

INSPECTION REPORT

MOWDEN JUNIOR SCHOOL

Darlington

LEA area: Darlington

Unique reference number: 114184

Headteacher: Mr B Watkinson

Reporting inspector: Mr J Hagan
1065

Dates of inspection: 15th –16th April 2002

Inspection number: 198861

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Conyers Avenue Darlington Co. Durham
Postcode:	DL3 9DE
Telephone number:	01325 380820
Fax number:	01325 482875
Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Orr
Date of previous inspection:	December 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1065	Mr. J. Hagan	Registered inspector
8988	Mrs. J. Cross	Lay inspector
2810	Mrs. C. McBride	Team inspector

The inspection contractor was:

Primary Associates Limited
West Lancashire Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mowden Junior School is about the same size as other schools of this type, with 262 pupils on roll aged between seven and eleven. The school serves a large private housing estate in Darlington. The vast majority of the children come from the immediate locality. The school population is predominantly white. Whilst the percentage of children who come from homes where English is an additional language (EAL) is higher than in most schools, the number requiring additional support is very low. The Local Education Authority presently provides the school with extra help for these children on two afternoons per week. The percentage of pupils (18.1 per cent) having special educational needs is below the national average. Most of these children have either physical or moderate learning difficulties. The number of pupils with statements of educational need is broadly in line with the national average. The percentage of children eligible for free school meals is below the national average. Since the last inspection there has been a significant change in the staffing structure. As well as the 8 full time staff there are now 4 additional part-time teachers who take groups for English and mathematics lessons. The school has also created additional teaching spaces, which include a very well equipped information and communication technology (ICT) suite. Whilst there is a wide spread of ability on entry to the school, overall attainment is above average. The school has received an achievement award for sustained good results in the national tests from the DfES. It is a popular school, which is over subscribed.

HOW GOOD THE SCHOOL IS

This is a very successful school, which provides good quality teaching across all subjects. All children achieve well and by the time they leave, they are reaching well above average standards in English, mathematics and science. Standards in writing are very high. The school provides a rich curriculum, which enhances children's personal and social achievements and helps them to develop as well rounded individuals. Their behaviour and attitudes to work are very good. The school is very well led and managed. It gives good value for money.

What the school does well

- Children achieve very high standards in writing;
- The school sustains well above average standards in mathematics and science;
- The school enables children to develop as well rounded individuals;
- The headteacher, staff and governors lead the school very well and manage it very effectively.

What could be improved

- The school could make more use of the information it gets from monitoring its own work.

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 December 1997 and has maintained well above average standards, over a sustained period of time. It has made good improvements in all the key areas identified in the previous inspection report. It has significantly increased its resource for information and communication technology (ICT), which is having a very positive impact on the progress children make, and the standards they achieve. The marking of children's work is now very thorough and informative. A scheme of work for music has been produced to support the teaching of skills and learning. The information provided for parents about the curriculum is also better. Mowden has a good capacity for further improvement, as it is a school that is continually looking at ways to improve its own performance.

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	A*	A*	A*	top 5% nationally A* well above average A above average B
Mathematics	A	A*	A	B	average C below average D
Science	A	A*	A	A	well below average E

The school's results at Year 6 are consistently better than in most schools and in those with pupils from a similar background. Results are well above average in English, mathematics and science, and they are often in the top 5 per cent nationally (A* is very high). The school's performance in getting pupils to the higher level (Level 5) is a strong feature of its achievement. There is no significant difference between the performance of boys and girls and progress over time is good. Overall the school's performance is best in English where, for three out of the last four years, it has achieved A*. Writing standards are exceptional. Pupils' handwriting and presentation of work is outstanding.

By the school's own high standards, the mathematics results for 2001 were a little disappointing. A small number of children missed achieving either the average Level 4 or the higher Level 5 by a few marks. In mathematics children achieve well across all areas of the subject. Their understanding of place value is very secure and they are good at solving difficult problems.

