

INSPECTION REPORT

FITZWILLIAM PRIMARY SCHOOL

Pontefract

LEA area: Wakefield

Unique reference number: 130970

Head teacher: J Sandham

Reporting inspector: M H Whitaker
1424

Dates of inspection: 1st – 2nd July 2002

Inspection number: 230276

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Second Avenue Fitzwilliam Pontefract West Yorkshire
Postcode:	WF9 5BA
Telephone number:	01977 722235
Fax number:	01977 722237
Appropriate authority:	The governing body
Name of chair of governors:	N West
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1424	M H Whitaker	Registered inspector
9652	C Herbert	Lay inspector
27477	J Mitchell	Team inspector

The inspection contractor was:

Eclipse (Education) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
NE11 0SR

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fitzwilliam School is a Primary School for boys and girls aged between three and 11 years. Currently 235 pupils attend the school, including 38 children who attend the nursery on a part-time basis. It serves the former mining community of Fitzwilliam, which has a very high level of social and financial deprivation. A high percentage of pupils are eligible for free school meals. All of the pupils are of white United Kingdom origin, which is representative of the local area. The attainment of children when they enter the school is very low, particularly in the areas of personal, social and language development. The percentage of pupils identified as having special educational needs, including statements of particular need, is similar to the national average.

HOW GOOD THE SCHOOL IS

Fitzwilliam is a very effective school. Very high standards are achieved by the end of Year 6 and pupils of all ages make very good progress. This is the result of the very good teaching throughout the school and the excellent leadership and management. The nursery provides a very good start for children and, by the age of 11, the standards achieved are very high compared with national standards. Very thorough systems are in place for checking the progress made by pupils and the standards achieved and using this analysis to raise standards further. The school provides very good value for money.

What the school does well

- Achieves very high standards in English, mathematics and science at the end of Year 6 compared with other schools. The nursery provides a very good start for children. Pupils of all ages make very good progress as they move through the school.
- Has excellent leadership and management at all levels within the school. Systems for checking standards and taking action to improve them further are also excellent and have led to high standards.
- Teaching throughout the school is very good and sometimes excellent. Teamwork is a very strong feature.
- Has created very positive attitudes to school and to learning amongst pupils. They like school and are very keen to learn. Provision for the spiritual, moral, social and cultural development of pupils is very good and contributes significantly to the positive ethos of the school.
- Has developed very good links with the community. This adds to the very good learning opportunities provided and has a very positive impact on the attitude to school amongst parents. They think very highly of the school.

What could be improved

- Overall attendance could be brought closer to the national average.
- Facilities for outdoor play for reception aged children.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since it was last inspected in July 1997. All of the issues raised have been tackled successfully; in addition the national literacy and numeracy strategies have been successfully developed and they have had a positive impact on the standards achieved. Performance management systems have been successfully embraced and are viewed as an important

tool for staff development and school improvement. Weaknesses in teaching identified in the last inspection have been eliminated and teaching is now very good throughout the school. The school now provides a very rich curriculum with an appropriate emphasis on all subjects, and nursery and reception work has full regard to all areas of learning. The school improvement planning procedures are very thorough and school self-evaluation is well established.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	D	A	A*
mathematics	B	A	A*	A*
science	A*	A*	A*	A*

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

The standards attained by pupils in the national tests for 11 year olds in 2001 were very high in English, mathematics and science. The results in mathematics and science put the school in the top five per cent nationally. The school's performance was in the top five per cent in all three subjects compared with similar schools. The school's trend in recent years has been above the national trend. In the national tests for seven year olds in the same year pupils' results were in line with the national average in writing and mathematics and below average in reading. However, when compared to schools with a similar intake based on free school meals the school's results were well above average in all three subjects. The school sets challenging targets each year to raise attainment and is being successful. Given that when children join the school their attainment is generally well below that expected for their age these results represent very good achievement and progress. The present Year 2 and 6 pupils are demonstrating similar achievement and progress. Children in the nursery and reception classes make a very good start to their education and are well prepared for the infants. Evidence from other subjects indicates that pupils of all ages are attaining well and making very good progress. Pupils with special educational needs also make very good progress because of the support they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have positive attitudes to learning. They enjoy lessons and join in activities with enthusiasm. They work well together in groups and pairs and try very hard to succeed when working individually.
Behaviour, in and out of classrooms	Very good. Pupils of all ages behave very well in school. When pupils do behave inappropriately it is managed very well with minimal impact on the learning of others. During breaks and lunchtimes behaviour is very good. When in the community or on educational visits, pupils are a

