

INSPECTION REPORT

MILNROW PARISH C of E PRIMARY SCHOOL

Milnrow, Rochdale

LEA area: Rochdale

Unique reference number: 105823

Headteacher: Mrs H Woodcock

Reporting inspector: Dr C Lee
21854

Dates of inspection: 11–13 September 2000

Inspection number: 224087

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: St James Street
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Rochdale

Postcode: OL16 3JT

Telephone number: 01706 643973

Fax number: 01706 868327

Appropriate authority: The Governing Body

Name of chair of governors: Cllr J McIntosh

Date of previous inspection: 26 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Milnrow C of E Parish Primary School is an average-size primary school. Pupils attending the school are from a broad range of social and economic backgrounds. In Reception to Year 6 there are currently 235 pupils, 116 boys and 119 girls. The majority of children aged four and five are taught in a reception class and a small number are in a mixed-age class with Year 1 pupils. The remaining Key Stage 1 pupils are in two classes, one of which has pupils from Years 1 and 2 and the other is a single-age Year 2 class. Key Stage 2 pupils are taught in four single-age classes. Taken overall, children's attainment when they start in the reception class is above average for their age. The school has three pupils from ethnic minority groups and who have English as an additional language. The percentage of pupils on the register of special educational needs is 17 per cent and this is below the national average. No pupils have statements of special educational need and this is below average. The percentage of pupils eligible for free school meals, currently 15.7 per cent, is also below average.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils. By the end of both key stages pupils achieve above average standards in English and mathematics and well above average standards in science. Standards are below average in information and communication technology at the end of Key Stage 2. Pupils have good attitudes to the school and to their work and their overall personal development is good. Good teaching throughout the Foundation Stage and Key Stage 1 enables pupils to make good progress in their learning. Teaching and learning are satisfactory overall at Key Stage 2. Sound leadership and management of the school has been instrumental in achieving satisfactory improvements in several aspects of the school's work although poor communication has led to deterioration in the school's relationships with parents and carers. The school has major strengths that outweigh its weaknesses and it provides satisfactory value for money.

What the school does well

- Standards in science are well above average throughout the school
- Standards in English and mathematics are above average at all ages
- The quality of teaching is consistently good at the Foundation Stage and at Key Stage 1

What could be improved

- Standards in information and communication technology are below expectations at the end of Key Stage 2
- Teachers' planning has insufficient detail about work to be done by pupils of different levels of prior attainment or about how pupils' learning is to be assessed
- There is insufficient monitoring and evaluation of teachers' planning or pupils' standards by subject co-ordinators
- Relationships and communication with parents and carers are unsatisfactory

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 November 1996. Improvement is satisfactory overall although little progress was made with improving the areas of weakness identified at the last inspection until the present headteacher took up her appointment in January 1998. She has made a significant contribution to moving the school forward in a short time and developed a good commitment and capacity for further improvement. There has been good improvement in provision for pupils with special educational needs. The two other key issues arising from the inspection concerned assessment and information and communication technology. These have improved satisfactorily although further developments are needed in both areas. Pupils' learning in English, mathematics and science is now assessed regularly. Information from end of key stage national tests is analysed and, where necessary, curriculum development takes place in order to improve pupils' standards. The recently improved resources for information and communication technology, together with the adoption of a comprehensive set of guidelines for what should be taught and learned, now provide a good foundation to teachers' work. In addition to the key issues, improvement has occurred in the overall quality of teaching throughout the school and in the standards achieved in national tests of English, mathematics and science at the end of both key stages.

