

INSPECTION REPORT

**SMITHY BRIDGE FOUNDATION PRIMARY
SCHOOL**

Smithy Bridge, Littleborough

LEA area: Rochdale

Unique reference number: 105847

Headteacher: Mr N Castledine

Reporting inspector: Mrs J Randall
1471

Dates of inspection: 13th – 14th November 2000

Inspection number: 224707

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Foundation

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Bridgenorth Drive
Smithy Bridge
Littleborough
Lancashire

Postcode: OL15 0DY

Telephone number: 01706 378083

Fax number: 01706 376960

Appropriate authority: The Governing Body

Name of chair of governors: Mr T Allen

Date of previous inspection: 4th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs J Randall, 1471	Registered inspector
Mrs C Dalton, 19333	Lay inspector
Mrs B Rhodes, 31242	Team inspector
Mrs A Heakin, 30243	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a very mixed area with pupils coming from a wide variety of backgrounds. The percentage of pupils known to be eligible for free school meals is 12.4. There are 47 pupils on the register of special educational needs with two of these pupils having statements of special educational needs. Pupil mobility is low. A small number of pupils come from ethnic minority backgrounds. Twelve of these pupils speak English as an additional language but all are fluent in English. The school is large with 451 pupils including 30 full-time equivalent nursery pupils and caters for boys and girls from the ages of three to 11. Attainment on entry to the nursery covers a wide spread of prior attainment but is broadly average. Since the previous inspection two extra classes have been created and the reception classes relocated to give easier access to outside facilities.

HOW GOOD THE SCHOOL IS

This is a very effective school that is committed to very high standards in all aspects of school life. This is because the leadership and management of the school are very good and all concerned work very well together in support of the pupils. Teaching and non-teaching staff work as a team in planning lessons and monitoring progress. This leads to very good teaching and learning that is characterised particularly by interesting and exciting lessons. Pupils are highly motivated because of this and attitudes and behaviour are very good. The school sets challenging targets based on a very good knowledge of what might be expected of groups of pupils. The wide range of extra-curricular activities and the school's involvement in many visits and musical and sporting activities give pupils both a chance to take part and to learn about the wider community. Through these opportunities pupils gain self-esteem and become very mature and confident. The school gives very good value for money.

What the school does well

- Attainment is well above average in relation to all schools and to schools with pupils from similar backgrounds.
- The quality of teaching is very good and this leads to very good learning and attitudes to school.
- The curriculum is very broad, well balanced and extends well beyond statutory requirements.
- Pupils' personal development is very good and they become mature and confident.
- Leadership and management are very good and significant in their effect on continuing improvement.

What could be improved

- The quality of individual education plans for pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in November 1996, the school has made very good improvement in its key issues. Standards have risen in English, mathematics and science and the number of pupils achieving levels higher than the nationally expected levels has risen. Pupils of all levels of prior attainment are well challenged in lessons. The quality of teaching is now very good and teachers have high expectations of pupils' effort and participation. There are many opportunities for pupils to work independently and with imagination. The use and extension of skills in and across all subjects are a significant strength of the school. Reception pupils now benefit well from the outside activity area. Subject knowledge is very good in the teaching of literacy and numeracy and in teaching design and technology. Planning and discussion at all levels raises awareness of issues and supports development well. Teachers support each other and share ideas and good practice and this is demonstrated in classroom effectiveness. Assessment data is well used to target work to meet individual needs and to identify areas for improvement. A handwriting policy has been implemented effectively and presentation is now good. Resources for information and communication technology are now good. Teachers are confident in this subject and the skills are incorporated well into all subjects and are used very effectively as a natural tool for learning. The prospectus and governors' annual report to parents now meet legal requirements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	A	A
mathematics	B	B	A	A
science	A	C	A	A