	credit to the school.
Personal development and relationships	Very good. The opportunities provided for the personal development of pupils are very good and, as a result, pupils become more responsible and mature as they move through the school. Relationships are a real strength and make a major contribution to the success of the school.
Attendance	Well below the national average. Despite the school's very thorough procedures for monitoring attendance and encouraging positive attitudes to school, the level of authorised absence is much higher than usual.

TEACHING AND LEARNING

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

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

Teaching throughout the school is very good. The teaching of literacy and numeracy is very effective, enabling pupils of all levels of ability to make very good progress and achieve very well. Teaching in the nursery enables children to make rapid progress often from a very low starting point, providing a firm foundation for later learning. Throughout the school planning is very thorough. Teachers are very clear about what they expect pupils to learn in each lesson. Expectations are matched well to pupils' earlier achievement. These are shared with pupils at the beginning of lessons and evaluated with them at the end. As a result, pupils are clear what they are expected to achieve, how well they have done and what they need to do next to improve further. This is very effective in promoting learning and motivating pupils to improve. Teamwork and relationships are important features of the teaching and add considerably to the pupils' attitudes and, consequently, to their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a rich learning experience for pupils. This is enhanced through links with the community, which involve visits into the local and wider communities and visitors into school to broaden pupils' experiences.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs make very good progress as a result of the support they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for the personal, spiritual, moral social and cultural development of pupils creates a very good climate for learning in which pupils develop very positive attitudes to school. They learn to be responsible and mature and are well prepared for the next stage of education.
How well the school cares for its pupils	Good. The school's procedures for monitoring and promoting good attendance and good behaviour are very good. The school cares well

	for its pupils.
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Parents rightly think highly of the school. The school has developed very good links with the community and has been successful in raising the status of education and the importance of learning. Very positive attitudes have been developed amongst parents and a very strong ethos has been established.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher, well supported by the deputy head teacher and members of the senior management team together with other key staff, has established excellent management systems for checking the work of the school and taking effective action to improve further. The leadership provided has developed a strong and shared vision and sense of purpose, which has been successful in raising and maintaining standards.
How well the governors fulfil their responsibilities	Very good. The governors have a clear understanding of the strengths of the school and the challenges it faces to develop further. Governors share the sense of direction and purpose with the staff and have very good systems and values to support the school in its further development.
The school's evaluation of its performance	Excellent. The systems established for monitoring and evaluating the work of the school are very thorough and demonstrably successful in raising and maintaining standards.
The strategic use of resources	Very good. The use of resources and their impact on learning are very carefully monitored and evaluated. The school analyses its results thoroughly and compares its performance with other schools to evaluate the impact of expenditure on pupils' learning and determine value for money. It applies the principles of best value very well. The impact of specific grants on standards is carefully evaluated.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • Expectations are high. • The school works closely with them and keeps them well informed. • The leadership and management. • The school is approachable. • Children become more mature and responsible. • Children make good progress. • Children like school. 	<ul style="list-style-type: none"> • The amount of homework children receive. • The range of activities outside school time.

The inspectors agree with the many positive points parents made. Parents are right to regard the school highly. Inspectors felt that the school provides the same amount of homework as similar schools. Although the school provides a limited range of activities outside school time it does actively promote and support community-based activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves very high standards in English, mathematics and science at the end of Year 6 compared with other schools. The nursery provides a very good start for children. Pupils of all ages make very good progress as they move through the school.

1 The school's results in national tests at the end of Year 6 in 2001 were very high. Compared with all schools nationally they were in the top five per cent in mathematics and science and well above average in English. When compared with schools with a similar intake on the basis of free school meals, the school's results placed it in the top five per cent in all three subjects. The trend of the school's results has been better than the national average in recent years. The results in the national tests for seven year olds in 2001 showed that the school's performance in writing and mathematics compared with all schools were average, whilst it was below average in reading. However, when compared with similar schools standards in reading, writing and mathematics were well above average. Given that the attainment of children when they start school is generally well below that expected for their age, these results illustrate very good achievement and progress as pupils move through the school.

