

# INSPECTION REPORT

## **FOSSE WAY PRIMARY SCHOOL**

North Hykeham, Lincoln

LEA area: Lincoln

Unique reference number: 120394

Head teacher: Nora Walkley

Reporting inspector: K Manning  
20267

Dates of inspection: 29<sup>th</sup> – 30<sup>th</sup> January 2001

Inspection number: 230736

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 - 11
Gender of pupils:	Mixed
School address:	Ash Grove North Hykeham Lincoln
Postcode:	LN6 8DU
Telephone number:	01522 682 020
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Bruce Large
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Fosse Way Primary is a very large, community school, with 258 boys and 241 girls in classes from reception to Year 6. After reception class, pupils are taught in classes with more than one age group. The school has a nursery, where 33 boys and 19 girls attend part-time. They start school in the September after their third birthday and move on to reception classes the following September. Many children come from advantaged homes and have good language, literacy and number skills when they start in reception class. The school is one of three in the authority to have a speech and language unit, which is attended by eleven pupils. Consequently, while most pupils live locally, some pupils in the speech and language unit travel from much further afield. Last year, 43 pupils left or joined the school part way through their education. Almost all pupils are of white ethnic origin and only four do not speak English as their first language. The percentage of pupils who are eligible for free school meals is below average, so is the proportion of pupils who have special educational needs. Eighty-one pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, the eleven who attend the speech and language unit all have statements, as do a further four pupils in other classes.

### **HOW GOOD THE SCHOOL IS**

This is an effective school with many good features. The headteacher, senior staff and governors are committed to continued improvement. There is some very good and excellent teaching and pupils in most classes are learning well. The school achieves this at an average cost and gives good value for money.

#### **What the school does well**

- Very good teaching helps children in the nursery do well in all areas of learning.
- By the age of eleven, pupils achieve very high standards in English, mathematics and science.
- Strong leadership and management set a clear direction for the school to continue to improve the quality of teaching and to raise standards.
- Pupils gain a wide knowledge of their own and other societies as a result of the school's very good provision for cultural development.

#### **What could be improved**

- Standards in reading, writing and mathematics are not high enough by the end of Year 2.

*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 improved at a good pace since its last inspection in June of 1996. Governors responded well to the key issues identified in the last report and clear direction provided by a newly appointed headteacher helped the school tackle all of these successfully. Training has helped teachers gain a better knowledge of the subjects they teach. There is more very good teaching than at the time of the previous inspection and better teaching is raising standards. The school now has good procedures for assessing what pupils can do in English, mathematics and science and teachers are beginning to use them effectively to track pupils' progress and predict how well they will do by the end of each year. The school's results in

national tests are increasing at a faster pace than the national trend and it is on course to achieve the targets it has set for raising standards in tests in 2001. All of this puts the school in a good position to be able to continue to develop and improve.

## 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
	1998	1999	2000	2000
English	C	C	A	C
mathematics	B	C	A	B
science	B	C	A	B

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

The school's results show that children make good progress during their time in nursery and steady progress in reception classes. Consequently, by the time they start in Year 1, most children read and write well and have a firm understanding of number and shape. They are eager to learn and try out new activities.

Pupils do not make fast enough progress in classes in Years 1 and 2 and many are not doing as well as they should in reading, writing or mathematics. The team leader and headteacher are working hard to raise standards and this is the school's priority for improvement this year and next. In science, standards are typical for seven-year-olds.

By the end of Year 6, standards in English, mathematics and science are well above what is normally expected of 11-year-olds. Pupils' make good use of their literacy and numeracy skills in other subjects; for example, they use computers for research, word processing and to create graphs. The school set realistic targets for raising standards in English and mathematics in national tests in 2000; these were exceeded in English and matched in mathematics.