In science, pupils have a good knowledge and understanding of facts. They undertake plenty of practical experiments, which help them to develop important skills such as predicting, and drawing conclusions. However, they would benefit from more opportunities to set up and test their own ideas.

Work seen during the inspection confirms the test results, showing standards to be well above average by age 11. Children are achieving well across the subjects and standards are also above average in, for example, ICT, art and design and history. Throughout the school, children produce a very good volume of work.

Those children with English as an additional language, who need help, are very well supported and achieve well. Pupils who find learning difficult and those with particular gifts or talents make good progress and achieve well. For example, a group of Year 5 able mathematicians are already achieving the key objectives set out in the national numeracy framework for pupils in the year above.

The improvement in the school's results is in line with improvements in most schools. The school sets itself challenging targets and does very well against these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to succeed, well motivated and enthusiastic. They concentrate really well on their work.
Behaviour, in and out of classrooms	Their behaviour is very good at all times. As a result there is a busy, purposeful and settled atmosphere within the school.
Personal development and	Good. Relationships are very secure. Children get on really well with one another. They are happy and confident. They are developing into well-

relationships	rounded, mature sensible children who are courteous and polite.
Attendance	Good. Children arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

There is a solid base of consistently good teaching, which challenges children well and enables them to achieve standards that are well above average. Relationships between teachers and their pupils are excellent.

Children produce written work of a very high standard because the teaching of writing is a particular strength. Teachers expect a lot of their pupils and stretch them to the limit. As a result, children try very hard and take a pride in presenting their work to a high standard. Children with special needs are well supported and gain confidence in using their literacy and numeracy skills. Their work is at the right level and as a result they are able to make good progress.

Teachers have good subject knowledge. They use it well, for example, to develop children's understanding of the correct use of mathematical and scientific language. The marking of work is used very effectively to help children understand how well they have done or how they might improve their work. Lessons are very well planned and prepared. Teachers explain clearly to the children what it is they are going to learn and why. They use good questioning skills to check pupils' knowledge is secure before moving on. They provide plenty of opportunities for children to use and apply literacy and numeracy skills in other subjects.

In a small number of lessons pupils spend too long listening to their teachers and this reduces the opportunities they have to be actively involved in the learning process.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good. The school provides a good range of extra curricular activities. Good links are made between subjects. The curriculum meets the needs of all pupils well. Provision for ICT is very good.
Provision for pupils with special educational needs	Good. They are well supported during class lessons and when withdrawn to work individually or in a small group. The school also ensures that children who have particular gifts or talents, for example in mathematics or music, are supported well.
Provision for pupils with English as an additional language	Good. The school makes effective use of additional support to help these pupils with their learning
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall very good. The school values the individuality of pupils. It provides children with additional experiences that support their cultural, social and spiritual development very effectively. The school promotes racial harmony well.
How well the school cares for its pupils	It takes good care of its pupils and meets their individual needs. The staff know the children really well. They are sensitive to their needs and provide them with good support. Child protection procedures are secure.

The school meets all statutory requirements for the curriculum. Good use is made of its wider community, visits, visitors and residential opportunities to support children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has been very effective in maintaining well above average standards over a sustained period. There is good leadership at other levels; for example, in literacy and by year group team leaders. New initiatives have been well managed to ensure the maximum benefit for the school and its pupils.
How well the governors fulfil their responsibilities	Good. They support the head and staff well. They have a clear overview of how well the school is doing and are committed to maintaining the very good results and the very good ethos that exists within the school.
The school's evaluation of its performance	Whilst it is good overall, the school recognises that it could get more benefit from its procedures for self-evaluation. It is particularly effective in analysing data and checking pupils' performance.
The strategic use of resources	Good. Finances are efficiently managed. Resources, for example ICT, are well used to support learning.