2 The present Year 2 and Year 6 pupils are also demonstrating very good achievement and progress, although results may not be quite so high because of the number of pupils with special educational needs in these year groups.

3 When children join the nursery, many have very low attainment, particularly in personal and social development, mathematical development and speech and language. The nursery is organised to take all the three year olds in the afternoons and the four year olds in the mornings. Clear progress between the two year groups is evident. By the time they move into reception, a very good platform for learning has been created. Very good progress has been made in all areas of learning and children have considerably better attitudes to learning and school. They are ready and keen to learn. Progress continues throughout reception and although standards remain below those expected, children are well prepared for the infants.

4 The staff in the nursery work very hard to engage children in conversation but with three year olds language is limited and often difficult to understand. Older nursery children, however, have progressed and although their vocabulary remains weak, they show interest and concentrate when listening to stories. They respond to questions but still do not enter into extended conversation. By the time they leave the reception class, many are more confident and begin to discuss things in greater detail.

5 In mathematical work three year olds are introduced to the concept of number during structured play, for example when in the home corner asking for three spoons of sugar in tea. Older nursery children have made good progress and there is very good reinforcement of sequencing using days of the week. Some children have learned how to use number squares to count on. Children have also developed their knowledge of mathematical language. Social skills have improved during the two years in the nursery through carefully planned activities and routines with which children become familiar. These are further developed in reception. As a result of the very good teaching in the nursery and reception, children are well prepared for the infants.

6 Pupils make very good progress during their infant years in both literacy and numeracy as a result of the very good teaching. In Year 2, for example pupils understand the concept of a suffix and

are able to explain the '1' is dropped from 'full' when creating words such as 'beautiful', 'playful' and 'joyful'. They can explore texts to identify the facts and are able to use picture cues to produce their own facts. Pupils have developed their reading skills well and although standards are generally below those expected of seven year olds, very good progress has been made by all pupils. Speaking and listening skills have also improved. Pupils join in group discussions appropriately at the beginning and end of lessons. They explain their ideas and listen carefully to those of others. In numeracy, pupils have developed their mental skills well and are confident with multiples of 2, 5 and 10. They are able to decide what operation or calculation is needed to solve given problems. Very good progress is made in science in Years 1 and 2. By the end of Year 2, for example, pupils can explain about the effect of exercise on their body.

7 Very good progress continues throughout the junior classes and, by the time pupils reach the end of Year 6, very high standards are being achieved, for example pupils in the Years 5 and 6 class are able to retell a story very effectively from the point of view of a different character. They understand and can explain that the original story was written in the third person narrative and that they have to change it to the first person. They have a very good grasp of the use of pronouns and are able to use their knowledge to create very good stories. In numeracy, excellent teaching enables pupils to reach very high standards. In one lesson, pupils developed their understanding of algebra by progressing from word instructions to words and symbols and on to letter and symbols. They could understand and explain the use of brackets and could apply their knowledge in a game.

8 Evidence from a wide range of work samples and other observations of lessons clearly demonstrate very good progress being made by pupils of all levels of achievement across the subjects as they move through the school. Overall, children, often from a very low starting point, have a very good start to their education in the nursery and build progressively to achieve very high standards by the age of 11.

Has excellent leadership and management at all levels within the school. Systems for checking standards and taking action to improve them further are also excellent and have led to high standards.

9 The leadership and management of the school are excellent. This has continued to develop since the last inspection. The head teacher, very well supported by the deputy head teacher and members of the senior management team, together with other key staff such as the foundation stage co-ordinator, has created an excellent climate for learning within the school. Everyone associated with the school is concerned with enabling pupils to achieve high standards in the context of a secure, supportive and stable environment. Although there is rigour in the curriculum and there is real challenge there is also support and joy in learning. The leadership has succeeded in raising the status and value placed on education within the community. Because everyone shares the same leadership vision for the school, all whole-heartedly support the management systems established. They are not regarded as chores or bolt-ons, rather as an integral part of the school in enabling it to achieve its aims and ambitions.