STANDARDS

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

Performance in:	compared with				Key very high A* well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	C	C	C	
mathematics	A	B	A	A*	
science	A*	B	A*	A*	

Between 1996 and 1999 the school's rising trend in standards at the end of Key Stage 2 has been above the national trend. The 1999 national test results in mathematics and science place the school in the top five per cent of similar schools and, where science is concerned, in the top five per cent of all schools. Results in 2000 were lower in English and mathematics due to an above average percentage of pupils in Year 6 having special educational needs. Targets were not met in these subjects but science results were maintained close to 1999 levels. The 2000 fall in standards is being reversed by the pupils now in Year 6. English standards, in particular, are higher than in previous years and these pupils are on line to achieve above average standards in English and mathematics, and well above average standards in science by the end of the key stage. Standards in information and communication technology are below expected levels at the end of Key Stage 2 due to the poor facilities and limited learning opportunities in the past. The work of pupils in Year 2 shows that they also are on line to achieve above average standards in reading, writing and mathematics and well above average standards in science by the end of Key Stage 1. Pupils throughout the school are achieving the overall standards that should be expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils enjoy coming to school and are eager to learn.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils are well-behaved in lessons but Key Stage 2 pupils are noisy and undisciplined when moving around the school and when coming into school after playtime.
Personal development and relationships	Good relationships exist amongst pupils and between pupils and staff, contributing to the pupils' good overall personal development.
Attendance	Good; above national figures with below average rates of unauthorised absence.

TEACHING AND LEARNING

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

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.

In the 22 lessons seen, teaching was very good in 13.7 per cent, good in 37.3 per cent and satisfactory in the remaining 50 per cent. No unsatisfactory teaching was seen during the inspection. Examples of good teaching were observed at all stages and teaching in Year 2 was consistently very good. All teachers have very good relationships with pupils and maintain good class management. Time is used well in literacy and science lessons, ensuring that pupils achieve high work rates and maximum learning. Literacy and science are taught well throughout the school and pupils' progress and learning are good in these subjects. The teaching of numeracy, although satisfactory overall and resulting in satisfactory learning, is less effective due to some Key Stage 2 teachers failing to plan sufficient work that meets the specific needs of pupils of lower prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Meets statutory requirements. A satisfactory broad, balanced curriculum is well enhanced by a good programme of personal and social education.
Provision for pupils with special educational needs	Satisfactory provision across the school as a whole. Support staff at Key Stage 1 have good impact on the progress of the pupils with whom they work.

Provision for pupils with English as an additional language	Satisfactory provision for the few pupils concerned. No specialist support is provided or needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall with good provision for pupils' social development and multicultural education.
How well the school cares for its pupils	Satisfactory monitoring of pupils' academic performance but insufficient use of information gained from assessment of pupils' learning. Procedures for pupils' health, safety and welfare, and child protection, are satisfactory.

Parents have good involvement in the work of the school, contributing well to their learning at home and in school. While teachers maintain good relationships with parents, a significant number of parents are dissatisfied with the headteacher's response to their concerns and the unsatisfactory communication of reasons for her specific decisions and actions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is satisfactory overall, giving a clear commitment to raising standards and providing a broad educational experience for pupils. The senior management team provides good support. Staff with specific responsibilities vary in the effectiveness with which they carry these out.
How well the governors fulfil their responsibilities	Satisfactory fulfilment of statutory responsibilities but insufficient provision of constructive, critical guidance.
The school's evaluation of its performance	Unsatisfactory overall. Insufficient involvement of all staff and governors. The headteacher's analysis of performance data leads to effective action for improvement of pupils' standards in English and mathematics. There is satisfactory monitoring of teaching but insufficient evaluation by subject co-ordinators of planning or standards of pupils' work.
The strategic use of resources	Satisfactory use of physical and human resources and prudent management of finances.

The principles of best value are applied satisfactorily; the school sets itself suitable challenges, is mindful of how it compares with other schools and seeks best value in all services and resources that it requires.