Standards in information technology are typical for both seven and 11-year-olds and in religious education, standards meet the requirements of the locally Agreed Syllabus. Pupils with special educational needs do particularly well to reach the standards expected for their age in English and science. Throughout the school, pupils in the speech and language unit and those who speak English as an additional language, make good progress and achieve as well as they can.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. Children in the Foundation Stage are eager to find things out for themselves. Pupils in Years 1 to 6 try hard with their work and are keen to learn. Positive attitudes to learning help pupils in the speech and language unit make good progress.
Behaviour, in and out of classrooms	Most pupils behave well. A small number of boys in classes from reception to Year 2, behave badly when they are not being challenged by their work.
Personal development and relationships	Good. Pupils are mature and willing to take on responsibility. The relationships they have with teachers are very good and they treat other pupils respectfully.
Attendance	Pupils enjoy school and attendance is above average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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 has improved since the previous inspection. Of the lessons seen, 22 per cent were good and a further 22 per cent were very good. Six per cent was excellent and the remaining 50 per cent were satisfactory. None of the lessons seen during the inspection were unsatisfactory. Teaching was strongest in the nursery and in junior classes.

A strength of teaching in the nursery is the emphasis staff give to personal and social development. As a result, children gain confidence and are keen to learn. The teaching in classes from reception to Year 2 is always satisfactory, but there are some aspects that could be improved. Pupils are not sufficiently involved when the whole-class is working together. Teachers occasionally accept work that is not pupils' best efforts. Some lessons lack pace and pupils do not have enough time to complete their work. These weaknesses prevent pupils from doing as well as they could in English, mathematics and science. Most of the teaching in classes in Years 3 and 4 is good. Teachers have a thorough knowledge of how to teach the basic skills of literacy and numeracy and this increases pupils' understanding. There is some very good and excellent teaching in classes in Years 5 and 6. Good relationships with teachers improve pupils' concentration, interest and effort. The system whereby pupils are taught English and mathematics in groups of similar ability works well.

Throughout the school, teachers ensure that all pupils have an equal chance to do well and that they are included in everything the school has to offer. Consequently, pupils with special educational needs, those with English as an additional language and pupils in the speech and language unit all get the work and support they need to make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is enriched by the many opportunities that pupils have to experience their own cultural heritage and that of other societies and by a wide range of after-school clubs and activities. All pupils have equal opportunities to learn and enjoy school.
Provision for pupils with special educational needs	Good. Carefully planned work enables many of these pupils to reach standards in English and science that are expected for 11-year-olds. Pupils in the speech and language unit get the support they need to work confidently at the same activities as other pupils.
Provision for pupils with English as an additional language	These pupils get a good deal from the school, they are given extra help when it is needed and make good progress in all aspects of their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral, social and cultural development is promoted strongly through lessons and assemblies. High quality displays of objects and art from around the world make the school an extremely interesting place in which to learn.
How well the school cares for its pupils	Pupils are looked after well. Their health and safety is a priority for all staff. Teachers in most classes make good use of the results of tests in English and mathematics to predict how well pupils will do at the end of each year. Procedures in other subjects are improving all the time.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is led and managed very well. The headteacher and senior teachers are dynamic leaders. Everything they do is based on helping pupils achieve the best they can.
How well the governors fulfil their responsibilities	Governors do a very good job for the school. They fulfil all statutory responsibilities and are closely involved in planning the school's development and in managing its finances.
The school's evaluation of its performance	A firm understanding of the school's strengths and weaknesses helps the team of headteacher, staff and governors to continue to improve the quality of teaching and raise standards. Staff have worked hard to improve procedures for assessing what pupils can do.
The strategic use of resources	The school's resources are used well to help all pupils reach the standards of which they are capable. Good use is made of support staff and volunteers to work with small groups and they make a significant contribution to the quality of teaching.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents are pleased that their children like school.</li> <li>• They believe that their children are making good progress in school.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• Parents believe that the school is well led and managed.</li> <li>• They are glad that their children are expected to work hard and do their best.</li> <li>• They are pleased that teachers help their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like a more interesting range of activities outside lessons.</li> <li>• A number of parents feel that some teachers give more homework than others.</li> <li>• Some parents are concerned at the number of teachers who have recently left the school.</li> <li>• Parents would like more information about how well their children are doing in school.</li> </ul>

