

INSPECTION REPORT

GLEBE JUNIOR SCHOOL

South Normanton

LEA area: Derbyshire

Unique reference number: 112624

Headteacher: Mr D Haslock

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 5 - 6 February 2002

Inspection number: 197604

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Hamlet Lane South Normanton Alfreton Derbyshire
Postcode:	DE55 2JB
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W Greensmith
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	11
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a larger than average size community school for boys and girls aged seven to 11. It draws pupils from an area of mixed housing, and has 442 pupils currently on roll. Overall levels of attainment on entry, which were previously broadly in line with the average found nationally, have been above that level for more recent intakes. A significant proportion of the pupils move into the school in the course of their primary education, often replacing others who have moved to other areas, but the overall number on roll is increasing steadily. The number of pupils entitled to free school meals (12 per cent) is a little below the national average. At present, 11 pupils have Statements of Special Educational Need, and the overall proportion of pupils currently identified as having special educational needs (20 per cent) is broadly in line with the national average. These pupils have a range of learning, behavioural and physical needs. The school has three pupils from minority ethnic groups, and there are two pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school. It achieves good standards by providing very well for the needs of all pupils. It is very well managed and the quality of teaching and learning is very good overall. The school provides very good value for money.

What the school does well

- Standards of attainment by the time pupils leave the school are well above the national average in English, above average in science, and are now improving rapidly in mathematics.
- All pupils learn very well and make good progress, because the quality of teaching is very good, they enjoy a wide range of stimulating learning experiences and the school has a most effective system for the detailed and careful monitoring of all aspects of their progress and development.
- All pupils respond very well to the high expectations the school has for them; as a result, their personal development, their attitudes to all aspects of school life and the quality of relationships throughout the school are impressive.
- The school has established a strong partnership with its parents, who hold it in very high esteem.
- The headteacher, with the full support of the deputy headteacher and other managers, provides excellent leadership for the effective and committed staff team and the well informed and involved governing body.

What could be improved

- Although the school makes efficient and effective use of the accommodation and resources available to it, the limitations of its buildings restrict some aspects of the pupils' experience.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in September 1997, it received a positive report. The key issues for action identified then have been tackled very well. The school has continued to improve, and the results achieved by pupils in the national tests at the age of 11 have maintained an upward trend, to a point where they are now generally well above the national average in English, above average in science, and at least in line with the average in

mathematics. Concerns at the time of the previous inspection about standards in information and communication technology (ICT) and religious education have been addressed well, and levels of attainment by the time pupils leave the school are now at least in line with expectations in both subjects. The school reviews all aspects of its life regularly, and it has the systems and personnel to ensure that it should continue to improve. Significant improvements have been made to the play areas and grounds, but the buildings are still inadequate and present significant problems, which will be partly alleviated with the expected addition of new classrooms.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	C	A	A	well above average A above average B average C below average D well below average E
Mathematics	B	C	C	C	
Science	A	B	B	B	

This is a good set of results, particularly for English and science. Evidence from this inspection confirms a similar picture for the oldest pupils, with standards in English that are well above the national average, in science above average, and at least in line with the average for mathematics. There are clear indications that, as the school is becoming successful in targeting the achievement of Level 5 grades in mathematics and science, the overall standards in these subjects should begin to match the impressive picture seen in English. Pupils of all attainment levels make good progress overall through the school, and many are making very good progress. The school sets appropriate targets, which are reviewed regularly, and it usually achieves or exceeds them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are enthusiastic and show very good attitudes in all aspects of school life.
Behaviour, in and out of classrooms	Their behaviour is good, and pupils of all ages relate very well to each other, both in lessons and around the school.
Personal development and relationships	The pupils' personal development and the quality of relationships throughout the school are very good.
Attendance	Attendance is satisfactory overall, but is affected by the taking of holidays in term time. Lessons start promptly and little time is wasted.