10 The governors and senior staff carefully monitor the outcomes of national tests and evaluate the strengths and any areas requiring attention. They develop careful plans to tackle any identified areas to raise standards further. Performance data is extensively interrogated so that standards can be improved. The head teacher provides excellent leadership.

11 Subject and key stage leaders monitor, evaluate and review teaching and learning and meet with the head teacher to identify areas for development and review progress. This analysis is used, along with other data, to inform a very well constructed school improvement plan. A wide range of

evidence is used to inform developments. As well as monitoring teaching and learning through classroom observations, planning, assessments, displays and samples of pupils' work are also carefully evaluated and used to inform planning. The performance management of teachers is seen as an integral part of the process and opportunities for staff development are identified. Staff say they welcome this, and systems are being developed to extend the process to nursery nurses and teaching assistants.

12 The management structure of the school is very clear and everyone has a good understanding of their respective roles and responsibilities. They discharge them very effectively. Teamwork is a major strength of the school with everyone understanding their role within the team.

13 The governing body is very effective. It has a very clear understanding of the strengths of the school and the areas for development. It provides a very good link with the community and believes that the school should be a prime mover in developing community partnerships, which will benefit pupils. Governors are active in school and have a high profile. Meetings are held in classrooms and teachers attend to talk about their roles. An appropriate committee structure is in place and the governors are fully involved in school reviews. A key question posed by the chair of governors is “how do we achieve value added?” and this reflects governors’ commitment to supporting pupils’ learning.

14 The finances of the school are monitored effectively and developments are carefully evaluated in relation to the impact on standards and the value for money provided. The school’s results are carefully analysed against expenditure and similar schools to ensure best value is considered.

Teaching throughout the school is very good and sometimes excellent. Teamwork is a very strong feature.

15 The quality of teaching throughout the school is very good. It is sometimes excellent and has continued to improve since the last inspection. Teamwork and planning are very strong features of the teaching.

16 Children get a very good start to their education because of the very good teaching they receive in the nursery and in the reception year. Planning is extremely thorough covering all areas of learning very effectively but, importantly, very well matched to the individual or group needs of children. Every lesson has very clear objectives and it is clear what children are expected to learn. These objectives are shared with children by displaying them on the board and there is constant reference to them during the sessions. This means that children are clear what they are attempting to learn and they can work out if they have achieved it or not. Importantly, they understand what they have to do to improve further. The regular references to the objectives serve as strong motivation for children and they become very keen to succeed. The learning environment in the nursery is stimulating; resources are well prepared, clearly labelled and readily available. Routines are very well established and the teaching methods adopted encourage children to take some responsibility. The quality of relationships between the children and the teacher and nursery nurse is very high and this contributes to the high quality of teaching and learning. In all activities, every opportunity is taken to engage pupils in conversation to develop their language skills, for example in the house corner the teacher insists on asking children who they are talking to on the telephone, and follows this up with “what is he saying to you?” to develop conversation further. Co-operation is encouraged so that children play together and develop their personal and social skills. Staff intervene well so that children develop their play, for example when children were playing co-operatively with cars the nursery nurse successfully introduced the concept of traffic lights and the children held a discussion, with limited vocabulary, about how they might use them.

17 Work becomes progressively more formal as children move through the reception year in preparation for the infants. Again the expected learning outcomes are shared with children, and additional adults have very clear roles in supporting groups of children. Planning is very thorough. Targeted support for a group of children with special educational needs helped them develop their number formation in sand trays during a numeracy lesson.

18 The very good teaching in the infants enables pupils to develop further. Teachers use imaginative ways to engage pupils and maintain their interest and enthusiasm. In a Year 2 literacy lesson the teacher linked the learning of suffixes with the World Cup, having a penalty shoot out for right and wrong answers. The game went to a 'golden goal' where pupils had to identify another word ending in 'ful'. In Year 1 the teacher and support staff used their positive relationships with pupils during a short personal and social education session to encourage them to talk about the characteristics of being a good friend. Lessons throughout the infants are carefully planned with the intended learning outcomes shared with pupils, building on the work established in the nursery and reception classes. Routines are very well established and these are consistent in every class. This enables pupils to feel confident and to take responsibility for getting resources out and getting on with their work. Expectations of high standards of work and behaviour are also consistent throughout the school and as a result pupils respond to them, almost without question. Teachers have successfully developed a work ethos amongst pupils.