Inspection findings confirm that parents are right to believe that, in general, their children are expected to work hard and do their best and that they make good progress. The warm and friendly relationships that teachers have with pupils help children to become mature and responsible. All staff are approachable and during the inspection the headteacher and teachers were out in the playground at the start of the day. Parents concerns that there are not enough activities outside of lessons are unfounded. There is a wide range of clubs and sports available to pupils, though these are mostly aimed at older pupils. Pupils in all classes are given homework regularly and it helps their learning in school. The school is managed very well and the headteacher and governors have minimised the disruption to pupils' learning when teachers retire or leave the school following promotion or a move to another area. Parents get detailed and useful information about events at school, the curriculum and in written reports about their children.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Very good teaching helps children in the nursery do well in all areas of learning.**

1. During their time in nursery, children get a good start to their education. The teacher ensures that the curriculum meets the requirements of children under five and that they are taught skills and knowledge in each of the recommended areas of learning.

2. One of the key factors in why children do so well, is the emphasis staff give to promoting their emotional, personal and social development. Staff encourage children to play and co-operate with others and to behave well in everything they do. Children are expected to share toys and to respect others. They know that it is not acceptable to fight or argue and that they should do as they are told. Because they are given plenty of opportunities to take on responsibility, children quickly gain confidence. This was evident when they returned to the classroom after a very good lesson in dance and movement and children tried hard to dress themselves without help from adults.

3. There are several strengths in the teaching of language and literacy in the nursery. They begin with careful planning; where staff ensure that there are opportunities each day for children to look at books, listen to stories and to engage in writing activities. As a result, children of all abilities make good progress with their reading and writing. By the end of the first term they have favourite books and enjoy looking at them and most can copy their name or write it without help. Staff also ensure that there are many opportunities for children to develop language skills. The activities planned by teachers act as a wonderful stimulus for language, for example, children were fascinated by the Chinese New Year celebrations and talked excitedly about the dragon dance they had performed.

4. Children make good progress in mathematical development because of the daily opportunities that staff plan for counting and working with number and shape both inside the classroom and out of doors. Staff have organised the play area so that all areas of learning can be taught and this is a real strength of the teaching. Many of the activities that take place outside help children make good progress because they require children to think and explore mathematics. For example, they use mathematical language such as *bigger* and *lower* as they climb on apparatus and recognise shapes in road signs. In addition to this, children count and sing number rhymes and are aware that number is all around them.

5. Other areas of learning are taught equally well. Children gain knowledge and understanding of the world in everything they do and benefit particularly from the many first-hand experiences planned by the teacher. Each day there are opportunities for children to be creative by drawing, painting and engaging in role-play situations and to climb, balance, use equipment such as hoops and balls and to engage in robust creative play. Parents and other helpers make a significant contribution to the teaching in nursery; they encourage children to talk about themselves and ask questions and often lead activities for small groups of children.

#### **By the age of eleven, pupils achieve very high standards in English, mathematics and science.**

6. Teaching in classes in Years 3 and 4 is mostly good and it is often very good in classes in Years 5 and 6. This is a significant factor in why pupils make rapid progress in English, mathematics and science during their time in the juniors and achieve levels that are well above the national average.

7. One of the reasons why pupils do so well in English, is that they are taught in groups of similar ability. This works well, and everyone has an equal chance to make progress: lower attaining pupils get the extra help they need and higher attaining pupils benefit from greater challenge in their work. Those with special educational needs get work that is pitched at the right level. This was particularly evident in a lesson in Year 5 and 6, for lower attaining pupils and those with special educational needs, the work on grammar was pitched at the right level and was interesting enough to keep pupils motivated as they learned about words that sound the same but are spelled differently. Consequently, by the end of the lesson, all pupils had learned about *phonemes* and had also improved their spelling. Pupils who speak English as an additional language speak fluently and do not require additional help with language.