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

The results of the 1999 tests at the end of Key Stage 2 show that standards in English, mathematics and science were well above the national average. They were also well above those found in schools with pupils from similar backgrounds. Unvalidated data for 2000 shows an increase in the percentage of pupils reaching the nationally expected Level 4 in science and a slightly lower percentage reaching Level 4 in English and mathematics. These results are still some way above the national average. The percentage of pupils achieving the higher Level 5 has risen in English and science and is only slightly lower in mathematics. The trend over time in the last four years is broadly in line with that found nationally. The school has increased the percentage of pupils achieving Level 5 significantly since 1998 by 38 per cent in English, 10 per cent in mathematics, (already above average), and 53 per cent in science. Targets for 2000 were met exactly in mathematics and exceeded by three per cent in English. Results at the end of Key Stage 1 were also well above average in 1999 with unvalidated data for 2000 showing an improvement in the percentage of pupils achieving Level 2 in reading and in the percentage at Level 3 in spelling and mathematics. The inspection finds that attainment is above average at Key Stage 1 and well above average at Key Stage 2. Variations from year to year are well explained by differences in the numbers of pupils with different levels of prior attainment within the year groups, but the monitoring of progress of pupils with individual education plans is hindered in some instances by targets that are too general. All groups of pupils achieve very well in relation to their prior attainment. High standards are also achieved in all other subjects of the curriculum. Music and sport are particular strengths of the school with pupils taking part in many outside events and competitions. There are no significant differences between the attainments of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy all aspects of school life and participate willingly.
Behaviour, in and out of classrooms	Behaviour is very good at all times and this contributes well to the climate for learning and allows much interesting practical activity to take place successfully. Pupils can be trusted.
Personal development and relationships	Personal development and relationships are very good. Pupils are mature and have very good confidence and self-esteem.
Attendance	Attendance is good. Unauthorised absence is below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 very good. During the inspection it was 100 per cent satisfactory or better. Ninety-two per cent was good or better and 58 per cent very good or excellent. The most significant strength of the teaching is the skill by which teachers successfully blend work from one subject with others to develop the very good learning in all subjects. The teaching of English and mathematics is very good. Literacy, numeracy and information and communication technology skills are taught very well and these skills are used very successfully in all subjects. Teachers are very secure in their knowledge and understanding in these subjects and in all other aspects of the curriculum. Pupils learn and are expected to use skills, knowledge and understanding to tackle a wide variety of interesting and challenging tasks and experiments. They use their previous learning very well to research, present work in a variety of ways and extend their understanding. Lessons are interesting and well planned to meet the learning needs of all pupils. There is a clear focus on on-going assessment to ensure that pupils achieve the well-focussed learning objectives and those pupils who are targeted as being on the borderline to reach national expectations receive the extra support necessary to achieve this. The quality of individual education plans for pupils with special educational needs is inconsistent although there is some good practice. Teachers have high expectations of participation and the very good relationships they have with pupils enable lessons to be exciting and enjoyable. Much practical work takes place and learning is often consolidated and assessed by using games. Teachers are confident, flexible and willing to use a very wide variety of approaches and teaching strategies to engage pupils' attention at all times. Pupils told the inspection team of their enjoyment of lessons and displayed real interest and enthusiasm for learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very broad, well balanced and extended well beyond the minimum requirements of the National Curriculum and religious education. It is very well enriched by a wide range of extra-curricular activities and visits. The links in learning and use of key skills within and between subjects is a significant strength.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. The individual education plans for these pupils need improvement.
Provision for pupils with English as an additional language	All pupils are fluent in English and achieve in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good and is a significant strength of the school. There are many opportunities for pupils to take part and compete in sporting and musical events. A wide range of visits and visitors enhances the curriculum and understanding of the local community. Pupils gain an understanding and respect for others and a sense of citizenship. The very good provision develops maturity, self-esteem and a real interest in the wider world.
How well the school cares for its pupils	The school's very good procedures for ensuring pupils' welfare contribute significantly to pupils' self-esteem and security. Very good assessment procedures are a significant factor in ensuring that pupils achieve to the very best of their ability.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This aspect is very good. The headteacher and other key staff give very clear educational direction to the school. They provide good professional role models for all and know the school well.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very effectively. They have a high level of involvement in all aspects of school life and are very supportive.
The school's evaluation of its performance	The school is very effective in its continuous monitoring and evaluation of all aspects of its work. This leads to successful improvement and innovation.
The strategic use of resources	Senior management, staff and governors have a very clear understanding of value for money. In the management of its own resources the school has been innovative and resourceful. Principles of best value are well understood and the budget is securely linked to current needs and development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased with all aspects of the school. They are particularly pleased with the quality of teaching and the school's expectations of hard work; pupils' behaviour; the way that the school is led and managed and that their children like school. 	<ul style="list-style-type: none"> No significant issues were raised.