The school applies the principles of best value very well. Its procedures for comparing its performance with other schools are very thorough. Systems for seeking the views of parents and pupils are effective. The headteacher, governors and staff work well as a strong team. Relationships are very good and there is a common sense of purpose, which is shared by the whole school community.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • There is good teaching • Children enjoy school, are expected to work very hard and make good progress • The school is well led and managed • Behaviour is good. • They feel comfortable approaching the school 	<ul style="list-style-type: none"> • Some feel they could be better informed about what is taught • A few feel the system for deciding which children attend the after school clubs could be fairer

The parents' views of the school are very positive. They have confidence in the school's leadership. The inspection team agrees with the positive views. The school provides parents with an appropriate amount of information about what is taught. The clubs run after school are over subscribed. The children enter their names in a draw but whilst this is fair, some children can miss out altogether.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children achieve very high standards in writing

1. Up to half of the pupils enter Mowden having already reached above average standards. By the time they leave their level of attainment is even higher and standards are much better than usually seen for 11-year-olds.
2. The range and quality of pupils' writing is very impressive. In some instances they make skilful use of language and vocabulary to produce moving and powerful poetry. At other times they write with great precision and clarity, for example, when recording science experiments or writing factual accounts.
3. Part of the school's great success lies in the strong leadership and management of the English curriculum. There is a clear path of development for the subject and a common agreement among the staff about the way writing should be taught. Lessons are of a consistently good quality and pupils progress at an evenly good rate throughout the school. Change is managed sensibly. The school takes a measured approach to adopting new initiatives, and it always judges firstly if changes will affect pupils' learning for the better. It carefully integrates new schemes, such as the national literacy strategy and adapts them to enhance its existing, successful provision. The decision to create smaller teaching groups has paid off with better pupil achievement. Children receive increased attention and feedback from the teacher during lessons and have more chance to discuss and evaluate their work. This has resulted in pupils with special educational needs reaping particular benefits and they make good progress in developing confidence to use their writing skills.
4. Writing is skilfully taught and teachers set high expectations for the way in which pupils present their work and use neat fluent handwriting. Teachers ensure that pupils make links between reading and writing. They show pupils how to adapt ideas or model their writing on the work of authors and use their reading to feed their writing.
5. Pupils gain confidence in experimenting with words and they learn how to express themselves well in writing. This is because teachers encourage them to use new vocabulary, and they spend valuable time in showing pupils how to organise their work and set out their ideas. They will often model writing for their class and show pupils how it should be done. The time allocated for English during the school week is organised so that pupils have enough opportunity to build up longer pieces of writing. They are given time to draft work, and to amend and improve it.
6. With careful planning, teachers help pupils to see writing as purposeful and exciting, and they draw opportunities to practise writing skills from every situation. Work in history on Ancient Greece for example, has produced some well-crafted myths and fables by Year 5 pupils, whilst Year 6 pupils have drawn on their studies of life during World War 2 to produce accounts of evacuation and the hardships experienced during wartime. Teachers fire pupils with enthusiasm to write and provide a strong stimulus for ideas. The result of this approach to teaching is the liveliness and vitality, which shines through so much of the pupils' work. The way that they express themselves through their writing produces some stunning work, for example, in poetry. This was seen when a Year 6 class discussed poems about the power and force of the wind and one boy was inspired to write:

“The dark clouds locked the moon in a rusty cell,
And freed the evil wind.
The gale charged from its nightmare,
Enraged by its imprisonment
And started to tear the village apart.....”

The school sustains well above average standards in mathematics and science.