The personal development of the pupils, their attitudes to all areas of school life and the quality of relationships are strengths of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Not applicable	Not applicable	Very good

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

The quality of teaching in all subjects, including English and mathematics, is very good overall, with more than half of the lessons observed judged to be very good. The skills of literacy and numeracy are taught very well. Very good provision is made in each of the classes for the needs of all pupils, including those with special educational needs, the higher attainers and those for whom English is an additional language. The teachers' classroom management is very good, as is their subject knowledge, and they have high expectations for all pupils. They provide a very good range of interesting and often stimulating learning activities. The teachers use assessment very well, enabling them to give useful feedback to pupils about the progress they are making. All teachers know their pupils very well, and the pupils respond very well to the experiences offered. They become confident in their learning and develop a good understanding of how well they are getting on and what they need to do to improve. Pupils of all attainment levels are keen to do well, and are given every encouragement to do so.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, relevant and lively, and the school provides a wide range of opportunities to enrich the pupils' learning through visits and extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good, their needs are identified and met, they are fully involved in the life of the school, and their rate of progress matches that of the other pupils.
Provision for pupils with English as an additional language	Provision for these pupils is by way of the school's general programme of learning, and they make similar progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal development. They are encouraged to be responsible, to care and to be aware of cultural diversity.
How well the school cares for its pupils	The school cares very well for its pupils. It has very good arrangements for the identification and monitoring of the progress made by pupils in all aspects of their learning and development.

Parents agree the school is doing a very good job in encouraging their children to do well and to develop well, both personally and socially. They feel they are well informed about the work their children are doing and the progress they are making. The school offers a broad range of learning experiences for all pupils, within and beyond the school. All pupils are known and cared for very well. Throughout the school, they are treated with respect and respond very well to being valued, becoming mature and responsible members of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership, with the full support of the deputy headteacher and other managers. The staff team makes an important contribution to the continuing development of the school and to its management.
How well the governors fulfil their responsibilities	The governors provide very good support for the school, are thoroughly committed to and involved in its continuing development, and have a very good awareness of its needs.
The school's evaluation of its performance	The headteacher, governors and staff review the school's performance continuously and always look for improvement.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school. In spite of the limitations of the accommodation, the staff make very effective and creative use of all the space available.

Under the leadership of the headteacher, the school has a clear educational direction and is very effective. The teachers are very well supported by the classroom assistants and other helpers, and all adults working in the school make an important contribution to the quality of pupils' experience. The governors, headteacher and staff review all development priorities regularly, evaluating all spending decisions, and the school applies the principles of best value very 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"> The school encourages parents to play an active part in its life, handles complaints well and is approachable. The school gives a clear understanding of what is taught and most feel they are well informed about their children's progress. Their children enjoy going to school and are able to achieve a good standard of work. The school encourages the children to get involved in more than just their daily lessons and almost all parents are satisfied with the homework given. The school's values and attitudes have a positive effect on their children and it achieves high standards of behaviour. 	<p>A few parents indicated concern about:</p> <ul style="list-style-type: none"> The information they receive about their children's progress. Homework. Provision for extra-curricular activities.

Parents have a very high opinion of the school and the opportunities it provides for their children. The inspection team agrees with this very positive view. It believes that the school provides ample information about the progress pupils are making, that arrangements for homework are good overall, and that the pupils experience a wide range of opportunities beyond the classroom.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment by the time pupils leave the school are well above the national average in English, above average in science, and are now improving rapidly in mathematics.

