

INSPECTION REPORT

NICHOLAS HAWKSMOOR PRIMARY SCHOOL

Towcester

LEA area: Northamptonshire

Unique reference number: 121948

Headteacher: Mr Richard Edwards

Reporting inspector: Stephen Lake
22191

Dates of inspection: 29th – 30th April 2002

Inspection number: 198312

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 yrs
Gender of pupils:	Mixed
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Appropriate authority:	The Governors
Name of chair of governors:	Mrs Drisc Wardle
Date of previous inspection:	27 th – 31 st October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average school with 509 pupils on roll. This includes 82 part-time pupils in the nursery. This is broadly similar to the time of the last inspection. The school is a Beacon School and has achieved the Artsmark Gold award. There are three pupils from minority ethnic groups, but no pupils at early stage of language acquisition. The register of special educational needs has 93 pupils including seven pupils with Statements of Special Educational Needs. This is close to average. The nursery includes a unit for pupils with speech and language needs. Three pupils are entitled to free school meals, which is very low when compared to all schools nationally. Attainment on entry to the school at age three varies from year to year but the assessments carried out recently show attainment on entry to be close to the average for the local authority and close to that found in similar age children nationally. Speaking and listening skills on entry are above those found nationally.

HOW GOOD THE SCHOOL IS

This is an outstanding and very effective school where the high quality of teaching and the rich curriculum are enabling pupils to achieve very high standards. The school is very well led and managed and has a culture that encourages pupils to succeed. It provides very good value for money.

What the school does well

- Standards of attainment at age 11 are very good in the core subjects of English, mathematics and science and are at least good in all other subjects with some pupils achieving very high standards in art, music and physical education.
- The provision for the arts is outstanding.
- The school is a vibrant community with a very strong commitment to school improvement that is enabling the school to achieve success.
- The high quality of teaching in the school including the high quality support of the teaching assistants makes a significant contribution to learning and is a key factor in the school's success.
- The headteacher and deputy have a very clear educational vision that is shared with the governors and staff and as a result the school is very effectively led and managed.
- The curriculum is of high quality and provides a rich experience for pupils.
- The assessment procedures in the core subjects are very good and the information gained is used effectively to match work to pupils' individual needs and abilities including pupils with special educational needs and the more able pupils.
- Pupils have very good attitudes to school and behaviour is very good.

What could be improved

There are no significant areas for improvement but a number of minor issues that the governors may wish to address in their action plan are:

- The accommodation at Key Stage 1 is crowded (this is addressed in the school development plan).
- The high quality assessment procedures in the core subjects are not reflected in all of the foundation subjects.
- The new style reports on pupils' progress are not completed consistently.

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 last inspected in 1997 Improvement since that time has been very good. All of the key issues have been addressed very effectively. Standards have risen in all subjects since the time of the last inspection. Particular areas of improvement noted are in science, dance, drama, music and ICT. The quality of teaching is higher with much of the teaching now of a very high standard. The good quality of leadership and management noted has improved further and is now consistently very good. The subject managers are particularly effective. The school is very well placed to bring about further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	C
Mathematics	A*	A	A	B
Science	A*	A	A	A

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In 1999 attainment in mathematics and science was in the highest five per cent nationally. The table above shows that in 2001 attainment in English was above average compared to all schools and average when compared to similar schools. The slightly lower results in English were due to a variety of reasons that have now been addressed, such as the quality of writing. Attainment in mathematics was well above average compared to all schools and above average when compared to similar schools. Attainment in science was well above average compared to all schools and compared to similar schools.

Currently, attainment is well above average in English, mathematics and science at age 11. At age seven, attainment is above average in all three subjects with many pupils working at a level that is well above average. This represents good achievement from the standards recorded on entry to the school. Attainment in art, music and physical education is above national expectations at age 11 with some pupils achieving very high standards. Particular strengths of the work noted in the school during the inspection are the very high standards in English, mathematics and science at the age of 11 and the consistently high standards of all aspects of the arts throughout the school.

