

INSPECTION REPORT

PEATMOOR COMMUNITY PRIMARY SCHOOL

Peatmoor, Swindon, Wiltshire

LEA area: Swindon

Unique reference number: 131572

Headteacher: Mrs T Peacock

Reporting inspector: Mr D Hayward
21234

Dates of inspection: 22nd – 23rd January 2001

Inspection number: 230821

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: 4 to 11

Gender of pupils: Mixed

School address: Pepperbox Hill
Peatmoor
Swindon

Postcode: SN5 5DP

Telephone number: 01793 887473

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Appropriate authority: Governing body

Name of chair of governors: Mr Richard Stapley

Date of previous inspection: None

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Peatmoor Community Primary School opened in September 1999 on the western outskirts of Swindon. It was built to serve families living in the local area as well as providing community facilities, such as meeting rooms and sports facilities. The school was built to accommodate 240 pupils and currently has 162 pupils on roll. The building comprises traditional classrooms, as well as a central hall and library, and rooms that are currently used for special educational needs provision and a computer suite. The school forms part of a larger building which is intended eventually to provide substantial facilities for community activities. National Lottery funding has recently been obtained to employ a member of staff with specific responsibility for promoting the use of the building in this way.

About two-thirds of pupils attending the school have transferred to Peatmoor from other schools. About a third of them live outside the school's catchment area. The percentage of pupils eligible for free school meals, 21 per cent, is above the national average, and the percentage of pupils speaking English as an additional language, 2 per cent, is higher than in most schools. The percentage of pupils identified as having special educational needs is above the national average. The percentage of pupils with statements of special educational needs is below the national average. The attainment of most children on entry to school is generally in line with expectations of children at the age of five.

HOW GOOD THE SCHOOL IS

Peatmoor Community Primary is a very good school with many outstanding features. It has achieved a great deal in a very short time since it opened, due to the expertise, enthusiasm, and teamwork of teachers, support staff and governors. It has established a clear sense of purpose and high expectations. It gives pupils of all abilities a high quality education and provides very good value for money.

What the school does well

- It provides very good standards of teaching. Teachers are very hard working and enthusiastic, and care very much for their pupils. They have high expectations of what pupils can achieve and give lots of praise to encourage them to do well.
- It uses lots of different information very well to plan work for pupils of all ages and abilities so that they make good progress, including those with special educational needs and those who are gifted and talented.
- It provides an exciting place in which to learn. There are wonderful, colourful displays that are lovely to look at and show the high standards that pupils can achieve in a wide range of subjects. Pupils say, 'Teachers put a lot of effort into displays. They make the school into a good place to learn. You really want to come to school'.
- The school makes very good links with parents. It places great importance on the support that parents provide.
- The school has an excellent ethos. It emphasises the importance of caring for each other. It helps pupils to become very good learners, to believe in their own ability and to take responsibility. There are excellent relationships between staff and pupils.
- The headteacher provides excellent leadership. She and the deputy headteacher form a very effective management team. All staff and governors provide very good support.

What could be improved

- Opportunities for pupils to take on additional responsibility in a school council
- Termly information to parents about the pupils' topic work

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school opened in September 1999 and has not been inspected previously.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	n/a	n/a	A	A*	very high A *
Mathematics	n/a	n/a	C	A	well above average A above average B average C
Science	n/a	n/a	B	A	below average D well below average E

In the 2000 end of Key Stage 2 tests, standards are at least average in comparison with all schools nationally. However, standards are at least well above average in comparison with schools that are similar. During the inspection it was judged that standards at the end of Key Stage 2 are above average in English, mathematics and science. At the end of Key Stage 1, standards in reading, writing and mathematics are average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very proud of their school. They obviously enjoy their lessons, are keen to learn and have great respect for the adults who work with them
Behaviour, in and out of classrooms	Excellent. Pupils are well mannered and helpful. They are extremely polite to visitors. They are very well behaved in lessons and at other times during the school day, and when they go out on visits. They move around the school without any fuss, for example when they enter and leave the hall after assembly.
Personal development and relationships	A strength of the school. Pupils are given lots of opportunities to take responsibility. They work very well together and grow to be mature and reliable. They are very caring and sensitive to the needs of others. Older pupils play an important part in the school's day-to-day routines.
Attendance	Good. Attendance is better than the national average for primary schools.

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.