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 • Teaching is good • Expectations are high 	<ul style="list-style-type: none"> • Children's behaviour • The amount and type of homework • Information about children's progress • How their questions and problems are handled • The way that school and parents work together • Leadership and management of the school • The range of activities outside lessons

Twenty per cent of parents returned questionnaires and 18 parents attended a meeting with inspectors prior to the inspection. Inspectors endorse the aspects of the school that please these parents. In respect of parental concerns, inspectors do not support parents' views on behaviour and extra-curricular provision. In lessons observed during the inspection, pupils' behaviour was good. Inappropriate behaviour by pupils has only been observed when Key Stage 2 pupils enter school at the end of recreation periods and when moving without supervision around the school. There are no clear expectations or rules for these situations and teachers fail to respond to pupils' noise or indiscipline. The range of extra-curricular activities provided by the school matches that found in most primary schools. Homework set during the inspection provided appropriate consolidation and development of pupils' learning. The school policy is a clear statement of provision and purpose. Inspectors do not have evidence of specific concerns raised at the parents' meeting about homework and are unable to comment further.

Inspectors judge the other parental concerns to be, for the most part, valid. There is a general failure, by the headteacher, to communicate clearly enough the reasons for changes to arrangements that parents are accustomed to expect.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in science are well above average throughout the school

1. In annual National Curriculum tests and assessments at the end of each key stage, pupils consistently achieve standards in science that are at least well above the national average. In 1999, the Key Stage 2 test results placed the school in the top five per cent of schools, with the percentages of pupils achieving Level 4 and above, and the percentage achieving Level 5 being very high compared with both the national average and the average for similar schools. Teacher assessments at the end of Key Stage 1 also showed standards to be very high in comparison with other schools. In 2000, standards were maintained at this high level at the end of Key Stage 1. Similarly at the end of Key Stage 2 where English and mathematics results fell compared with 1999, science standards were maintained close to 1999 levels. These levels are being achieved with the total teaching time allocated to the subject being seven per cent in Years 2,3 and 4, eight per cent in Year 1 and nine per cent in Years 5 and 6. In all years this time allocation is below the average for all primary schools.
2. Several factors contribute to these levels of success. The quality of teaching is good throughout the school and very good at the end of Key Stage 1. Teachers have good levels of subject expertise and make maximum use of lesson time. Additionally, they present information in a stimulating way that captures pupils' attention and develops high levels of enthusiasm. Year 3 pupils' learning about forces was developed very successfully by observing a classmate riding a bicycle and then discussing the different forces that were operating when the various actions of pedalling, steering and sitting on the saddle were analysed. From this observation, pupils identified the forces of pushing, pulling and twisting with complete understanding. The lesson also illustrated the good use of time. In forty minutes, pupils observed and discussed the demonstration, watched a video that consolidated the key principles, completed two well-structured worksheets and confirmed their very good levels of knowledge and understanding in several short, purposeful discussions. Imaginative presentation was also evident in a Year 2 lesson on the principles of ensuring fairness in scientific investigation. The organisation of a progressive series of hopping races, in which individuals had unequal chances of winning, was very successful in developing pupils' understanding of fairness and the need, in a test situation, to alter only one variable at a time.
3. Long-term planning is based on excellent guidelines on what topics should be taught at different ages. Pupils' learning is developed step-by-step within the long-term plan that these guidelines provide. At the end of Key Stage 2, this progression in pupils' learning is further controlled by one teacher teaching science to both Years 5 and 6. This makes good use of the teacher's expertise and also ensures that pupils' learning is building very carefully on what has been learned before.

Standards in English and mathematics are above average at all ages

4. The trend of rising standards seen at the end of both key stages in national tests between 1996 and 1999 is continuing in the present academic year. As far as Key Stage 2 is concerned, this reverses the fall in standards that occurred in 2000 and represents good improvement in English compared with 1999. By the end of both key stages, pupils are on line to achieve above average standards in both English and mathematics. Scrutiny of the work of pupils in other classes provides evidence that

above average standards are being achieved throughout the school.