Pupils of all abilities achieve very well in this school and no significant variations were noted for any group of pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are keen and eager to work. They participate well in all lessons.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous, they treat each other with respect and look after the school property very well.
Personal development and relationships	Very good. Pupils are mature and sensible and mix well together.
Attendance	Good. Attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Very Good	Very Good

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

The quality of teaching is consistently high. In English and mathematics it is very good throughout the school.

Strengths of the teaching observed are the very good questioning skills that teachers use, the very good use of assessment information to plan lessons that meet the needs of all pupils including those with special educational needs and the most able, and the use of specialist teachers in art, dance, drama and music. There are no significant weaknesses in the teaching. Pupils of all abilities learn well as a result of the high quality teaching. There are no obvious differences in the quality of learning between different groups of children. The key skills of literacy and numeracy are taught very well and teaching in all other subjects makes a strong contribution to these skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The statutory curriculum is enriched considerably by the high emphasis on the arts, by the opportunities for environmental science and by the many extra activities that take place.
Provision for pupils with special educational needs	This is very good. Pupils receive detailed assessments to enable work to be targeted at their individual needs. The support given to more able pupils is very good.

Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. Provision for pupils' spiritual moral and social development is very good with many planned opportunities to develop these areas of learning. The high emphasis on the arts benefits pupils' cultural development including their multicultural development through art from other cultures.
How well the school cares for its pupils	The school cares for its pupils well. Teachers know pupils well and are very supportive of those with special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good and a significant strength of the school. The headteacher has a clear educational vision and this is shared and supported by all staff with management responsibilities. The deputy headteacher provides very good support for the headteacher.
How well the governors fulfil their responsibilities	This is another strong area of the school. Governors fulfil their responsibilities well and are very knowledgeable about the school. They are very active in seeking to improve the school and support the headteacher and staff very well.
The school's evaluation of its performance	This is very good with many outstanding features. The constant review of performance is a key factor bringing about school improvement.
The strategic use of resources	Resources are used well. The teaching assistants are a valuable resource that is used very effectively to support learning. The school is very good at ensuring that it obtains best value from all its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make good progress. • Behaviour is good. • The teaching is good. • The school expects children to work hard. • The school is helping children become mature. 	<ul style="list-style-type: none"> • How closely the school works with parents. • How well they are informed about how their children are getting on.

Inspectors agree with the positive comments of parents. Inspectors did not find evidence to support the negative comments. The school has many strong links with parents. A wide range of opportunities is provided for parents to find out how well their children are getting on. A new report format has been introduced after consultation with parents, although reports are not all consistent in the way in which they report on what pupils know, can do and understand.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment at age 11 are very good in the core subjects of English, mathematics and science and are at least good in all other subjects with some pupils achieving very high standards in art, music and physical education.

