables pupils to develop positive attitudes to each other as well as to their work in school.

11. The school makes very good provision for pupils' personal development. Assemblies are joyful occasions that provide opportunities for prayer and reflection. Pupils have reflected on their life at school and what is necessary for them to be happy. As a result, they have written a school hymn and a school prayer that they all commit to memory. Pupils also take responsibility for agreeing and writing their own class rules and the school prayer reminds them of the need to be kind to each other. These opportunities help pupils to make a full contribution to the life of the school and will be extended in September when the new school council begins to meet.
12. Pupils consider aspects of their society and culture through the curriculum. There are displays of pupils' studies of the work of famous people. They learn about artists such as Mondrian and still life paintings by Powell, as well as the life of Florence Nightingale. A wide variety of visits enhances pupils' learning and helps them to develop maturity. For example, pupils in Year 5 and Year 6 were singing at de Montfort Hall during the inspection and pupils also visit the Brewhouse Museum where they learn about Victorian life. Pupils in Year 6 acquire new skills during the annual residential visit to Wales. These varied experiences and the encouragement to take a mature and active role in the school have a significant effect on the positive attitudes that pupils develop and this results in them being considerate to each other and committed to producing their best in lessons.

The headteacher and deputy headteachers provide very good leadership and management that closely evaluate the school's performance and they are quick to take action when it is necessary to maintain high standards.

13. The headteacher provides strong leadership that is committed to maintaining high standards. She has a clear vision for school development and she maintains a visible presence in the school, teaching groups of pupils in both Key Stage 1 and Key Stage 2. The headteacher is ably supported by two deputy headteachers. The school has attained the Investors in People standard, which ensures effective professional development for members of both the teaching and the non-teaching staff.
14. Standards of pupils' attainment are assessed regularly and then analysed to identify areas for improvement. Each teacher has an appraisal interview with the headteacher twice each year. In October, pupils' progress is identified. Particular attention is given to pupils who have made insufficient progress for whom a programme is devised that may include the use of support staff or a closer partnership with parents. Targets for improvement are set both for classes and for individual pupils. In June, the headteacher and class teacher assess together the success of the teaching programme and identify the reasons for any shortcomings.

15. The school has made good improvement in the effectiveness of using its assessment procedures to guide planning for lessons since the last inspection. Weekly teaching plans include the assessment of pupils' learning, which informs amendments to the termly plans. The two deputy headteachers monitor teachers' plans each week. They ensure that assessment is effective and that medium-term plans are amended as necessary.
16. The headteacher, deputy headteachers and subject co-ordinators, as well as governors for literacy and numeracy, monitor teaching. The deputy headteachers use one day each week for the monitoring of teaching and this provides the opportunity to evaluate the performance of individual teachers. The school uses an agreed format for lesson observations that clearly identifies areas for improvement. General issues that affect the school as a whole are also identified. For example, the effective use of the plenary session at the end of lessons was identified last year as an area for improvement across the whole school. This rigorous approach to the monitoring of teaching has a significant effect on the good standards of teaching and learning in the school.

The parents are highly supportive of the work of the school.

17. Parents expressed their pleasure with the work of the school in the parents' questionnaire, the meeting for parents and in discussions with parents during the inspection. In the parents' questionnaire, more than 90 per cent of parents who returned the questionnaire agreed with the effectiveness of all areas of the work of the school. Most impressively, all parents who returned the questionnaire agreed that the school is well led and managed and that the school expects their children to do their best. Parents also strongly support the statements that standards are high, that teaching is good and that they feel very comfortable in approaching members of the school staff when necessary. At the meeting for parents, appreciation was shown for the way that the school provides support for pupils when they experience difficulty. Parents feel that this is a very caring school that is very aware of the needs of the pupils and which, as well as providing additional challenge for the higher achieving pupils, also gives support to individual families in times of need. These positive views are indicative of the commitment the school has for its partnership with parents. The information provided for parents is very good and the school prospectus and the governors' annual report to parents are presented attractively and enlivened with photographs of pupils working at the school. The 'Friends of Enderby Danemill School' (FEDS) group is very active and raises substantial funds for the school.

WHAT COULD BE IMPROVED

The teaching time available each week is below national recommendations and there is insufficient balance between the different subjects of the National Curriculum.

18. The teaching time available each week on the school timetable, excluding registration, collective worship and breaks, is 20 hours for the reception classes and Key Stage 1 pupils, and 21 hours 15 minutes for pupils in Key Stage 2 with a comparatively long lunch break. The national recommendation, which is provided by most schools, is 21 hours in Key Stage 1 and 23 hours 30 minutes in Key Stage 2. Although this may not appear to be a great difference, it is equivalent annually to

40 hours or almost two weeks in Key Stage 1 and 90 hours or almost four weeks in Key Stage 2. It is clear that there is significantly less time available for lessons than in most schools.

19. In these circumstances, it is to the school's credit that it has maintained high standards in English, mathematics and science. However, this has been achieved by allocating a relatively high proportion of time to these subjects with English receiving almost 40 per cent of the available teaching time. In contrast, some subjects, such as art and design, design and technology, geography, history and music receive only two or three per cent of the already limited time available. This is not enough for these subjects to be covered in sufficient depth to allow pupils to attain the standards of which they are capable. Nevertheless, the school is committed to providing a broad and balanced curriculum and teachers demonstrate their commitment by giving freely of their time to provide a rich and wide range of extra-curricular activities that the pupils enjoy.