During the inspection no unsatisfactory lessons were observed. In fact, all lessons were at least good and almost three-quarters were very good and, occasionally, excellent. This is very high quality teaching that is found throughout the school. The teaching of literacy and numeracy is consistently very good and has a significant impact on the attainment of all pupils. The teaching of pupils with special educational needs in small groups and in classes is very good. Their work is carefully planned for them to make good progress. The school's arrangements for teaching gifted and talented pupils are unusual and admirable. Teachers are dedicated and hardworking. There is a tremendous team spirit amongst the staff and they provide each other with lots of support. Teachers have very high expectations of the standards of work that pupils can do and they make lessons interesting, exciting and challenging. They are always very positive in what they say and do, and use praise extremely well to make pupils proud of what they have achieved and want to do even better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The school quite rightly stresses the importance of subjects such as English, mathematics and science. It also plans a range of exciting and stimulating activities in other subjects. Information and communication technology is being used very well to help pupils learn. Very good links are made between the school and community, including local companies. There is an excellent range of activities for pupils who are gifted and talented. All pupils enjoy visits to places of interest and visits to the school by people such as artists, a blacksmith and members of the police and fire services.
Provision for pupils with special educational needs	Very good. Pupils' special educational needs are identified early and they have lots of very good support to help them make good progress in reading and writing.
Provision for pupils with English as an additional language	The school makes good provision for the small number of pupils with English as an additional language.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. The school helps to develop a high level of tolerance, understanding and respect. It provides many opportunities for pupils to take responsibility and to mature. Everyone's talents are valued. The school provides very good opportunities for pupils to learn about the wider world. Visitors to the school help develop pupils' appreciation of the arts.
How well the school cares for its pupils	The school makes outstanding provision in a caring, relaxed atmosphere. Pupils say, 'At this school, teachers pay attention to everyone. They listen to you and are always there to sort things out if you have a problem'. It has very good systems for assessing and monitoring pupils' academic achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. The successful development of the school in a short time is very much due to her clear ideas about what needed to be done. The deputy headteacher gives excellent support and her teaching provides an outstanding example to others. Subject co-ordinators play a very successful part in ensuring that high standards are maintained.
How well the governors fulfil their responsibilities	The governors are very enthusiastic, supportive and knowledgeable. They are very involved in the running of the school and have worked very hard to help ensure its success.
The school's evaluation of its performance	The school has a clear understanding of what it does well and welcomes change and new ideas that will lead to further improvement.
The strategic use of resources	The school makes excellent use of people, time, the building and equipment to provide a high quality education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventy parents, 43 per cent, returned their questionnaires and 17 attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They believe that teaching is good and that their children make good progress • They think that the school has high expectations for their children • They believe the school is well led and managed • They believe that children are well behaved and that the school helps them to become mature and responsible 	<ul style="list-style-type: none"> • A few parents think that the school does not set the right amount of homework

The inspection team supports parents' positive comments. Parents who moved their children from other schools are very happy with their decision. Parents are well informed about the school's arrangements for setting homework and the part they can play in helping their children. Some parents feel there is too much homework, and others would like to see more. Throughout the school the team feels that homework supports the work that pupils do in school and is not excessive.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It provides very good standards of teaching. Teachers are very hard working and enthusiastic, and care very much for their pupils. They have high expectations of what pupils can achieve and give lots of praise to encourage them to do well.