19 In the juniors, teaching is very good and often excellent. It builds on the very firm foundations laid earlier, with clear expectations and well established routines. Because pupils feel secure and confident they join in with enthusiasm. They are not afraid to 'have a go' because the security of the relationships means that there is nothing wrong with not being right – they can explain how they arrived at their answer and can be helped to understand how it can be put right. This is a major strength in the teaching and in the ethos of the school. Expectations are high and pupils are challenged to improve in the comfort of the secure environment. Work is well matched to different levels so that although all are challenged all can succeed. In a Year 4 lesson looking at the use of persuasive language, higher attainers developed their use of adjectival and adverbial phrases whilst lower attainers looked at weak sounding words and suggested more persuasive and powerful alternatives. As a result, every pupil was able to create a more persuasive argument for a holiday in Kenya than the presented text had. All had learned very successfully and had experienced success.

20 An excellent Year 5 history lesson demonstrated very well how teachers' expectations, enthusiasm, planning and the quality of relationships lead to very effective learning. Pupils were charged with producing a poster to advertise the Olympic Games. The teacher asked very challenging questions with great enthusiasm, which caused pupils to re-think their ideas, modify and develop them and produce better work. Their self-esteem was enhanced through the selection of work to explain developing ideas to the whole group. A very hard working and happy learning environment was created where pupils wanted to work, were keen to succeed and were delighted to be in school! This generally typified the teaching and quality of relationships in the school.

Has created very positive attitudes to school and to learning amongst pupils. They like school and are very keen to learn. Provision for the spiritual, moral, social and cultural development of pupils is very good and contributes significantly to the positive ethos of the school.

21 Pupils have very positive attitudes to school and to learning as a result of the climate for learning created through excellent leadership and management and high quality of teaching. Much work has been undertaken to develop and maintain the reputation of the school. It is highly valued by parents and the community. As a result, pupils enjoy school, contribute very well to lessons and value the education they receive. Relationships at all levels are very good; there is mutual respect and this leads to very effective learning. Pupils and parents value being respected and pupils enjoy the rewards associated with hard work, good behaviour and honesty. They respond well to the systems and routines established in the school. Because of the values and systems in the school, not only are academic standards very high, but the school through its very good systems for personal, social, moral,

spiritual and cultural development very successfully develops the character of pupils. This prepares a very strong foundation for life.

22 In lessons and around school pupils behave very well. Although pupils from time to time, exhibit challenging behaviour it is often associated with issues surrounding the child's wider life. The school structures and systems manage these situations in a very supportive manner and the impact on the learning of other pupils is minimised. When pupils are involved in the community or on educational trips, or when there are visitors in school, the behaviour of pupils is almost always commented upon very favourably. They are a credit to the school. The consistency of approval by all staff ensures that pupils are secure about the expectations of the school. All staff have undertaken training and there is a concentration on rewarding the good things. The value placed on this is shared with parents who receive postcards by post from the school telling them of their child's good work and contribution. These are highly valued.

23 Pupils' attitudes in lessons confirm their enjoyment of school. They contribute well to lessons. From a very early age they are encouraged to share, work together co-operatively and help one another. These qualities are developed as they move through the school. Again the school systems are very helpful in this respect because routines are well established and pupils feel secure and know exactly where they stand. In all lessons observed the attitude and behaviour of pupils were never less than very good and in a number of lessons they were excellent. In a Year 6 numeracy lesson all pupils joined in a whole class discussion about algebra. They willingly took turns to come to the front to try to solve equations in front of the whole class and later they worked very well in team games to use their new knowledge. In a Year 2 literacy lesson all pupils contributed with enthusiasm in identifying a suffix and were keen to express their ideas in front of others. They then worked very co-operatively in groups to identify facts from given texts. In both lessons real enjoyment in learning was evident. A discussion between an inspector and a group of Year 6 pupils, some of whom had joined the school from another school earlier in the juniors, led to the following statement, "This is a very good school – learning is fun, the teachers are a laugh. We work hard but we enjoy it". This was borne out in the lessons observed.