1. The results of the 2001 national tests for 11 year olds represented a continuing picture of improvement for pupils of this age. Against all schools nationally, the results in English were well above average, and in science were above average. In mathematics, the results were broadly in line with the national average, but the proportion of pupils attaining Level 4 and above had improved on the previous year. The proportion attaining the higher grade of Level 5 in English was well above the average nationally, in science was above average, and in mathematics was in line with the average. When compared with schools of similar intake, the overall results in English were above average, and were in line with the average for mathematics and science. Inspection findings confirm that the present Year 6 pupils are maintaining similar standards to those achieved by the previous year group, even though their overall standards of attainment on entry to the school were lower.
2. The standards achieved in English throughout the school are remarkable, and are attributable to the quality of teaching and the way in which all pupils are taught to think about what they are doing and to explain their thinking. By the time they are in Year 6 they are able, therefore, not only to explore very well the meaning of what they read and to examine text carefully, distinguishing, for instance, between active and passive styles, but they also show a high level of skill as they discuss their findings. The quality of their creative writing is impressive, and the pupils show a very good awareness of how to use words to create atmosphere. Two Year 6 pupils, for example, in a poem about winter included the line *'Fog clung to the rocks with its slimy webbed feet'*. Others use powerful images such as *'a blank, staring window'* and *'The grass withered and tore at its roots'*. This reflects the overall standards of literacy that are developed very well across all curriculum areas throughout the school. Pupils of all attainment levels and in all age groups show accuracy in their spelling and take considerable care with their handwriting and the presentation of work, such as when writing up the many scientific investigations they undertake. The research skills of pupils throughout the school are developed well, as when pupils in Year 4 undertook research about animals, which they then presented in a variety of ways, including simple diagrams, fact files or writing their own books. By the end of their time in school, most pupils have a very good awareness of how the written word affects the reader, and are confident in their own ability as writers.
3. Pupils are also encouraged in mathematics to think about and explain what they are doing, and their numeracy skills are developing very well as they progress through the school. The results attained by the oldest pupils in recent years have not kept pace with the high levels being achieved in English and science. However, pupils entering the school are now arriving with higher levels of attainment in mathematics than previously. The school is also focusing carefully on areas of under-performance and is targeting support for pupils successfully in a variety of ways, and younger pupils in the school are becoming confident and proficient in all aspects of mathematics, achieving standards that are above the levels expected for pupils of their age. There are clear indications that this will begin to show in higher levels of attainment by the time they leave the school. Pupils throughout the school are enjoying the subject. A

significant proportion of pupils in Year 6 showed a good understanding of how to convert imperial measures of capacity to metric, and increasing fluency in the use of the necessary methods of computation. Other Year 6 pupils, of average ability, showed appropriate understanding of how to use approximation in the rounding of figures for various purposes. The systematic development of their mathematical skills can be identified throughout the school, with, for example, higher ability pupils in Year 4 being encouraged to work independently and assess their own understanding of the work they were doing on Venn diagrams. Similarly, pupils in a lively lesson in Year 3 showed good awareness of how to work in fractions. As they become more proficient, they are also able to use their numeracy skills in other areas of the curriculum, such as their science investigations, or, as a Year 6 class showed in an ICT lesson, in the confident inputting of data to a spreadsheet to create graphs.

4. In science, standards continue to be high. Pupils are encouraged throughout the school to observe carefully the world around them and to delight in discovery, as when Year 5 pupils grasped the pattern that was emerging in their observation of light reflected from a mirror. They are encouraged by their teachers to develop the questioning approach that is the basis of scientific investigation and to explore aspects of everyday life in a systematic way, recording their findings with great care, using the correct vocabulary at all times. Year 4 pupils, for example, were clearly familiar with how to ensure that their investigation of different insulating materials to keep Bob the Builder's tea warm provided a fair test, as well as knowing how to record carefully what they were doing. By the end of their time in school, most pupils are capable young scientists.

All pupils learn very well and make good progress, because the quality of teaching is very good, they enjoy a wide range of stimulating learning experiences and the school has a most effective system for the detailed and careful monitoring of all aspects of their progress and development.

5. The pupils represent a complete cross-section of capabilities, including pupils with special educational needs and those of above average ability. There are two pupils for whom English is an additional language. The needs of all of these differing groups are very well met because each of the pupils in the school is treated as an individual with specific needs. The overall attainment levels on entry to the school of those Year 6 pupils who left in 2001 were broadly in line with the national average. Since they achieved standards that were generally above average, it is clear that they made good progress and achieved their potential. The profile of the present Year 6 group indicates levels of attainment on entry that were also broadly in line with the average nationally, though a little lower overall than their predecessors, and the indications are that they should achieve at least as well. More recent intakes to the school point to an increase in the levels of attainment on entry, and give every indication that they will achieve even higher standards by the time they leave than those achieved previously.
6. The emphasis on the individual is at the heart of the school's arrangements for the identification, recording, reporting and monitoring of the progress being made by pupils. The teachers are very clear in their planning about what they want pupils to learn, and they usually share this with the pupils. They make specific provision for the differing attainment levels in their classes, so that all pupils learn at an appropriate rate. This was evident, for instance in a Year 3 class when pupils, working with their literacy partners in a geography lesson, were able to make effective notes of the information they gained from a video about extreme weather, because of support for individuals by the teacher and class helper and the use of different recording sheets that had been prepared with various abilities in mind. It is also seen in the school's