1. Teaching was at least good in all the lessons observed. It was very good in 60 per cent of lessons and excellent in 13 per cent. This is very high quality teaching that is found throughout the school. Teaching was excellent overall in Year 6. Lessons throughout the school are exciting and interesting, and it is clear why almost all pupils enjoy coming to school. Pupils feel that teachers expect high standards of work, want them to do well and are caring and supportive. Pupils are clear that if they have a problem understanding their work all they have to do is to ask their teachers and they will explain it again. Pupils said that teachers often use their 'own' time, such as playtimes and lunchtimes, for sessions when they can revise work that a few of them might not be sure about.
2. Teachers are very enthusiastic about their lessons and pass on that enthusiasm to their pupils. Not a single pupil mentioned being 'bored' in lessons. Teachers are very good at planning work that is just at the right level of difficulty, but challenging enough to make sure pupils learn and make good progress. Pupils are often engrossed in their lessons, time passes very quickly and they learn a great deal of information. All parents in their pre-inspection questionnaires and at the pre-inspection meeting agree that teaching is good. Several parents commented on the exceptional levels of commitment shown by teachers. Teachers work very well together as a team and offer a great deal of support to each other. Teachers who join this expanding new school are quickly welcomed into the Peatmoor 'team' and adopt a common approach to providing high quality lessons.
3. One of the very successful features of lessons is the way in which teachers convince pupils, by promoting their self-esteem, that they are capable of achieving high standards. This is all the more commendable when one considers that a significant number of pupils who joined Peatmoor encountered unhappiness in some aspects of their learning in their previous schools. The praise that pupils now enjoy in lessons is one of the reasons they enjoy coming to school. Not once were pupils heard to say, 'I can't do this,' or, 'I don't know what to do.' This confidence, positive attitude and high self-esteem come directly from the very high quality teaching.
4. Teachers manage to combine high expectations of what pupils can do with a 'relaxed' and enjoyable attitude to learning. For example, in a literacy lesson the teacher constantly referred to pupils as being 'brilliant' or 'excellent' when they responded correctly to questions. In an excellent numeracy lesson, the teacher constantly referred to the pupils' ability as 'mathematicians', boosting their belief that they could work out problems in their heads, with comments such as, 'She has explained her method really well. What a fantastic maths star!' In a science lesson, the teacher praised pupils' explanations and use of scientific language with, 'That's a super explanation. That's Level 4!' From the reception class to Year 6 the frequent use of praise by teachers and support assistants, such as, 'Well done!', 'Good girl!', 'You know you can do it!' and, 'Aren't you clever!' can be heard repeatedly in every lesson, whatever the activity. In turn, pupils know that their efforts and ideas are highly regarded and valued. The quality of support that teachers provide is also apparent in their marking, which is invariably supportive, appreciative of the effort pupils have made and adds suggestions for further improvement in the future. For example, 'Well written using all the information. Don't forget to read your work through to check it makes sense. Targets: be careful not to use capital letters in the middle of words or sentences; try to leave some time to use a dictionary to check words you are unsure of.'

5. Teachers use a range of very good strategies to ensure that their lessons do not become slow or boring. First of all, they plan their lessons very carefully. They have very good subject knowledge and make sure that everyone will understand the lesson, but plan it so that pupils of different abilities have challenging activities within the lesson at their own level. They make the *'intended learning outcomes'* of lessons clear to pupils at the start of lessons so that everyone is aware of the purpose of the lesson. Lesson introductions are to the point and recap very well what pupils have previously learned. For example, in a history lesson pupils had remembered lots of details about Tudor homes, such as the strength of *'oak'* being the main reason why it was used so much in house building and that *'pulleys'* were used to lift building materials. Teachers' use of questions to find out how much pupils know at the start of and during lessons is often outstanding. It ensures that pupils have to pay attention at all times in case they are asked next. For instance, teachers ask general questions such as, *'Who is brave enough to stand up and tell the rest of the class how to work it out?'* Additionally they ask questions of specific pupils, such as, *'Give me the answer to this problem'*, to check that they understand and to make sure they join in class discussions. Teachers never tell pupils that they have given the *'wrong'* answer. Instead, they use clever methods, such as asking, *'Is he right?'* or, *'Can anyone help him?'*

6. Teachers use resources extremely well to capture pupils' interest and imagination. For example, in a history lesson in Year 1 pupils had opportunities to dress up in period costume and use artefacts from that time, asking, *'Were the Victorian toys hard to play with?'* Pupils in Year 4, studying life in Tudor times, had the opportunity to put prepared questions to a special *'Tudor'* visitor dressed in period costume. During the plenary session in a good literacy lesson two pupils used transparencies on an overhead projector to show the rest of the class how they had used a range of *'adjectives'* to describe a person. The use of very well-designed work cards, specifically and attractively made for a lesson, has a positive impact on the range of work that pupils do and the progress they make. The way in which they use information and communication technology to support their teaching is excellent. For example, pupils were able to *'log on'* to the Internet to find out information about Tudor houses and homes. One teacher made outstanding use of an interactive board to *'bring the subject alive'* and further illustrate points that had been made during mathematics and science lessons.

It uses lots of different information very well to plan work for pupils of all ages and abilities so that they make good progress, including those with special educational needs and those who are gifted and talented.

7. Peatmoor Primary School has had to quickly develop systems for finding out what pupils can do. Many pupils previously attended other schools and arrived with little information about their achievements. Teachers at Peatmoor have worked extremely hard to develop a range of assessments to find out what pupils can do and ensure that this information is used to plan work that is challenging, as well as identifying areas where additional support should be provided.