7. Much of this is achieved through good teaching in each year group. Teachers expect a lot from their pupils and the impact of this can be seen in a number of ways: there is a really strong work ethic; children produce a large volume of recorded work; they present their work to a high standard and it is always very neat and well ordered.
8. The school has a number of successful strategies that help children to achieve well in mathematics. The governors appointed four part-time teachers to support the teaching of this subject. This has enabled the headteacher to reduce the size of the mathematics groups and meet the specific needs of different year groups. An immediate benefit is seen during lessons. Teachers can assess very quickly how children are coping because they are working with relatively small groups. This enables them to help those having difficulty or move on those who are clearly understanding the work in hand at a faster pace. The school also runs a ‘not sure club.’ This is open to any child to attend who is having problems with a particular topic in mathematics. Children find this extra help useful and it supports their learning and understanding well.
9. Teachers have good subject knowledge. They use it effectively to help children make significant gains in both their factual knowledge and understanding of correct mathematical and scientific terms. This understanding can be seen, for example, when pupils describe the properties of shapes in mathematics or materials in science.
10. The school places a strong emphasis on developing children’s mastery of number. As a result their skills of mental arithmetic are strong. They have a very secure understanding of place value and by the time they are eleven they can confidently identify the values of digits to three decimal places. They have a clear grasp of what happens to a number when it is multiplied by 10 or 100. For example, a Year 6 pupil stated, ‘ When you multiply a decimal number by 100, the digits move two places to the left’.
11. Teachers provide children with high levels of challenge. They expect pupils to use and apply their knowledge to solve difficult problems. Effective use is made of homework to enable children to practise their problem solving skills. An assignment for Year 5 pupils required them to use four digits, 3, 0, 6 and 5, to write a decimal number and an equivalent fraction.
12. Teachers encourage their pupils really well and praise them for their efforts. This gives children the confidence to have a go and not worry if they are wrong. Good links are made between topics. For example, children learn about decimals, equivalent fractions and how to convert one to the other at the same time. This helps their understanding and confidence; for example, as Year 5 pupils skilfully changed fractions involving mixed numbers into decimals. They encourage them to use what they know to work out what they do not know. For example, a Year 5 pupil explained to his class how he had worked out that $\frac{1}{4}$ was 0.25. ‘ I knew that $\frac{1}{2}$ was 0.5 and a $\frac{1}{4}$ was a half of a half, so I divided the decimal by 2’.

13. The teachers responsible for leading these subjects do so effectively. As a result their colleagues receive good support and advice, which helps them to plan lessons that meet the needs of all pupils well.
14. The school is good at identifying and responding to the needs of their pupils. For example, a group of Year 5 very able mathematicians are working at the level expected of children a year older. To ensure that this level of challenge is maintained, the school consulted with the local high school's mathematical department about the content of the work this group will follow during their last year in Mowden.
15. In science, topics are covered in depth and opportunities to undertake practical experiments help children to make good gains in their learning. They have a clear understanding of the principles of a fair test. They develop scientific skills through predicting outcomes, observing changes and writing their own conclusions. They can record results in a variety of ways, with use of graphs, tables and charts a regular feature of their work.
16. Teachers help children to see the links between the subjects they study, and to practise and use their mathematical skills in other subjects. In a Year 3 science lesson, the teacher set them the task of producing observational drawings of a plant. Pupils were expected to measure the plant accurately with a ruler, draw it to scale and labels the parts. A very good example of the use of numeracy skills in science was seen in work on forces in Year 6. Pupils had measured the length of a rubber band with and without forces attached to it. They had calculated the mean and amount of stretch, and then drawn graphs showing the relationship between the forces applied to the rubber band and the amount it stretched.

The school enables children to develop as well rounded individuals.

17. Mowden provides a rich curriculum that gives all pupils the opportunity to succeed and develop personal interests and talents. Aside from impressive results in national tests, pupils also achieve well in other subjects and above average standards are reached, for example in art and design, and in ICT.
18. Pupils have opportunities to develop sporting artistic and social skills through the good range of extra curricular activities that the school offers. Year 6 pupils, for instance, can attend a weekly youth club run just for them, and after school clubs are popular with so many pupils that the school has to limit numbers for some activities. Younger pupils look forward to the time when they are in Year 5 and can take part in the school's residential visit to an outdoor centre.
19. Teachers try to make learning fun and they stimulate the children's interest by ensuring that they experience things at first hand. As part of their history studies for example, the school has invited actors wearing Victorian and Roman costumes to talk to the children. Often, pupils will visit other places to extend their studies, such as local places of worship used by different faiths. Year 5's recent work about Africa was brought alive by the visit of African dancers to the school. Their subsequent art work reflected some of the colour and energy of what they had seen. Year 6 pupils learn a modern foreign language (French), which is one of the many tangible benefits for pupils from Mowden's links with its local secondary school. Sixth form students give a valuable half hour's tuition each week and the junior pupils are beginning to show a good understanding of simple words and phrases and can respond in French to questions asked.