approach to the formation of ability groups for mathematics throughout the school, which is constantly reviewed and is adapted to the needs of each year group. A wide range of methods is used to assess pupils' attainment, and the detailed information gained is carefully recorded, and is shared with the pupils and their parents. This approach includes all aspects of pupils' development. As a result, the pupils, who are often involved in assessing their own progress, are very knowledgeable about how they are getting on, and make informed choices when identifying future targets for themselves. The school also uses the information gained to monitor the performance of individuals and groups against national statistics, and keeps raising its sights to higher targets as all staff show a determination that pupils will succeed to the best of their ability. The effectiveness of this is seen in the way in which under-performance in reading by boys was identified as an issue and dealt with successfully. From its analysis of the most recent tests, the school has also identified a concern about the performance of girls in the achievement of higher grades in mathematics and science, enabling it to focus specifically on this as an area for development. The emphasis on individuals is typified by the school's successful work with pupils with special educational needs. Their individual education plans are clear and specific, and are reviewed regularly, so that support is well targeted and their rate of progress matches that of other pupils.

7. All of this is achieved in the context of a broad, relevant and lively curriculum, which maintains a good balance across all subjects whilst giving appropriate priority to the development of the basic skills of literacy and numeracy. The pupils encounter a wide range of stimulating learning activities within and beyond the school, related well to their own experience, as when pupils in Year 5 compared Muhammad's experience in the desert to their own feelings about being alone. Within the space of two days, a Year 6 class could enjoy a range of opportunities that included being the studio audience of Galilee TV, questioning a shepherd about his work and responding thoughtfully to the similarities between that and the work of a Christian minister, and celebrating carnival in Rio in a dance lesson enhanced by the colourful costumes of both the pupils and the teacher. The school provides a wide range of extra-curricular activities, including clubs for activities such as ornithology, recorders and debating, and including good opportunities for competitive sport. The experience of all pupils is also enriched by the use of visits to places of educational interest and of many visitors, including drama groups, Vikings and a Jewish storyteller.
8. The pupils would not achieve in the way they do without a high standard of teaching, and it is clear that the quality of the teachers and support staff is one of the key reasons for the school's success. During the inspection, almost all lessons observed were judged to be good or better, and half of them were very good. These are impressive figures, and they clearly justify the judgement that the quality of teaching is very high. This is confirmed by the other evidence available, such as work previously completed, but perhaps best by the pupils, who give every indication that learning is fun. All teachers have consistently high expectations of the pupils in terms of their behaviour, their attitudes and the levels they can achieve, and all pupils respond very well to these expectations.

All pupils respond very well to the high expectations the school has for them; as a result, their personal development, their attitudes to all aspects of school life and the quality of relationships throughout the school are impressive.

9. The general over-crowding means that one of the first impressions gained by visitors to the school is that there are children working in every available space, but that there is a sense of purpose and orderliness about the whole school. Although an issue at

the time of the last inspection was felt to be a lack of opportunity for pupils to pursue their own studies, it is clear that, as they go through the school, all pupils are given much encouragement to become independent learners. And it is typical of the school's thoroughness and attention to detail, and the high expectations it has for all pupils, that these opportunities are documented constantly. Because teachers usually make clear why the pupils are doing what they are doing and how they will know whether they are successful, they know what is expected of them, and most are challenged to achieve to the best of their ability. Their response to this is very good, and pupils of all attainment levels develop a mature approach to their work and the general life of the school. They clearly want to do well, and know that the school will give them every support.

10. The ethos of trust and mutual respect that is such a strong feature of the school creates an atmosphere in which all pupils can grow and their personal development, as they move through the school, is very good. They acquire a clear sense of right and wrong and are aware of the effects of their actions, with the result that they develop a very clear sense of responsibility. They are also made aware of the richness and diversity of various cultural and religious traditions, as evident in current work on the places of worship used by people of differing faiths.
11. Since the pupils know they are valued, they respond in an increasingly mature fashion to all the opportunities presented to them, showing very good attitudes to their work and to all they do around the school. They are given many opportunities to take responsibility in the daily life of the school, as in the role of the house leaders and the organisation of resources. The quality of relationships between staff and pupils, and between the pupils themselves, is very good. This underpins everything else, and is a key factor in the development of pupils who are confident learners and have a strong sense of self-esteem.