8. A reason why standards are so high in mathematics is the emphasis given to mental arithmetic and the good balance of whole-class teaching and time for pupils to practise and consolidate what they have learned. Teachers begin lessons with short, sharp sessions that set the pace for work and gain the interest of pupils. For example, in a good lesson in a class in Years 5 and 6, a brief session on equivalent fractions both revised what pupils had already learned and got them ready for the main part of the lesson, which involved probability and fractions. In addition, because the activity was demanding and everyone was involved, pupils' behaviour was good and everyone paid attention. Teachers ensure that pupils have time to complete their work but keep the pressure on for it to be done neatly and to a deadline. Consequently, pupils knuckle down to their work and try really hard.

9. Pupils do well in science because teachers have high expectations of what they can do and work is challenging. Teachers place a great deal of emphasis on investigations and experiments and this helps pupils to work things out for themselves. The work in pupils' books shows that much of the science is of a practical nature. For example, pupils conduct experiments to find out which materials are insulators or conductors and investigate which part of a plant takes in the food it needs to grow. In addition, teachers insist that pupils write out their results in a scientific way. This helps pupils organise their thinking and their written reports and findings show that they do this in a logical and systematic way; starting with what they want to find out and what they think is likely to happen.

10. This emphasis on reasoning is also evident in mathematics lessons, where teachers constantly push pupils to say how they have worked things out in their head. For example, in a good lesson in a class in Years 3 and 4 the teacher prompted pupils with questions such as, *give me an example of why you think that is an even probability*, and as a result helped pupils to see the links between fractions and terms such as *even chance*.

11. A good feature of the teaching, which happens in all three subjects, is that teachers share the aims of the lesson with pupils. This means that pupils know what it is they should be learning and at the end of a lesson can say whether they have achieved it. This happened in a very good lesson in a class in Years 5 and 6, when the teacher's clear explanation about metaphors and similes helped pupils understand how to use them in their writing about meeting with a mythical being. When asked, pupils show they understand the aims of lessons and say whether they have done well; for example, in a mathematics lesson one boy said that he understood the fractions but needed to think some more about probability.

**Very good leadership and management set a clear direction for the school to continue to improve the quality of teaching and to raise standards.**

12. The headteacher provides very good leadership, which sets clear educational direction for the school and contributes to the quality of education provided and the high

standards achieved by pupils. Since her appointment three years ago, she has had to deal with the high number of teachers who have left the school because of promotion, retirement or who have moved to other areas and also the long-term absence of the deputy headteacher and other teachers. It is a measure of her success that throughout this difficult time staff morale remains high and governors are optimistic that new appointments will bring the school into a period of greater stability. While standards in Years 1 and 2 have undoubtedly fallen as a result of classes being taught by temporary teachers, the headteacher has done everything possible to minimise this, and pupils continue to reach standards that are typical for their age in reading and writing.

13. Since the previous inspection, the headteacher has strengthened the management of the school considerably. Four senior teachers each have overall responsibility for two year-groups and they form a central management team for the school. Although this is a recent development it is already paying dividends in that team leaders are very much aware of the strengths and weaknesses in the teaching and curriculum in their year-groups. Importantly, the team leader for Years 1 and 2, where standards are not as high as they should be, has already gone a long way towards identifying what needs to be done to improve the situation.

14. In addition to this, subject co-ordinators are far more effective in fulfilling their role than they were at the time of the previous inspection. They know what the job involves and keep a close check on the quality of teaching and learning by looking at what teachers have planned and watching their colleagues teach. This has been effective in raising standards in English, mathematics and science in junior classes. It has not worked to the same degree in infant classes because of the recent changes to staff. The speech and language unit is managed well. Good organisation and careful planning ensures that these pupils get the support they need to help them make good progress and that they do not miss out on any of the curriculum opportunities provided by the school.