5. Pupils' standards in English are primarily a result of the very good teaching at Key Stage 1, and good teaching at Key Stage 2 seen in teachers' very effective implementation of the National Literacy Strategy. Thorough planning of each lesson and a good match of learning activities to the specific needs of different pupils enables all pupils to make good progress in their learning. Such detailed planning now needs to be applied across the curriculum. The school is giving priority to the improvement of writing and this is having a positive effect on standards. One Key Stage 2 class has set an example for others to follow by timetabling a specific lesson, for extended writing, in addition to the daily literacy hours. At Key Stage 1, support staff and parent volunteers are making a particularly good contribution to pupils' learning. They are briefed well by teachers on the specific objectives of activities and they relate very well to the groups that they work with. Pupils with special educational needs are particularly well supported and are making good progress as a result.
6. There is good teaching of mathematics at Key Stage 1 and all pupils are making good progress as a result of teachers' thorough planning of lessons, the brisk pace of lessons and the good match of tasks to pupils' needs. By the end of the key stage pupils have good knowledge and understanding of number and work accurately with numbers to 100 in addition, subtraction and multiplication calculations. More able pupils successfully perform division calculations and simple problem-solving. All pupils have good knowledge of shapes, measurement and simple data collection. Good progress is maintained at Key Stage 2 although there is more variation in the quality of teaching. Teachers have high expectations and more able pupils in particular are constantly being challenged by the work planned. However, there are occasions when teachers in this key stage aim whole-class mental work at too high a level for less able pupils who, as a result, do not make sufficient progress in this part of the lesson. Scrutiny of the work of recent school leavers shows that by the end of the key stage pupils have covered an extensive range of work. Over time, these pupils worked consistently at a higher level than many of them achieved in the 2000 national tests.

Quality of teaching is consistently good at the Foundation Stage and at Key Stage 1

7. Assessment of children's attainment when they start in the reception class indicates a very broad range of attainment with the average being slightly above that expected by the age of four. By the time they are seven, the results in national tests are well above national averages and this indicates that they have made good progress. Three-quarters of the teaching seen in these stages was good or better and this is the foundation of pupils' good progress. The high quality of the support staff is also a very significant contribution to work in these classes. Very good relationships are quickly established between teachers and support staff and the children in reception. Work is planned well and little time is wasted in the children's day so that their constant activity, with well-timed changes from one task to the next, ensures maximum learning.
8. During Key Stage 1 the momentum is maintained. Pupils benefit from teachers' very good organisation of resources and activities. Teachers know their pupils' needs very well and ensure that all learning activities are at the right level to meet these needs with just the right amount of challenge to develop individual pupils' learning. This was evident in the group activities in the daily literacy hour in the Year 1/2 class which showed constant modification in order that tasks were right for pupils. Teaching in the Year 2 class is consistently very good and pupils respond very enthusiastically to the teachers' high but realistic expectations of them as a class and as individuals. Pupils' learning continually builds on what has been learned before and this is very effective planning.

They are also constantly stimulated by the teachers' skilful and imaginative presentation. These pupils show a delight in learning that stems from their frequent achievement of success and the knowledge of success that the teacher provides. The enthusiasm with which a less able pupil announced 'That's not fair' in a science lesson on fair testing in scientific investigation provided clear evidence of the success with which learning objectives are being achieved.

WHAT COULD BE IMPROVED

Standards in information and communication technology are below expectation at the end of Key Stage 2

9. The last inspection identified weaknesses in the range and quality of opportunities for pupils to develop their learning in information and communication technology. Improvements have occurred in the curriculum being taught and the resources available. Specific grants have been spent wisely after specialist advice has been sought. The specialist expertise of the headteacher has been used successfully to ensure that pupils have regular learning opportunities. The consequence of this range of initiatives only occurring in the last two years is that older pupils have had insufficient previous experience to enable them to achieve expected levels in the subject. Pupils now in Years 5 and 6 are not receiving sufficient instruction to enable them to catch up nor is there sufficient assessment by teachers of the present levels of skill and knowledge of individual pupils. Similarly, the lack of detailed planning and assessment in all classes is limiting the progress of pupils throughout the school.