The school has established a strong partnership with its parents, who hold it in very high esteem.

12. It is clear from the views expressed at the meeting of parents with the registered inspector, and from the considerable response to the pre-inspection questionnaire, that parents have a very high opinion of the school. The overwhelming majority are more than satisfied with all aspects of the school. They recognise the value of what it is doing for their children, the many opportunities it is providing for them to learn and to do well, and the quality of its teaching and management.
13. The school works hard to maintain a very good relationship with all of its parents. Throughout each child's time in school, parents are provided with detailed information about how they are progressing, and almost all parents feel they can approach the headteacher or staff at any time. The school keeps them very well informed about its everyday life by means of an informative monthly newsletter, which is complemented each term by a fuller newsletter that includes well-written contributions from pupils. Parents are encouraged, because of the sense of open-ness that is such an important feature of the school, to feel that they are full partners in the education of their children.

The headteacher, with the full support of the deputy headteacher and other managers, provides excellent leadership for the effective and committed staff team and the well informed and involved governing body.

14. The school is very well managed. The tone for this is set by the headteacher, who, with the very able support of the deputy headteacher and other senior staff, provides clear yet unobtrusive leadership. He has a clear vision for the school and a detailed knowledge of all aspects of its life, yet his style of management encourages all members of the school community to know that they have an important contribution to make in the direction the school takes. He is respected by pupils, staff, parents and governors. The school development plan is a practical document, which is focused appropriately on the raising of standards. It provides useful detail about the priorities agreed and their cost. Responsibility for the approval of the plan lies clearly with the governing body, and governors and staff are involved well in its formation, the monitoring of its progress and its subsequent evaluation.
15. The role of the curriculum co-ordinators is crucial in the management of the school. All take their responsibilities seriously, providing good support to their colleagues and taking the lead in the development of their subjects. The co-ordinators for the core subjects of English, mathematics and science are playing a key part in the growth of those subjects and the achievement of the high standards now being seen. They are aided in this by a team of teaching and non-teaching staff who are committed to and enthusiastic about providing every opportunity for the pupils to do well within a purposeful and supportive atmosphere.
16. All members of the governing body have a very good knowledge of the school and its needs, and are strongly committed to its support and continuing development. They are very well informed about all aspects of school life, and discharge their duties very effectively through an appropriate structure of committees. Their questioning helps to keep the school on its toes, and, with all the other partners, they make a significant contribution to a learning community that is always thinking about what it is doing and is constantly evaluating all aspects of its life, so that it continues to improve and to provide a challenging and stimulating experience for all pupils.

WHAT COULD BE IMPROVED

Although the school makes efficient and effective use of the accommodation and resources available to it, the limitations of its buildings restrict some aspects of the pupils' experience.

17. It is a work of art to get nearly 450 pupils and their teachers into the school hall for assembly, but the clockwork precision with which this happens on a daily basis and the thoughtful and reflective atmosphere that is then created in such cramped conditions, typify how well the school copes with the considerable restrictions imposed by its buildings. Classes are very large. At the time of the inspection, three of the four Year 6 classes had 30 pupils, and all but one of the classes in Years 3 to 5 had numbers in excess of 35. Since these numbers are accommodated in rooms that almost all provide very limited space, the quality of education provided by the school is testimony to the commitment, hard work and good organisation of all staff, and the motivation and enthusiasm of the pupils. The design of the main building, though of architectural interest, is poorly fitted to the active and practical learning styles of today, but the school makes very good and creative use of all space available. In spite of the constraints, it achieves good results, meets the requirements

of the National Curriculum and provides a wide range of opportunities for all pupils. It rightly argues that, with more space and with facilities more in tune with the needs of the curriculum now, even more could be achieved.