1. The standards of attainment when pupils leave the school at age 11 are well above average in English, mathematics and science. This represents very good achievement from the standards noted when those children entered the school. The attainment of children entering the school at age three varies from year to year, but the detailed analysis shows that attainment is similar to that of children of the same age entering other schools in the local authority. Speaking and listening skills are above that normally found but mathematical skills are slightly below those normally found. By the time children start compulsory education at age five attainment is above that normally found in pupils of the same age.
2. **English** Pupils read very well. They are fluent and accurate and make very good use of expression to convey meaning. They read a wide range of books for information and pleasure and have a very good understanding of how to use books to gain information. Pupils clearly enjoy reading and use their literacy skills well to support their learning in other subjects.
3. Pupils have very good speaking and listening skills. They are articulate, speaking with confidence and in a range of styles appropriate to the audience.
4. The recent emphasis on developing writing skills has been very successful. Pupils write very well in a variety of formats. Good use is made of information technology to support the development of writing. Pupils are given good quality opportunities to write in a variety of formats from report writing to creative writing. Some of the imaginative writing is of a very high quality indeed. For example, a pupil asked to complete a science fiction story in his own words wrote:
“Paul clenched his tense fists with anxiety, sweat droplets rolled down his face and he was vibrating like a guitar string. Jean on the other hand was relishing the thought of a space adventure”
Work of this quality is common in the pupils’ books and in the many displays around the school.
5. Throughout the whole of the work observed in English high quality was observed. Pupils’ factual writing when reporting on events or recording information is detailed and well presented. Pupils of all abilities use correct grammatical conventions. For example, in a lesson on embedded clauses, pupils use ‘who’, ‘that’ or ‘which’ correctly when joining sentences by means of an embedded clause. They understand the connection between these words and the subject of the sentence.
6. **Mathematics** Pupils have very good mathematical skills. Their mental computation is of a high quality and they make very good use of mathematics skills in other subjects. Graphs are used well to display the results of surveys and science investigations. Mathematical skills of measure are used well in other subjects of the curriculum. For example, in drawing a scale plan of a home for a weasel or in an art lesson where pupils have to calculate the proportions of a still life and make use of the

whole sheet of paper for the painting. This use and application of mathematics are strong features of the mathematics in the school.

7. **Science** By the age of 11 pupils have a very good knowledge and understanding of the necessary components of the National Curriculum Programmes of Study. Their knowledge of investigation techniques is very good and pupils have a good understanding of what makes a test fair. They apply their knowledge of science to other areas of the curriculum well as in the example above. Very good use is made of the environmental area around the school and as a result pupils have a very good understanding of habitats and food chains.
8. It was not possible within the time available to make a detailed analysis of all subjects, but in all other subjects where it was possible to make a reliable judgement, good standards were noted. In every aspect of the National Curriculum that could be observed in this short inspection work was above national expectations. The work in ICT was of a high quality with pupils making very good use of computers to support learning in other subjects. For example, in the English lesson noted above. The section below gives more information on the quality of work in the arts.
9. The significant factors that promote the high attainment are the very good quality teaching, the very good use of assessment information to plan work to match the needs of all pupils and the strong commitment to continuous improvement that is evident in the school. These factors are commented on in the following paragraphs.

The provision of the arts is outstanding.

10. The school holds the ArtsMark Gold award in recognition of the extremely high quality provision for the arts. This covers all aspects of the arts. Pupils achieve high standards in all of these areas but the most significant aspect of the work in this area is the way in which it supports other areas of the curriculum. In an art lesson on still life the discussion on the proportions of a subject and how it could be fitted into a piece of paper, supports mathematical development by giving first hand experience of why it is necessary to understand ratio and proportion. The high quality work in drama enables pupils to develop their speaking skills and this is one of the key factors contributing to the very high standards noted in speaking and listening. The very high quality dance observed in the school makes a good contribution to pupils' physical development as well as their social and cultural development. In one particular dance routine observed, pupils' religious education was supported very well through the theme of the transfiguration of Christ. Many of these activities allow pupils to place the skills that they are gaining in the context of life. This makes a major contribution to pupils' personal development.
11. A few parents expressed the view that the school had too high an emphasis on the arts and this might affect standards in other subjects. Inspection evidence does not support this. In fact the emphasis on the arts is contributing to the standards attained.
12. A wide range of visits and visitors support this aspect of school life. Visits to such places as the National Gallery where the pupils performed a dance and a ballet production play an important part in pupils' cultural development. The visit of the Northern Ballet to work with pupils on dance and the Outreach Programme of the Royal Academy are examples of the high quality contributions made by visitors to the school.

13. Visiting artists contribute to many areas of school life when they help pupils create specific pieces of art. Work on tiles based on Rangoli patterns makes pupils aware of the art of different cultures and pupils are very proud of their school sculpture completed when working with a visiting artist.

The school is a vibrant community with a very strong commitment to school improvement that is enabling the school to achieve success.