Teachers' planning has insufficient detail about work to be done by pupils of different levels of prior attainment or about how pupils' learning is to be assessed

10. The matching of learning activities to the specific needs of different pupils or groups of pupils is successfully achieved in all teaching of literacy. There is more variation in the teaching of numeracy where there is insufficient attention to this necessity at Key Stage 2. In these situations, the progress of pupils of different prior attainment fluctuates and less able pupils are only able to achieve satisfactory progress in a written task that is too hard for them with considerable help from support staff.
11. Scrutiny of teachers' planning of other subjects shows that there is insufficient modification of learning activities to ensure that all pupils' needs are going to be met. In practice, teachers were observed making on-the-spot changes to tasks when pupils' difficulties were apparent or, as stated above about mathematics, they have relied on the hard work of support staff and this has minimised pupils' frustrations as well as improved their progress. Teachers have thus demonstrated their ability to adapt activities on-the-spot but are not anticipating pupils' needs when planning the lesson.
12. Since the last inspection there has been improvement in the procedures that are being used to assess pupils' learning. Tests are now used regularly to measure levels of attainment and track pupils' progress in English and mathematics. In other subjects there is insufficient assessment of pupils' learning to ensure that what is taught is building on what pupils have learned. Teachers rely on making an end-of-year summary assessment of a pupil's progress that does not have the firm evidence of regular assessment of learning at the end of specific topics that have been taught.

13. Long-term guidelines are used for the overall plan of what is taught in each subject throughout the school. In many subjects, new guidelines have recently been adopted and these provide good guidance on assessment. Procedures are therefore now in place to address the weakness and increase the frequency of assessment. However, there are currently no arrangements for ensuring that information from assessment can be collated by subject co-ordinators to help them to monitor whole-school standards in their subjects. Where guidance is not present in either a subject policy or its long-term plan, teachers require more support from either the co-ordinator, senior management or published resources to ensure that assessment is an integral part of the planning process.

There is insufficient monitoring and evaluation of teachers' planning or pupils' standards by subject co-ordinators

14. In order to carry out the responsibility for maintaining an overview of their subjects, the co-ordinators of English, mathematics and science spend just one day each year looking at teachers' planning and samples of pupils' work. This arrangement is insufficient for the co-ordinators to gain detailed, up-to-date knowledge about their subjects.
15. Co-ordinators of all other subjects do not carry out any scrutiny of planning or standards in their subjects. Lack of regular scrutiny of teachers' planning means that co-ordinators have little knowledge of what is being taught or how it is being taught other than what is learned through informal staffroom conversation. Thus a weakness such as a failure to provide different activities for groups of pupils of different prior attainment is not identified. Co-ordinators are also unable to ensure that the National Curriculum Programmes of Study are being taught in full. More formal arrangements are required to ensure that such monitoring is carried out regularly.
16. The monitoring policy currently being formulated by the school identifies procedures for addressing some of the present weaknesses but anomalies remain. It is unclear if all co-ordinators will have time allocated for monitoring planning, pupils' work and observing teaching. Much of the monitoring of teachers' planning is to be carried out by the headteacher and there is no reference to a system whereby, for example, co-ordinators can access a file of copies of this planning. In its current, draft form, the monitoring policy lacks clear guidelines on a schedule for individual subjects to be prioritised.
17. Pupils' standards are currently evaluated primarily by the headteacher carrying out an analysis of the results they achieve in various tests. The co-ordinators of English, mathematics and science are not involved in this process. Consequently, they are insufficiently aware of the strengths and weaknesses that may be shown in pupils' work which, in turn, may indicate areas for development in either the curriculum or the teaching of specific topics.

Relationships and communication with parents and carers are unsatisfactory

18. At the time of the last inspection, the school's partnership with parents was judged excellent. Deterioration in that partnership has occurred and the current school improvement plan identifies a specific target of improving systems for communication with parents. Some of the actions to achieve this have been attempted, such as a suggestion box and display of governing body minutes, but little thought has been given to the practical implementation. For example, neither the suggestion box nor files containing minutes, correspondence or other information for parents are displayed

prominently or in a way that attracts attention. Beyond these basic practical limitations, parents and carers have indicated dissatisfaction with various aspects of the school's leadership at the parents' meeting held prior to the inspection, through their questionnaire responses and in meetings with inspectors during the inspection. At the heart of this dissatisfaction is a common feeling that their concerns or suggestions are not given sufficient attention by the headteacher.