15. The governing body does a very good job for the school. They meet in a variety of committees to monitor the work of the school closely and are not afraid to challenge decisions about spending, the curriculum and staffing. By working closely with curriculum co-ordinators, governors are knowledgeable about developments resulting from the implementation of the National Literacy and Numeracy Strategies and about initiatives such as performance management and threshold assessment. They set realistic targets for attainment in English and mathematics and compare the school's results with those of other schools, both locally and nationally. Because of this they are aware that pupils are not doing as well as they should in National Curriculum tests at the end of Year 2 and have made this a priority for development in the next two years.

16. The real strength of leadership in this school is that everyone is pulling in the same direction; for the benefit of pupils. This puts the school in a good position to be able to improve further in the coming years.

**Pupils gain a wide knowledge of their own and other societies as a result of the school's very good provision for cultural development.**

17. Teachers feel that pupils' cultural development has an important part to play in the curriculum and as such it is given a high profile in the school. Classrooms, corridors and shared areas are full of high quality displays of objects from around the world.

18. Each term, all teachers plan to study the art of another culture or famous artist. This

term it is India and most classrooms have displays of beautiful fabrics and photographs and pupils' work. During the inspection, pupils in a class in Years 5 and 6 were weaving with fabric and paper, using photographs of the Indian landscape as their inspiration. Others made and printed designs using similar techniques to those used by Indian craftsmen. Teachers plan the work carefully to help pupils learn about the country and its culture. Similarly, in classes in Years 1 and 2 there are good quality displays of Rangoli and paisley patterns that show pupils' understanding of how they are created.

19. When teachers plan topics about other cultures, they always include music and art. Consequently by the time they leave the school, pupils have experienced a wide range of musical styles. They listen to the works of famous classical and modern composers before assemblies; which means that one day they can be listening to jazz or classical music and the next to a pop star. All of this means that older pupils have informed opinions about the style of music they enjoy best, for example, two pupils said that they like pop music but that they have also listened to African music and it is good. Because teachers use art to support work in other subjects pupils have many opportunities to design and make models and to improve their drawing and painting skills through regular practice. Pupils are rightly proud of their efforts and talk enthusiastically about their work.

20. Teachers also ensure that pupils get many first-hand experiences of their own and other cultures. During the inspection children in the Foundation Stage were tremendously excited about the Chinese New Year and the whole school got to watch a dragon dance being performed by members of the Lincoln Chinese Community. When studying history, teachers use the fine array of household objects that are displayed in the school's museum. As a result, pupils' work often shows very detailed drawings and they write knowledgeably about life in the recent past and how it is different today.

21. The school staff have been successful in creating an exciting place for children to learn. Outside, the school's millennium project is coming to fruition. All pupils in the school have contributed to this, by making a tile for the walkway. Because of their involvement, pupils are keen to explain what is going on and to point out their tiles and even the youngest children are aware of the new millennium. On the first morning of the inspection, groups of children and parents gazed at a tree sculpture, erected in memory of a former pupil. A local artist has made it, from a design chosen by pupils and as with the millennium walkway, pupils understand its significance.

22. Teachers show how much they value pupils' efforts by displaying their work attractively. Pupils respond to this by stopping to look at the work of others in the hall and corridors. On one occasion, two boys talked about a display featuring African masks and pointed out their favourite to their mothers.

## **WHAT COULD BE IMPROVED**

### **Standards in reading, writing and mathematics are not high enough by the end of Year 2.**

23. The results of National Curriculum tests in 2000 showed that, when compared with all other schools, pupils did well enough in reading and writing but not in mathematics. Furthermore, when compared with similar schools, pupils were performing poorly in all three subjects. By the time of the inspection, the team leader and headteacher had already

identified this as an area for development. They are monitoring the quality of teaching and learning very closely in order to determine where the problem lies and asked for this to be a focus for the inspection.