8. The school identifies pupils' strengths, as well as areas in need of development, as early as the first few weeks after they start in the reception class. An analysis of data from simple assessments shows whether pupils need to develop their understanding in areas such as language, writing and social skills. This is the beginning of the school's collection of information on each pupil that helps to track progress as they move through the school. These very early assessments also help the school to predict pupils' levels of attainment in tests at the end of Key Stage 1. A range of other assessments is carried out to monitor pupils' progress as they get older. For example, spelling and reading tests help to identify where teaching has been successful or where additional work might be required. An

analysis of end-of-key stage tests helps the school to review its lesson planning to ensure coverage of appropriate concepts and ideas. Regular reviews of examples of pupils' work are carried out so that teachers are in agreement about National Curriculum levels.

9. The benefits of collecting considerable amounts of data are dependent on teachers using it to good effect, and this they do. Lessons are very carefully planned to build on what pupils already know. Lesson plans reveal a very detailed knowledge of pupils' abilities and a very careful match of work to those abilities. Teachers set detailed, accurate and realistic targets for improvement for pupils to work towards in literacy and numeracy, based on what they have already achieved. Pupils are well aware of their targets. They usually initial them in their books to show that they have noted them, and they understand and talk about the improvements they have to make if they are to reach their targets. As the school grows in size so the information from the assessment systems it has developed is entered into a computerised system that gives immediate access to individual pupils' records. Teachers use the information from the assessments they have made to keep parents fully informed of progress at regular teacher/parent consultations.
10. The school is also very good at using its assessments to identify pupils with special educational needs and gifted and talented pupils to plan support for them. The school's provision for both sets of pupils is very good. Its good systems for the early identification of pupils with learning or behavioural difficulties play a significant part in determining levels of support. Individual education plans for pupils with special educational needs are precise. They have targets that show whether progress has been made and are regularly monitored and reviewed. Teachers, learning support assistants and the special educational needs co-ordinator provide high levels of expertise and support in classes and small withdrawal groups.
11. The school's assessments of and provision for gifted and talented pupils is unusual, imaginative and extremely well planned. The school recognises the talents of all pupils and makes provision for them within the activities enjoyed by the vast majority. It does, however, make additional provision for those pupils it recognises as being gifted or talented learners. It recognises that, whilst an able pupil might know the answers to difficult questions, it might be the gifted learner who asks those questions. It recognises that these pupils might show their talents in areas other than '*traditional*' school subjects. The school appreciates that gifted and talented learners are sometimes highly self-critical and thrive on complex issues. Since it opened, the school has organised a series of projects, well supported by consultants, to stimulate these pupils and extend the range of opportunities open to them. The number of pupils in this group has gradually increased and currently they are working with a local communications company. Their tasks are to set up a call centre in the school library, to contribute two pages to the company's internal newsletter and to give a presentation at the end of term to the community about the work of the company.

It provides an exciting place in which to learn. There are wonderful, colourful displays that are lovely to look at and show the high standards that pupils achieve in a wide range of subjects. Pupils say, 'Teachers put a lot of effort into displays. They make the school into a good place to learn. You really want to come to school'.

12. First impressions of the school are of a very well cared for, bright, attractive and stimulating place in which to work and learn. A wide range of pupils' work covers classroom and corridor walls and shelves, and even hangs from ceilings. The huge variety of work reflects the range of subjects that the pupils enjoy and the emphasis that the school places on promoting their creativity. The school has deliberately chosen items of furniture and display that are unusual and add to the overall impact of the quality of display. For example, it has commissioned specially designed bookcases in the library,

and display shelves and cases made of ash. They are entirely functional, yet their beauty adds to the overall effect of good design and careful presentation throughout the school. However, work is not displayed for special occasions or visitors. It is very much a celebration of what pupils are capable of achieving. There are many examples of two- and three-dimensional artwork and many of the displays are at a level where pupils can touch and hold items. Parents as well as pupils were at pains to point out that the current high standard of display is what is usual in school. Clearly the overall effect has a significant impact on pupils' awareness of colour and creativity.