18. There are some unexpected benefits, such as the impressive sense of purpose and organisation that greets visitors and the fact that unusual and effective solutions have been found to deal with the constraints. For example, the absence of an ICT suite has meant that all classrooms are networked for computer use and that the school has also invested in two data projectors to facilitate whole-class teaching. However, the lack of a suite means that it is not then possible for all pupils in a class to practise promptly the new skills they learn, and the significant improvement in ICT standards has been achieved in spite of such difficulties.
19. The hall is too small, not just for the daily assembly, but for the many other activities that need to take place in it. For instance, in spite of the fact that teachers and pupils are very efficient in the setting up and removal of physical education equipment, the space available in the hall is inadequate for the proper development of gymnastic skills with such large classes. It is also the main thoroughfare of a busy school, but pupils seldom allow themselves to be distracted by the frequent comings and goings. In the same way, because artwork and design and technology projects have to be cleared away as soon as the scheduled lesson is completed, there is little opportunity for pupils to reflect on this work or to refine it. The high standards achieved in science could be even higher with more space to pursue practical scientific investigations. Groups in a Year 5 lesson, for instance, found it difficult to move sufficiently to get a proper view of the angles at which light was reflected in their mirror investigation. There are attractive displays throughout the school, which enhance the quality of the learning environment, but three classes are based in sub-standard huddled accommodation, with the pervasive smell of old toilets.
20. The school's grounds are spacious and attractive, and, in recent years, there has been improvement to the outdoor facilities through the extension of the play areas and the creation of a quiet area. Approval has been given and plans are currently being drawn up for the provision of five new classrooms, which will replace the huddled accommodation and provide two extra classrooms. This has been long awaited and will help considerably in the improvement of the environment for learning. However, although it will allow some reduction in the size of some classes and the possible creation of an ICT suite, it will not solve all of the school's accommodation problems. Other classes will still be large, classrooms small, the hall inadequate, the corridors congested, the staffroom cramped and adult toilet facilities poor.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to raise standards further, the governors and headteacher should:
 - (1) continue to consult all appropriate parties and seek their support to enable the school to improve and extend its accommodation over and beyond the plans already in hand (see paragraphs 17 - 20).

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	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	13	11	1	-	-	-
Percentage	-	52	44	4	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents several percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	442
Number of full-time pupils known to be eligible for free school meals	-	53

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	-	11
Number of pupils on the school's special educational needs register	-	90

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	23
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.2

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	46	51	97

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	33	43
	Girls	44	39	45
	Total	83	72	88
Percentage of pupils at NC level 4 or above	School	86 (77)	74 (70)	91 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	35	40
	Girls	43	38	46
	Total	84	73	86
Percentage of pupils at NC level 4 or above	School	87 (79)	75 (73)	89 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	2
Pakistani	-
Bangladeshi	-
Chinese	1
White	442
Any other minority ethnic group	-

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	15.8
Number of pupils per qualified teacher	28.2
Average class size	34.2

Education support staff: Y3 – Y6

Total number of education support staff	10.0
Total aggregate hours worked per week	163

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	4.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	3	-
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.

Financial information

Financial year	2000/01
	£
Total income	633,297
Total expenditure	636,474
Expenditure per pupil	1,509
Balance brought forward from previous year	37,841
Balance carried forward to next year	34,664

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	445
Number of questionnaires returned	215

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	3	2	1
My child is making good progress in school.	51	46	1	1	1
Behaviour in the school is good.	35	52	7	1	5
My child gets the right amount of work to do at home.	32	52	10	5	1
The teaching is good.	49	47	1	0	3
I am kept well informed about how my child is getting on.	42	42	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	31	2	1	1
The school expects my child to work hard and achieve his or her best.	68	29	1	1	1
The school works closely with parents.	42	48	6	3	1
The school is well led and managed.	64	31	2	0	3
The school is helping my child become mature and responsible.	51	43	4	1	1
The school provides an interesting range of activities outside lessons.	36	47	8	5	4

Other issues raised by parents

Issues raised were related mainly to the above items, and it is clear that parents have a very positive view of the school. There was unanimous agreement at the parents' meeting that the school's accommodation is a continuing problem, although dealt with remarkably by pupils and teachers. Their positive view is shared by the inspection team, whose response to areas of concern is indicated in the summary report.