24. There are several reasons why standards are not as high as they should be; all to do with teaching, which is satisfactory, but could be better. The first is that pupils are not always sufficiently involved at times when the teacher is working with the whole class. For example, in a mathematics lesson in a class in Years 1 and 2, the teacher had planned a lively and interesting game about numbers, but only six pupils had the chance to play during the first part of the lesson. A similar situation happened in a lesson about patterns in the reception class. Only one child at a time could make a pattern. In both lessons, pupils who were not involved grew restless and this caused some problems with poor behaviour from a small number of boys. This slows the rate at which pupils learn.

25. Another reason why standards are not high enough is that, in some lessons, teachers do not have high enough expectations of what pupils can do. Occasionally, they accept work that is sloppy and where pupils have clearly not made enough effort, an example of this is that some pupils' handwriting and spelling is worse than it was at the beginning of term.

26. Finally, some lessons move at too slow a pace. Sometimes, this results in lessons where there is not enough time to achieve everything the teacher has planned or to summarise the main teaching points at the end of the lesson. On other occasions it means that pupils do not have enough time to complete their work or practise what they have learned.

27. These areas for improvement in teaching are not evident in every lesson. They are features of why the teaching in classes from reception to Year 2 is not as effective as it is in junior classes.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

Governors, headteacher and staff should

**Improve teaching and raise standards in English, mathematics and science, by the end of Year 2 by**

1. monitoring teaching, planning and pupils' books in order to ensure that

- ~ as many pupils as possible are involved in activities,
- ~ work is pupils' best efforts,
- ~ lessons move at a brisk pace but pupils have sufficient time to complete their work,
- ~ work is pitched at the right level for all groups of pupils.

*(paragraphs 23 – 27 of the report)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
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
6%	22%	22%	50%			

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)	26	499
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	15
Number of pupils on the school's special educational needs register	1	80

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	15

## Attendance

### Authorised absence

	%
School data	4.5
National comparative data	5.2

### 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
	2000	38	39	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	33	34
	Girls	32	33	33
	Total	62	66	67
Percentage of pupils at NC level 2 or above	School	81% (97%)	86% (93%)	87% (88%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	35	34
	Girls	34	34	34
	Total	67	69	68
Percentage of pupils at NC level 2 or above	School	87% (84%)	90% (88%)	88% (89%)
	National	84% (82%)	88% (86%)	88% (87%)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	26	42	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	25
	Girls	40	35	40
	Total	61	57	65
Percentage of pupils at NC level 4 or above	School	90% (96%)	84% (93%)	96% (97%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	22
	Girls	36	35	40
	Total	54	54	60
Percentage of pupils at NC level 4 or above	School	79% (77%)	79% (77%)	88% (84%)
	National	70% (68%)	72% (69%)	79% (75%)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	3
White	423
Any other minority ethnic group	0

### Exclusions in the last school year

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

This table refers to pupils of compulsory school age only.

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)	19
Number of pupils per qualified teacher	24
Average class size	28

#### Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	166.97

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

### Financial information

Financial year	1999/2000
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	£
Total income	886420
Total expenditure	846781
Expenditure per pupil	1565
Balance brought forward from previous year	25560
Balance carried forward to next year	65199 <sup>1</sup>

<sup>1</sup> This figure includes £20,000 allocated by the local education authority for repairs and maintenance to buildings.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	551
Number of questionnaires returned	143 (26%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	2	1	1
My child is making good progress in school.	44	53	3	0	0
Behaviour in the school is good.	34	57	5	1	3
My child gets the right amount of work to do at home.	28	58	11	0	3
The teaching is good.	50	46	2	0	2
I am kept well informed about how my child is getting on.	34	47	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	62	36	1	1	0
The school expects my child to work hard and achieve his or her best.	61	36	2	0	1
The school works closely with parents.	39	49	8	2	2
The school is well led and managed.	46	46	4	3	1
The school is helping my child become mature and responsible.	43	51	4	1	1
The school provides an interesting range of activities outside lessons.	27	43	10	2	18