19. In her two years at the school, the headteacher has successfully introduced new practices that have addressed the weaknesses identified by the last inspection. These weaknesses had not been properly dealt with by the previous management and governing body. By her action, the headteacher has been instrumental in improving the overall quality of educational provision at the school and moving the school forward. Teachers' adoption of new procedures for planning and assessing pupils' learning has led to improvements in the overall quality of teaching. At the last inspection, ten per cent of teaching was unsatisfactory but no unsatisfactory teaching was seen during this inspection. In contrast to these successes must be placed the evident weaknesses in communication. In particular there is insufficient explanation of the reasons for the range of changes that have occurred. On occasions, parents have experienced frustration at the lack of urgency given to their concerns and this is primarily interpreted as a consequence of not being listened to carefully enough when matters are brought to the headteacher's attention. Lack of attention to the importance of maintaining a strong partnership with parents and ensuring their co-operation is causing relationships to deteriorate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order to improve standards and the quality of education, the headteacher, staff and governors should:

- Raise pupils' standards in information and communication technology to the nationally expected level by the end of Key Stage 2 by improving the planning of work and the assessment of pupils' progress.
- Ensure that learning activities in all subjects are planned to achieve a careful match between the task and the needs of individual pupils.
- Develop the procedures now in place for assessment of pupils' learning in order to ensure that assessment occurs more frequently and that information provided by assessment is regularly used to record pupils' strengths, weaknesses and future needs in all subjects.
- Strengthen the leadership and management of the school by developing the role of the subject co-ordinators, enabling them to have a clear view of standards and the quality of teaching and learning in their subjects and involving them more fully in the analysis of information gained from assessment of pupils' achievements.
- Improve relationships and communication with parents and carers by ensuring that greater attention is paid to their verbal or written comments, suggestions or concerns.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13.7	37.3	50	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	235
Number of full-time pupils eligible for free school meals	37

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	95.4
National comparative data	94.1

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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	18	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	15	18
	Girls	17	14	17
	Total	35	29	35
Percentage of pupils at NC Level 2 or above	School	92(78)	81(70)	97(81)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	17	18	18
	Girls	17	17	18
	Total	34	35	36
Percentage of pupils at NC Level 2 or above	School	94(81)	97(78)	100(100)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	19	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	19	19
	Girls	13	14	16
	Total	29	33	35
Percentage of pupils at NC Level 4 or above	School	83(63)	94(74)	100(86)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	19	16
	Girls	13	13	15
	Total	28	32	31
Percentage of pupils at NC Level 4 or above	School	80(80)	91(75)	89(94)
	National	68(65)	69(65)	75(72)

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	0
Pakistani	0
Bangladeshi	3
Chinese	0
White	199
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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR–Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	25
Average class size	29.4

Education support staff: YR–Y6

Total number of education support staff	8
Total aggregate hours worked per week	97

Financial information

Financial year	1999/2000
	£
Total income	378604
Total expenditure	382218
Expenditure per pupil	1580
Balance brought forward from previous year	16203
Balance carried forward to next year	12589

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	243
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	59	29	6	6	0
Behaviour in the school is good.	14	53	20	8	4
My child gets the right amount of work to do at home.	31	37	12	14	6
The teaching is good.	57	39	4	0	0
I am kept well informed about how my child is getting on.	39	35	18	8	0
I would feel comfortable about approaching the school with questions or a problem.	49	27	10	14	0
The school expects my child to work hard and achieve his or her best.	49	41	2	6	2
The school works closely with parents.	29	35	12	22	2
The school is well led and managed.	31	18	14	37	0
The school is helping my child become mature and responsible.	35	49	6	6	4
The school provides an interesting range of activities outside lessons.	12	18	12	51	6