The inspection team fully supports the positive views of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is well above average in relation to all schools and to schools with pupils from similar backgrounds.

1. The results of the 1999 tests at the end of Key Stage 2 show that standards in English, mathematics and science were well above the national average. They were also well above those found in schools with pupils from similar backgrounds. Unvalidated data for 2000 shows an increase in the percentage of pupils reaching the nationally expected Level 4 in science and a slightly lower percentage reaching Level 4 in English and mathematics. These results are still some way above the national average. The percentage of pupils achieving the higher Level 5 has risen in English and science and is only slightly lower in mathematics. The trend over time in the last four years is broadly in line with that found nationally. The school has increased the percentage of pupils achieving Level 5 significantly since 1998 by 38 per cent in English, 10 per cent in mathematics and 53 per cent in science. Targets for 2000 were met exactly in mathematics and exceeded by three per cent in English.
2. Results at the end of Key Stage 1 were also well above average in 1999 with unvalidated data for 2000 showing an improvement in the percentage of pupils achieving Level 2 in reading and in the percentage at Level 3 in spelling and mathematics.
3. The findings during the inspection are that attainment is above average at Key Stage 1 and well above average at Key Stage 2. Variations from year to year are well explained by differences in the numbers of pupils with different levels of prior attainment within the year groups. All groups of pupils achieve well in relation to their prior attainment. There are no significant differences between the attainments of boys and girls.
4. The inspection evidence available for other subjects indicates that high standards are also achieved in all other subjects of the curriculum. Music and sport are particular strengths of the school with pupils taking part in many outside events and competitions. The school has achieved a number of recent sporting successes. The brass band played 'The A Team' and 'Finlandia' to a very good standard for their age. The quality of the artwork displayed around the school is of a high standard. A wide variety of media is explored. The work in the style of the Impressionists from Year 5 is particularly effective in capturing colour and movement. Paintings in the style of Lowry from Year 2 captured the culture from the nearby Lancashire towns and were well linked to the song about his work. The work completed by Year 1, based on autumn colours, demonstrated a very good mixture of the different techniques and media of oil pastels, weaving and collage. Pupils in Year 6 made impressive paintings and clay copies of old houses from Germany. Work here also involved good designing and making skills.
5. Pupils in Year 6 made good gains in learning about the heart and the circulatory system in a well-prepared science lesson where they experimented, researched and enjoyed a virtual reality tour of the heart via the Internet. Pupils in Year 2 understand why fruit and vegetables are nutritious and sort these into sets for different attributes, making good use of mathematical skills. Very good use of mathematical skills was also demonstrated in a Year 6 geography lesson where pupils plotted a route from England to Crete using measuring skills and an understanding of scale. Pupils' attainment in information and communication technology was demonstrated particularly well in a history lesson in Year 5 where they used a sophisticated data-handling program with skill to research local census data for 1851. Many historical skills in using first hand evidence were also gained in this lesson and very secure literacy and numeracy skills

employed well on a variety of research tasks. Older pupils are all confident users of the Internet and of E-mail. In religious education pupils study both Christianity and several other world faiths. In Year 6, they made sensible comparisons between the Bible and the Koran and showed good respect for the religious life and faith of others.

6. In the Foundation Stage pupils make very good progress in their learning. Nursery pupils were observed using well-structured sentences when answering teacher's questions and counting out one bun for each person. They begin to count back to subtract one through songs and games. In the reception class they learn about sounds of letters and begin to blend sounds together, making a good start in reading.