20. The school's determination to ensure that pupils enjoy school is reflected in their positive attitudes and the great enthusiasm that they bring to their work. They are encouraged to express opinions and give their views during discussions. The school council is an excellent vehicle for ensuring that pupils have their say, and confidence is generated among pupils because the school acts on the council's suggestions and tries to accommodate any reasonable request made.
21. Relationships throughout the school are excellent and there is much good humour between teachers and their classes. Pupils' self esteem is raised through appropriate use of praise and encouragement, and discipline is based on mutual respect between all adults and children. Children are given time and opportunities to think ideas through and to reflect on the views and beliefs of other people. Much of this finds its way into pupils' creative writing. When describing, for example, how people from different faiths saw the creation of the world, Year 6 pupils worked in pairs and wrote hymns of praise. The quality of this work was outstanding and shows mature and thoughtful minds at work. One such example read:

"He numbers the bright lights in the universe,
He made the crashing waves on his earth.
The Lord gives out forests for the planet,
God made the greenery for the world.
He pours out creatures from his moulds,
And counts all the rainbows that run across the sky.
He burns the volcanoes like red-hot coals
And waters run in God's honour."

22. The pupils are part of the school's strong culture of continual improvement. This has been brought about by the teachers' commitment to ensuring that children understand what they are supposed to be learning and how well they are succeeding with this. At the start of each lesson, teachers carefully explain what the class are expected to learn and how they will go about this. Pupils, therefore, know where each lesson fits into the larger scheme of things. Many opportunities are provided for pupils to evaluate their own work and consider how it can be improved. Marking and comments made in pupils' books give them a good basis for understanding how well they are doing.

The headteacher, staff and governors lead the school very well and manage it very effectively.

23. The headteacher leads from the front and sets out a clear agenda for the work of the staff team. This gives a good steer to the work of the school and ensures that everyone has a common commitment to high achievement and that there is a consistency in the way that children are taught. Relationships are very good and the school's ethos is one of enthusiasm and keenness to strive for excellence.
24. This is a school that sets children's needs as its starting point. There is no change simply for the sake of change. The headteacher, staff and governors are careful to weigh up potential benefits before introducing new initiatives. In implementing new literacy and numeracy strategies, for example, the school has built on its own existing good practice, and has adapted the national schemes to suit its pupils' needs. In this way, the school's existing strengths, for example, in writing, have been maintained.
25. Key staff in the school act as good role models and lead by example. The deputy headteacher for instance, makes a significant contribution to the school's success in achieving high standards in writing. This is seen in his knowledgeable leadership of English and through his own exemplary practice in teaching the subject.

26. Year group team leaders are also highly effective. They meet regularly with the headteacher to discuss the progress of individual pupils and what is needed to move them forward. When the Year 5 team leader raised an issue about the achievement of more able pupils in mathematics, the school adapted its curriculum for these children to ensure a greater degree of challenge in their work. A member of staff in each year group has very clear, detailed knowledge of each pupil in their year and uses this information to ensure that the children's needs are at the heart of management debates and the school's decision-making processes.
27. The school's systems for self-evaluation are firmly established. It is good at keeping track of pupils' progress and at analysing data to show how well standards are being maintained. There is a regular programme of checks on teachers' planning, the quality of lessons and pupils' work. Under the leadership of the headteacher, the school is never allowed to become complacent and is continually looking at ways to improve its already very good performance. It has recognised that it could get more benefit from its procedures for self-evaluation.
28. Governors provide good support and are actively involved in the work of the school. They also support the school in checking how well it is doing. Together with the headteacher, they ensure that high standards are maintained by taking positive action. For example, their recent decisions to employ part-time teachers and teaching assistants to support the teaching of literacy and numeracy have paid off in higher pupil achievement. They give full backing and encouragement to initiatives, which results in higher standards. In the last two years they have put their full force behind the development of ICT. They have secured a rapid development in this area, by funding new resources and in helping the school to solve problems and achieve its goals
29. The school applies the principles of best value very well. It is strong at comparing its performance and its spending patterns with other schools within the local authority. It also has detailed, comprehensive information that enables it to compare and check its progress in a range of contexts. Parents' views are sought through questionnaires and the school enjoys the justifiable confidence of its parents and local community.