Has developed very good links with the community. This adds to the very good learning opportunities and has a very positive impact on the attitude to school amongst parents. They think very highly of the school.

24 The school is regarded very highly by parents and by the community. Much work has been done to raise the profile of education and the value of learning with the community. The success of this is reflected in the low level of unauthorised absences and the attitude and behaviour of pupils. The school is transparent about what is expected and what pupils can achieve given the support of parents and the community. Similarly the school has much to offer the community in preparing young people as well rounded members of the community. Together they are beginning to achieve a great deal. Members of the governing body work extensively with the community both within and without their role with the school. They talk passionately about developments in the community and the role of the school within it: "The sky's the limit".

25 Parents regard the school very highly. They feel that children make progress and that teaching is good. They believe the school is well led and managed and that they are kept well informed. Expectations are high and the school works closely with them. Children become more mature and responsible as they move through the school. The inspectors agree with the parents.

26 Links with the community add to the richness of the curriculum provided by the school. As well as educational visits, visitors from the community regularly work in school. During the inspection

a Major from the Salvation Army worked with junior pupils in looking at different people in the community and the role of the Salvation Army.

WHAT COULD BE IMPROVED

Overall attendance could be brought closer to the national average.

27 Attendance is very low compared with national averages. This is largely the result of a high level of authorised absences. The school has worked very hard and successfully to reduce the level of unauthorised absence and procedures for monitoring attendance are very good and have proved effective. The head teacher feels, and information available supports this, that the level of authorised absence is largely a result of pupils staying off school for short periods for what appear to be relatively minor ailments. Whilst the school would not wish parents to send children to school when they are unwell it is encouraging parents to value high levels of attendance and the benefits it can have on pupils' attainment.

Facilities for outdoor play for reception aged children.

28 The school does not currently have a dedicated discrete play area for reception children although it is very good for children in the nursery. Plans are in place to develop this, however, the absence of such a facility restricts some opportunities for play and physical development. The school tries very hard to compensate for the shortfall through carefully planned timetable arrangements to use the hall and the nursery playground. Whilst this goes some way to meeting the needs it is not ideal.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 In order to improve further the head teacher, staff and governors should:

- 1) Improve the overall level of attendance by reducing the percentage of authorised absence.
(Paragraph 27)
- 2) Improve provision for reception aged children by developing discrete outdoor play facilities.
(Paragraph 28)

The school is aware of these issues and has plans in place to tackle them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	11	4	0	0	0	0
Percentage	21	58	21	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	197
Number of full-time pupils eligible for free school meals	-	79

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	9	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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	8

Attendance

Authorised absence	%
School data	7.2
National comparative data	5.6

Unauthorised absence	%
School data	0.3
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
	2001	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	13	14	13
	Total	24	25	26
Percentage of pupils at NC level 2 or above	School	80% (89%)	83% (89%)	87% (93%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	13	12	13
	Total	24	25	26
Percentage of pupils at NC level 2 or above	School	80% (89%)	83% (93%)	87% (93%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	14	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	14	12	14
	Total	23	23	26
Percentage of pupils at NC level 4 or above	School	88% (75%)	88% (75%)	100% (91%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	11
	Girls	13	12	14
	Total	19	22	25
Percentage of pupils at NC level 4 or above	School	73% (75%)	85% (81%)	96% (88%)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	172
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	2	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
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	129

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	39
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	510,822
Total expenditure	505,953
Expenditure per pupil	2,354
Balance brought forward from previous year	27,510
Balance carried forward to next year	32,379

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	2.0
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	3	0	3
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	38	56	6	0	0
My child gets the right amount of work to do at home.	34	41	12	0	12
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	66	28	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	13	3	0	3
The school expects my child to work hard and achieve his or her best.	72	19	3	0	6
The school works closely with parents.	75	22	0	0	3
The school is well led and managed.	66	28	0	3	3
The school is helping my child become mature and responsible.	63	34	0	0	3
The school provides an interesting range of activities outside lessons.	41	31	6	9	13