The quality of teaching is very good and this leads to very good learning and attitudes to school.

7. The quality of teaching is very good. During the inspection it was 100 per cent satisfactory or better. Ninety-two per cent was good or better and 56 per cent very good or excellent. The most significant strength of the teaching is the skill by which teachers successfully blend work from one subject with others to develop the very good learning in all subjects. History work on Ancient Egypt in Year 6 was combined very successfully with English, design and technology, art and design, geography and information and communication technology. A geography topic includes writing letters to pupils in a school in Germany, adding digital photographs and describing the area using geographical language. These were sent via E-mail. Art and design and design and technology feature well in the painting and making of clay houses to represent those of old Germany.
8. The teaching of English and mathematics is very good. Literacy, numeracy and information and communication technology skills are taught very well and these are used very successfully in all subjects. In Year 6 the use of measuring skills and scale is linked well into science and geography giving opportunities for pupils to use and apply skills for real purposes and to consolidate understanding. Pupils use reading, writing, speaking and listening skills effectively in an information and communication technology lesson, for example, where they learned to change and correct text and save the new version. Teachers are very secure in their knowledge and understanding in these subjects and all other aspects of the curriculum. Pupils learn and are expected to use skills, knowledge and understanding to tackle a wide variety of interesting and challenging tasks and experiments. They use their previous learning very well to research, present work in a variety of ways and consolidate their understanding.
9. Lessons are interesting and very well planned to meet the learning needs of all pupils. Support staff make a very good contribution to this. Challenge for all groups of pupils is part of the very good planning. This is often through opportunities to investigate and experiment. There is a clear focus on on-going assessment to ensure that pupils achieve the well-focussed learning objectives and those pupils who are targeted as being on the borderline to reach national expectations receive the extra support necessary to achieve them. This work is monitored through the assessment procedures and by the deputy headteacher knowing these pupils very well. All teachers are aware of these pupils and pay particular attention to their academic and social needs. Teachers have high expectations of pupils and the very good relationships they have with pupils enable lessons to be exciting and enjoyable. This leads to the very good behaviour and attitudes to learning that pupils have. Skilled management of pupils with difficulties helps these pupils to develop more confidence and self-esteem and to become more able to participate without difficulty. Displays are stimulating and add to pupils' learning, noted for example in a display of pictures, books and artefacts of the Muslim faith. The display of pupils' work values effort and achievement and enhances pupils' self-esteem very well. Homework makes a suitable contribution to pupils'

learning and almost all parents feel that the school gives the right amount.

10. Much practical work takes place and learning is often consolidated and assessed by using games activities. Teachers are confident, flexible and willing to use a very wide variety of approaches and teaching strategies to engage pupils' attention at all times. For example, at the end of a religious education lesson, pupils enjoyed completing a puzzle to consolidate the clear teaching points made during the lesson. Teachers of children in the Foundation Stage combine a good mixture of adult-directed sessions and tasks with child-initiated activities that enable pupils to experiment and be creative and imaginative.
11. Year 6 pupils told the inspection team of their enjoyment of lessons and displayed real interest and enthusiasm for learning. They particularly enjoyed 'playing games with numbers', writing autobiographies, being newspaper journalists, 'having fun in lessons while you're learning' and everything about using information and communication technology. They particularly emphasised the point that 'adults in the school always listen'.

The curriculum is very broad, well balanced and extends well beyond statutory requirements.

12. The curriculum in lessons is interesting and exciting. Teachers put much effort into finding ways to extend learning to many real life situations and to provide opportunities for pupils to be imaginative and creative. Learning is extended well by the successful and extensive use of visits and visitors to broaden pupils' horizons and to develop an interest in the wider world around them. This was demonstrated well during the inspection when pupils in Year 4, studying World War 2, invited a number of people from the local community to talk about their experiences. Pupils were animated, polite and used good speaking and listening skills to discuss in groups with their visitors. Other visitors include the police, the school nurse, road safety talks and rail safety. During the inspection, a member of the community dental team spoke to younger pupils about care of their teeth. Visits are made to add extra interest, knowledge and understanding to work undertaken in school; for example to the Eureka exhibition.
13. The range of extra-curricular activities is extensive. These include a wide range of sporting and musical events. The school recently won an Outstanding Performance Award at the National Festival of Music for Youth at the Royal Festival Hall. Lessons are available in brass, woodwind, recorder, violin, cello, percussion and guitar. There is an annual residential visit for pupils in Year 6. This year group also had a visit from the Young Shakespeare Theatre Company when they watched and took part in a performance of 'Twelfth Night'. The work displayed was of excellent quality and represented studies on characters, themes and language from the play. An interesting range of clubs and activities is open to both boys and girls. These include many sports and a computer club.