WHAT COULD BE IMPROVED

The school could make more use of the information it gets from monitoring its own work.

30. The school has established a good range of procedures and processes for evaluating its own work but it has identified the need to further develop the self-evaluation process. The inspection team agrees with the school's view that the quality of pupils' learning could be taken even further as a result of self-review.
31. At present the reports, produced after lesson observations by senior staff, contain useful points for development. However, they do not focus sharply enough on the impact that teaching is having on the quality of learning for children. The teachers would derive a great deal more benefit from suggestions as to how they could further develop the quality of the learning experience they offer to pupils. For example, in a few lessons during the inspection children spent too long sitting listening to their teacher. This reduced their opportunities to be engaged in active learning.
32. Whilst the school has a good knowledge of its teachers and their strengths it is not using this information as well as it might to share good practice between the staff. The staff are very hard working, conscientious and open to suggestions. This creates a

positive climate where the sharing of good practice with one another could readily take place as a very useful form of professional development.

33. The school improvement plan sets out key priorities but it is difficult for the senior staff or governors to check the overall effectiveness of their actions. This is because the measure of how successful they are focuses more on the completion of the task rather than the impact of their actions on children's learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to further improve this very successful school, the headteacher, staff and governors should:

- (1) Ensure that it derives more benefit from its systems for self-evaluation by:
- focusing its lesson observations and feedback to teachers on the impact their teaching is having on the quality of pupils' learning;
 - identifying and sharing between all staff examples of good practice in children's learning;
 - establishing success criteria in its school improvement plan that identify the anticipated impact of actions on the standards children achieve or the quality of their learning experiences.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	12	1	0	0	0
Percentage	0	19	75	6	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	266
Number of full-time pupils known to be eligible for free school meals	7

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	27	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	24	27
	Girls	34	29	34
	Total	61	53	61
Percentage of pupils at NC level 4 or above	School	98 (97)	85 (95)	98 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	24	27
	Girls	33	33	34
	Total	60	57	61
Percentage of pupils	School	98 (95)	92 (97)	98 (98)
	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	6
Pakistani	2
Bangladeshi	0
Chinese	4
White	254
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: Y3 – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26.6
Average class size	33

Education support staff: Y3 – Y6

Total number of education support staff	2.7
Total aggregate hours worked per week	32

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	454806
Total expenditure	460000
Expenditure per pupil	1812
Balance brought forward from previous year	16315
Balance carried forward to next year	11121

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	131

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	5	1	0
My child is making good progress in school.	53	42	5	0	1
Behaviour in the school is good.	54	44	1	0	1
My child gets the right amount of work to do at home.	35	56	8	1	1
The teaching is good.	60	37	2	0	2
I am kept well informed about how my child is getting on.	47	40	12	0	2
I would feel comfortable about approaching the school with questions or a problem.	60	34	5	0	1
The school expects my child to work hard and achieve his or her best.	69	29	2	0	1
The school works closely with parents.	32	55	11	0	2
The school is well led and managed.	56	42	1	0	2
The school is helping my child become mature and responsible.	50	47	2	0	2
The school provides an interesting range of activities outside lessons.	42	47	8	3	1