14. One of the significant factors in the success of this school is the very strong sense of community that is present. All members of the school community are valued and all are committed to continual improvement. There is a very strong sense of a team that is working well together. Teachers are keen to share ideas and try out methods to raise attainment. All members of the school community work well together, each taking their part. For example, in 1998 after the last inspection, a sub-committee of teaching staff was set up to focus on school improvement. Many of the innovations in the school come as result of people feeling empowered and able to make suggestions and contributions.
15. Two specific projects linked to assessment are making a major contribution to school improvement. In the Foundation Stage, the Effective Early Learning project (EEL) and farther up the school the Primary Effective Early Learning project (PEEL) involve teachers in detailed assessments of how pupils learn to support the knowledge of what they have learnt, which has been gained through other forms of assessment. Detailed records show that these projects are already impacting upon the quality of learning and raising standards further. Teachers and teaching assistants are very committed to these projects. A great deal of work is involved but the ethos of this school is such that all are eager to complete the work in order to provide an even higher quality learning environment for pupils.

The high quality of teaching in the school including the high quality support of the teaching assistants makes a significant contribution to learning and is a key factor in the school's success.

16. The quality of teaching is consistently good and in the majority of lessons observed teaching is very good. The evidence from the observations is supported by an examination of pupils' previous work and teachers' planning.
17. Throughout the school the quality of teachers' planning is very good. Great care is taken to ensure that pupils in parallel classes receive the same work. Teachers make very good use of assessment information to plan work to match the needs of all pupils. As part of planning to meet specific needs, teachers have set up good quality systems for placing pupils into sets for different subjects. In many lessons, mainly but not exclusively in English and mathematics this results in extra teachers taking a group alongside the class teachers. A number of parents expressed concern about the size of some classes. Inspectors did not find this to be a problem as in many lessons the size of the taught group is considerably less than the class size. For example, in Year 6 the two classes are taught in three groups for English and mathematics. This enables teachers to target specific groups using the information gained from the assessments. The success of this method is evident in the standards attained by pupils.
18. Teaching assistants make a valuable contribution to the quality of teaching. They are often involved in planning the activities with teachers. This helps considerably by ensuring that they know the lessons' objectives, and therefore are more able to guide

and support pupils. The teamwork between teachers and teaching assistants is a significant strength of the teaching in this school. It is often this partnership that enables teachers to set different activities to challenge different groups of pupils.

19. Teachers know their subjects well. They make very good use of literacy and numeracy strategies and plan lessons that motivate and stimulate pupils. Very good use is made of teachers' individual subject strengths through some specialist teaching. For example, classes are often split into two groups for art and the specialist art teacher takes half a class whilst the other teacher takes an information technology lesson. The groups then change for the following week to enable the whole class to gain the same experience. To extend this the school also employs some specialist teachers such as the dance and music teachers. This enables pupils to have very high quality experiences from teachers with very strong subject knowledge. The use of the extra teachers is one of the factors that reduce the taught group size as mentioned above.
20. Information and communication technology is used very well in this school. Just before the inspection many of the classes were fitted with interactive whiteboards with data projectors linked to laptop computers. Despite the newness of the equipment many teachers were already making very effective use of this to support teaching. For example, in a mathematics lesson the teacher was able to change the display on the board with a few key strokes and thus set a higher challenge for pupils who found some of the problems easy; in an ICT lesson the teacher was able to display the results of programs written to control a set of traffic lights and let pupils see how they could be altered. This use of ICT is evident in many lessons through the use of word-processing and data-handling programs. Pupils have easy access to computers and teachers plan for these to be used at every possible appropriate opportunity.
21. Management of behaviour is extremely good. Teachers have very high expectations of how pupils should behave and enforce these in a gentle but highly effective manner. As a result, pupils are ready and eager to learn in lessons. This enables teachers to present a high degree of challenge. This comes through planned work and through the high quality questioning in lessons that explores pupils' understanding and guides their learning very effectively.