Pupils' personal development is very good and they become secure and confident.

14. Pupils are highly motivated by the interesting lessons and skilful teaching. This in turn generates the very good attitudes and behaviour displayed by pupils. Teachers know pupils well and the relationships between teachers and pupils are very good. Teachers trust pupils and this is valued by pupils. Year 6 pupils stated that, "The teachers are really nice - they make us feel trusted and grown-up. They give good explanations and don't go mad at you". Pupils are given much responsibility around the school and they treat the building and equipment with care. They are proud of their school. Older pupils take care of younger ones and there is a strong community feeling. There are rewards for good behaviour and effort and achievement is celebrated weekly in a special assembly.
15. Pupils' academic and personal development is monitored well and this enables staff to provide extra help and support for those who need this. The New Opportunities Funding enabled the school to provide a breakfast club and an after-school club with about 70 pupils involved. The governors organise a thriving youth club that further enhances pupils' opportunities for social development.
16. Pupils are taught the difference between right and wrong and are encouraged to reflect on important issues in life. An assembly gave the opportunity to discuss the inspiration behind a piece of music and the atmosphere of curiosity and wonder as pupils peeped into a treasure box gave rise to discussion about 'special things' and 'special people'. As a result of a class poetry lesson, pupils in Year 4 wrote poems about a magic box where items that are not tangible might be stored. This resulted in very good use of language and vocabulary as well as some caring and loving ideas. These included 'the call of a dolphin', 'the feel of a nice warm fire', 'the love of a mother', and 'the smell of grandma's house'.
17. Pupils appreciate that different people lead different lives. They explore the meaning of symbolism to members of different religious faiths and Year 6 pupils describe accurately how the Koran is treated with reverence by members of the Muslim faith. In art and music pupils learn about the culture of others. For example the school enjoyed a performance by a Zulu dancing group and very good quality art work was achieved in string prints representing Indian art. History and geography contribute very well to an understanding of local culture and that of areas more distant. Pupils in Year 6 have a very good understanding of life in a German town through their contacts with a school in Germany. In 'circle time' pupils discuss issues of racism and sexism. At all times pupils conduct themselves with a maturity for their age and are polite and willing to discuss school life and ideas. For example when asked if anything could be improved in school, Year 6 pupils made sensible suggestions such as making the library bigger.

Leadership and management are very good and significant in their effect on continuing improvement.

18. The very good leadership and management of all concerned ensure that this is a very effective school. The head and deputy headteacher give very clear educational direction to the school. The deputy headteacher does not have a class and teaches in different parts of the school and in particular in Year 6. This role is very effective in the informal monitoring and support of both staff and pupils. Formal monitoring of teaching and learning is well in place and is effective in the constant review and improvement of teaching and learning and the quality of the curriculum. Subject co-ordinators have a clear view of development needs within their subject and carry out regular audits of standards and learning resources. For example the information and communication technology action plan includes long, medium and short-term goals and links well into the School Development Plan. Co-ordinators also produce a progress report. School

development planning is very thorough and includes clear long, medium and short-term goals and extends to 2003. It is well costed, with time-scales, personnel and resources clearly identified. Test, assessment and other data are analysed and used well to focus on specific issues arising.