The percentage of pupils that attain the higher Level 5 at the end of Key Stage 2 is not as high in mathematics as it is in English and science.

20. At the end of Key Stage 1, the percentage of pupils who attain the expected Level 2² or above and the higher Level 3 in mathematics is greater than the percentage who attain these levels in English, which reflects the national picture. At the end of Key Stage 2, the percentage of pupils who attain the nationally expected Level 4 or above is similar in English and mathematics. However, the percentage of pupils who attain the higher Level 5 is twice as high in English and science as it is in mathematics. For this reason, standards are not as high in mathematics at the end of Key Stage 2.
21. The school has addressed the need to raise standards in mathematics in the school development plan. Pupils in Key Stage 2 are organised in ability groups for mathematics and additional teaching groups are identified to allow tasks to be better matched to pupils' learning needs. However, in the mathematics lessons seen in Key Stage 2 during the inspection, the same task was given to all the pupils. Although pupils are organised in ability groups for mathematics, this does not in itself ensure that all pupils are sufficiently challenged to achieve the standards they are capable of achieving. In addition, the scrutiny of pupils' work did not provide evidence that pupils use and apply their mathematical understanding to practical situations in the same way as they do with obvious enjoyment in science, for example.

The programme of learning for children in the Foundation Stage is not sufficiently developed.

22. The provision for children in the Foundation Stage has been implemented satisfactorily since its introduction in September 2000. The school has ensured that

² On Levels: The National Curriculum has been written on the basis that, by the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

the curriculum offered to these children is based on the Early Learning Goals specified for children of this age. Those children taught in a mixed Year 1 and reception class follow the National Curriculum but it is linked to the Early Learning Goals. Resources for learning are good and the children have a small separate play area with wheeled toys to support their physical development alongside their personal and social development.

23. Children enter school with standards of attainment similar to the average and by the end of the reception year many children are still working towards the Early Learning Goals, particularly in language and literacy. This is because teaching in the Foundation Stage is variable and sometimes unsatisfactory. Teachers do not always clearly identify exactly what they intend the children to learn in the lesson and in each activity. Children are given opportunities to choose activities but those on offer are not sufficiently structured to guide children towards the intended learning. The way in which the timetable is planned does not allow all children to take part in a structured literacy and numeracy activity each day. The organisation of the school day sometimes results in time being wasted as activities are extended to fill the available time. For example, there is a very long session of over one and a half hours in the morning. During the inspection, one class teacher planned to spend the whole of this time on one physical development session with a short mathematical activity. This was too long and did not take sufficient account of the small steps by which children of this age learn.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to maintain high standards and further develop the school's educational provision, the headteacher, governors and staff should:
- (1) Review the teaching time available and consider the organisation of the school day to:
 - a) meet nationally recommended times for the school day;
 - b) establish a suitable and agreed balance of time allocated to different subjects of the National Curriculum.
 - (2) Improve the quality of teaching for mathematics in Key Stage 2 by using the assessment of pupils' previous learning to set tasks within ability groups that match individual pupil's learning needs more closely.
(The school has identified this as an area for improvement in the current school development plan.)
 - (3) Improve the provision for children in the Foundation Stage by:
 - a) ensuring that all activities are purposeful and have a clearly defined learning intention;
 - b) attaining an appropriate balance between teacher-directed and child-initiated activities as recommended in the curriculum guidance for the Foundation Stage.
(The school has identified this as an area for improvement in the current school development plan.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	48	36	4	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)	514
Number of full-time pupils known to be eligible for free school meals	45

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	105

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.1

Unauthorised absence	%
School data	0.0
National comparative data	0.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	41	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	30	30
	Girls	39	40	40
	Total	67	70	70
Percentage of pupils at NC level 2 or above	School	91 (91)	95 (88)	95 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	32
	Girls	38	38	39
	Total	66	67	71
Percentage of pupils at NC level 2 or above	School	89 (91)	91 (89)	96 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	33	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	27	31
	Girls	31	27	33
	Total	58	54	64
Percentage of pupils at NC level 4 or above	School	89 (72)	83 (72)	98 (87)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	29
	Girls	27	27	31
	Total	53	53	60
Percentage of pupils at NC level 4 or above	School	82 (68)	82 (72)	92 (75)
	National	70 (68)	72 (69)	79 (75)

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	0
Indian	8
Pakistani	0
Bangladeshi	0
Chinese	0
White	506
Any other minority ethnic group	0

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)	19.2
Number of pupils per qualified teacher	28.2
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	237

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	861,156
Total expenditure	865,179
Expenditure per pupil	1,707
Balance brought forward from previous year	34,366
Balance carried forward to next year	30,343

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	514
Number of questionnaires returned	134

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	1	0	0
My child is making good progress in school.	71	25	3	1	1
Behaviour in the school is good.	47	49	2	0	1
My child gets the right amount of work to do at home.	42	51	6	1	1
The teaching is good.	75	23	1	0	1
I am kept well informed about how my child is getting on.	52	43	2	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	1	0
The school expects my child to work hard and achieve his or her best.	75	24	0	0	1
The school works closely with parents.	54	42	4	0	1
The school is well led and managed.	75	24	0	0	1
The school is helping my child become mature and responsible.	57	40	1	1	1
The school provides an interesting range of activities outside lessons.	37	43	7	1	13