The headteacher and deputy headteacher have a very clear educational vision that is shared with the governors and staff and as a result the school is very effectively led and managed.

22. The quality of the leadership and management is very good. The headteacher has a very strong philosophy that is evident in all the work of the school. He provides very clear and very strong leadership. The headteacher's vision is shared with the deputy headteacher and together they form a very effective team.
23. Management of the school is very good. Subject managers are empowered and provide high quality leadership. The whole team is involved in monitoring and evaluating the work of the school, and taking appropriate action.
24. The governing body is very active and governors have a very good understanding of the aims of the school. They know the strengths and weaknesses well and monitor effectively. The minutes of meetings show that the governors meet regularly and make decisions based upon good quality information. Many visit the school regularly and are involved in a wide range of activities.

25. The school improvement plan is a detailed and comprehensive document that is a very effective tool in bringing about improvement. Budget planning is linked well to the key objectives of the school improvement plan and expenditure is monitored well to assess the effectiveness of spending decisions.

The curriculum is of high quality and provides a rich experience for pupils.

26. The curriculum is planned well. It covers all of the National Curriculum Programmes of Study and adds an additional dimension to many of them. The work in the arts referred to above enriches the curriculum and provides many opportunities for pupils to experience activities that broaden their education and provide stimulation and motivation. Very good use is made of the school environment to support learning. The science curriculum is enriched by the opportunities to use the 'Pocket Park' that adjoins the school. The children in nursery and reception have access to good quality facilities in the school grounds to support their physical and creative development and they also make use of the 'Pocket Park' to develop their knowledge and understanding of the world. Teachers are quick to make use of every opportunity that presents itself, for example, nurturing the duck that decided to nest and hatch its eggs in the centre of the school.
27. Teachers work very hard to match the curriculum to the needs of pupils and to provide a wide range of experiences within the curriculum. The detailed and high quality planning is evident in all aspects of the school.
28. A rich programme of extra-curricular activities ranging from dance to sport enables older pupils, especially, to receive a very broad and rich experience. Visiting specialists, such as dance and music teachers, enrich the experience that pupils receive. Some of the visitors bring in with them unique experience such as those outlined in the section on the arts. These activities referred to above provide good quality stimulation and result in a curriculum experience for pupils that is very different from that found in many schools. The strength of the school is the way in which all of these experiences are planned and integrated to provide a holistic experience for pupils that gives so many rich opportunities for learning to take place.

The assessment procedures in the core subjects are very good and the information gained is used effectively to match work to pupils' individual needs and abilities including pupils with special educational needs and the more able pupils.

29. The very good quality procedures for assessment result in teachers having high quality information about the performance of pupils. The results are analysed to indicate where the school is successful and where improvement is needed. For example, in the 2001 national assessments the results in English were lower than in previous years. The headteacher and staff analysed these results to determine why they had dropped and then used this information well to target groups that required help and the areas of the Programmes of Study that required more attention. This led to changes in some planning and a revision of the way in which some aspects of writing are taught. As a result, standards of attainment in English have risen significantly. The same care is given to ensuring that individual pupils are given work to match their needs. For example, in mathematics lesson on percentages the most able pupils had work specifically set for them that was challenging and ensured high attainment.

Pupils have very good attitudes to school and behaviour is very good.

30. A significant strength of the school is the way in which pupils behave. This is directly linked to the way in which teachers set clear and high expectations of behaviour. No incidents of unsatisfactory behaviour were seen during the inspection. Pupils work and play well together. During a rainy lunchtime the pupils had to remain in their classrooms over the lunchtime. During that time pupils behaved very well, the classrooms remained tidy and well ordered and lunchtime supervisors had very little need to intervene to control behaviour. Pupils are polite and courteous. They speak freely to inspectors in a mature manner. In lessons this good behaviour has a significant impact upon pupils' learning. Pupils concentrate well and cooperate with the teachers and with one another. When moving around the school from one group to another or to use a computer in another area, pupils are quiet and purposeful. During group sessions involving discussion almost all pupils speak in turn and respect each other's contributions. On the very rare occasion when a pupil behaves inappropriately teachers have good strategies to deal with this that ensure that the lesson is not interrupted.