19. The governing body has an extensive involvement in the school. A committee structure is firmly in place and these committees meet regularly in addition to full governing body meetings. Each governor has a link with one member of staff and each has a curriculum responsibility. For example, the literacy and numeracy governors visit the school regularly and take part in trainings. Governors have received training for performance management and the systems for this are well in place. There is a very clear understanding of the principles of best value and the chair of finance checks orders and quotations and the monthly financial reconciliations. The school employs a business manager as well as a secretary and financial aspects are very secure. The school has used the benefits gained from being a foundation school to very good advantage in making improvements to fit its current needs; for example the building work required to relocate the reception classes. The governing body is involved in all aspects of school life and members are often informal visitors. They contribute to the social life of the school by organising a youth club on Friday night with sessions for both Key Stage 1 and 2 pupils. They carry out their own survey with parents about the school.
20. The very successful partnership between staff, governors and parents is a significant feature of the school's success. The school is very effective in the continual monitoring and evaluation of its performance in all aspects of school life and in taking action to make improvements.

WHAT COULD BE IMPROVED

21. **The quality of the individual education plans for pupils with special educational needs.**

The quality of individual education plans for pupils with special educational needs is inconsistent across the school. The responsibility for writing these lies with each class teacher. While some good practice exists, there is insufficient rigorous and accountable monitoring of these plans to ensure that specific targets are set. Targets at present are insufficiently clear, understandable, achievable and measurable. Many targets are too general for progress to be measured clearly although teachers do this informally. Target setting and evaluation for these pupils are hindered because of this. There is a lack of continuity in the recording system and evaluation of achievement is not recorded routinely on the individual education plans. In some instances these remain virtually the same from one review to the next.

WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER

22. **Improve the quality of the individual education plans for pupils with special educational needs by:**

More rigorous monitoring and clearer accountability;
Training for staff in the current requirements and the writing and implementation of individual education plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
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
4%	54%	35%	8%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	421
Number of full-time pupils eligible for free school meals	-	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
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 (1998)	32 (23)	25 (37)	57 (60)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29 (19)	29 (20)	30 (23)
	Girls	25 (34)	25 (36)	24 (36)
	Total	54 (54)	54 (56)	54 (59)
Percentage of pupils at NC level 2 or above	School	95 (88)	95 (93)	95 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29 (19)	29 (23)	28 (22)
	Girls	24 (34)	25 (35)	22 (33)
	Total	53 (53)	54 (58)	50 (55)
Percentage of pupils at NC level 2 or above	School	93 (88)	95 (97)	88 (92)
	National	82	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 (1998)	25 (37)	31 (15)	56 (52)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20 (26)	21 (29)	23 (28)
	Girls	29 (10)	29 (9)	30 (11)
	Total	49 (36)	50 (38)	53 (39)
Percentage of pupils at NC level 4 or above	School	88 (69)	89 (73)	95 (75)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20 (27)	21 (29)	23 (29)
	Girls	29 (13)	29 (9)	30 (10)
	Total	49 (40)	50 (38)	53 (39)
Percentage of pupils at NC level 4 or above	School	88 (77)	89 (73)	95 (75)
	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	1
Indian	4
Pakistani	4
Bangladeshi	0
Chinese	0
White	347
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.3
Number of pupils per qualified teacher	29.4
Average class size	30.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	185

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	15
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	864,781
Total expenditure	829,807
Expenditure per pupil	1,845
Balance brought forward from previous year	39,869
Balance carried forward to next year	74,843

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	451
Number of questionnaires returned	274

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	1	0
My child is making good progress in school.	53	42	2	1	2
Behaviour in the school is good.	54	42	2	0	2
My child gets the right amount of work to do at home.	33	45	8	1	14
The teaching is good.	61	36	1	0	2
I am kept well informed about how my child is getting on.	34	49	11	3	3
I would feel comfortable about approaching the school with questions or a problem.	64	32	3	1	0
The school expects my child to work hard and achieve his or her best.	67	29	1	0	3
The school works closely with parents.	45	46	7	2	1
The school is well led and managed.	59	36	2	0	2
The school is helping my child become mature and responsible.	54	42	2	0	2
The school provides an interesting range of activities outside lessons.	38	39	9	2	12