WHAT COULD BE IMPROVED

31. There are no significant areas for improvement. The school is very effective in evaluating itself and taking appropriate action. A few minor areas for improvement were noted and these are set out below. However, it must be noted that these are minor and should not be seen as weaknesses of the school.

The accommodation at Key Stage 1 is crowded.

32. The school improvement plan acknowledges the need for more classroom space especially at Key Stage 1. At present some teaching groups have to take place in areas such as the special educational needs room in order to enable taught group size to remain below 30. The school handles this situation very well and ensures that pupils needs are met.

The high quality assessment procedures in the core subjects are not reflected in all of the foundation subjects.

33. Very detailed assessments are in place for English, mathematics and science. Assessments in other subjects of the curriculum are in place and teachers are constantly reviewing ways of improving these, but at present they are not as good as the procedures in the core subjects.

The new style reports on pupils' progress are not completed consistently.

34. The school has reviewed the report system and introduced a new style last year. Feedback from parents indicates that they like the new style. However, examination of a selection of reports revealed inconsistencies. Some reports clearly indicate what pupils know, can do and understand but others rely on a grade and a comment. This is under review but it would be more helpful to parents if there were a consistent style that gave information of pupils' attainment in all subjects of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. There are no key issues for this school to address. The detailed self-evaluation that takes place has already identified the significant areas for improvement and effective action has been taken. The headteacher, staff and governors should continue to maintain the same rigorous and systematic approach to school improvement that has characterised the last few years.

The governors may wish to address the minor areas for improvement noted above in paragraphs 32, 33 and 34.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	25	10	0	0	0	0
Percentage	0	71	29	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than, three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	41	468
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	6	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

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	12

Attendance

Authorised absence

	%
School data	4.7

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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	27	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	27
	Girls	41	41	41
	Total	68	67	68
Percentage of pupils at NC level 2 or above	School	100 (98)	99 (97)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	27
	Girls	41	41	41
	Total	67	68	68
Percentage of pupils at NC level 2 or above	School	99 (97)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	38	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	37	38
	Girls	23	23	26
	Total	56	60	64
Percentage of pupils at NC level 4 or above	School	86 (94)	92 (92)	98 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	36	37
	Girls	24	24	24
	Total	56	60	61
Percentage of pupils at NC level 4 or above	School	86 (92)	92 (94)	94 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	3
Chinese	1
White	459
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	21
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	13.5
Total aggregate hours worked per week	380

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20.5
Total number of education support staff	2
Total aggregate hours worked per week	62
Number of pupils per FTE adult	10.25

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	998,873
Total expenditure	975,612
Expenditure per pupil	1,947
Balance brought forward from previous year	25,560
Balance carried forward to next year	48,831

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	374
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	4	0	0
My child is making good progress in school.	47	48	2	0	2
Behaviour in the school is good.	44	51	2	0	2
My child gets the right amount of work to do at home.	21	63	11	1	4
The teaching is good.	57	42	0	1	0
I am kept well informed about how my child is getting on.	26	49	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	53	40	3	2	4
The school expects my child to work hard and achieve his or her best.	66	31	2	0	1
The school works closely with parents.	28	47	21	1	2
The school is well led and managed.	48	46	4	1	4
The school is helping my child become mature and responsible.	46	48	4	0	2
The school provides an interesting range of activities outside lessons.	44	39	6	1	10

Other issues raised by parents

Some parents were concerned about the size of classes especially in Key Stage 2. Inspection evidence shows that the actual teaching groups are often much smaller and the class size is not affecting attainment due the good procedures that in place to address this.