13. Visitors to the school and visits to places of interest are a very important part of the school's work in actively promoting creativity. Free instrumental tuition is available for all pupils in Key Stage 2 and a governor provides very good singing tuition for all pupils. Two major school concerts are organised each year and pupils have opportunities to take part in music festivals in Swindon. The school organises regular visits from artists, such as a blacksmith, a textile artist and a sculptor, and work that they inspired is on display. The school places great importance on providing as many opportunities as possible for pupils to have *'first hand experience'*. For example, during the inspection pupils in Year 1 dressed up as *'Victorian'* children while exploring Victorian toys. One pupil commented, *'We played with lots of Victorian toys that were very old. We tried some smocks on that were very funny. We dressed up in old clothes'*. In a history lesson in Year 4, pupils were totally engrossed in their visit from the headteacher dressed in period costume. They were fascinated with the information she supplied about life in Tudor times, such as the purpose of the *'bed wagon'* and the shared *'privy'*!

14. Classroom and corridor displays of pupils' work are colourful, informative and thoughtfully arranged. They reflect the curriculum breadth that pupils experience and the time and care teachers give to presenting work. A display about life in Greece includes work about the theatre, Archimedes and Perseus. Vegetable and fruit paintings by Guiseppe Arcimboldo give rise to pupils' writing about *'I am what I eat'*. *'Body and Soul'* and *'Funny Bones'* displays include examples of data handling using the computer. *'Going Green'* and *'On top of the world'* displays deal with environmental and geographical issues. A display of the *'Write Stuff'* includes examples of personification, such as,

The clock tower blinks another minute,
Chameleon cars splutter by.
Street lights flash their sparkling teeth
Scraps of paper wave their hands in the breeze.
Shop doorways crack open a gleaming smile,
The glistening back of the blue watery night
Stands strongly in the shadow of the day.

The school makes very good links with parents. It places great importance on the support that parents provide.

15. The school has worked very hard to form very strong links with parents and to keep them well informed about their children's progress. The school views the parents' contribution as a very positive feature of the school. Ninety-eight per cent of parents say they are happy to approach the school with any problems or questions and 95 per cent say that the school works closely with them. A considerable number of pupils have transferred to Peatmoor from other schools. Some of them have moved because Peatmoor is nearer to their homes than their previous schools, even though they were happy there. There are, however, a significant number of parents who moved their children from their previous schools because they were unhappy or dissatisfied. These parents are very happy with their decision and feel that the staff at Peatmoor are particularly good at listening to any

concerns that might arise and dealing with them quickly. In short, they believe that the school listens to them.

16. Staff and governors have worked very hard to provide parents with as much information as possible about the school and the work that their children do. Information evenings dealing with literacy, numeracy, and information and communications technology have been popular and, judging from parents' written evaluations, very well received. Ninety-three per cent of parents say that they are well informed about their children's progress. Certainly the quality of written reports is excellent. They are informative and positive documents and parents say that they show that teachers have a thorough knowledge of their children. The school prospectus is excellent. It is an attractive, informative first contact for many prospective parents. The governors' annual report is extremely well presented and meets statutory requirements. Their termly curriculum information sheet provides lots of useful information.
17. The home-school contact books are very good examples of how schools can maintain regular and purposeful written contact with parents. They are obviously regarded as an important part of the dialogue between the school and parents because teachers complete them regularly. Contact starts shortly after pupils start school, when the reception teacher makes valuable judgements on how the pupils have settled into school. Pupils' progress is monitored, as are any problems that might be encountered. Many parents make use of the contact books to make comments of their own. Although 15 per cent of parents disagreed with the amount of homework set by the school, there was no consensus about it being too much or too little. Whatever parents' views, however, they felt the school's arrangements for informing them about the homework and how they could best help their children were very clear.

The school has an excellent ethos. It emphasises the importance of caring for each other. It helps pupils to become very good learners, to believe in their own ability and to take responsibility. There are excellent relationships between staff and pupils.

18. Almost all parents believe that the school helps their children to become mature and responsible. The positive attitudes of the pupils and the excellent relationships that exist within the school are obvious strengths. Pupils talk very enthusiastically about their school and their work. They are very proud of Peatmoor, as are the staff and parents. Their willingness to listen carefully to what they have to do, to start work promptly and to concentrate and work hard means that no time is wasted in lessons. There is a real desire amongst pupils to do their best that is apparent throughout the school. The design of the building means that pupils are able to work in classroom areas or shared spaces, such as the library and the computer suite. Wherever pupils work they work very well, even if this means that for short periods of time they have no direct teacher supervision. They bring positive and conscientious attitudes to their work and carry out their tasks sensibly and thoughtfully.
19. Pupils are keen to help each other and see it as part of their role to be helpful to others. Pupils in Year 6 take their responsibilities seriously. Several of them have been trained to become '*play leaders*' at lunchtime. It is their job to work with pupils in Key Stage 1 at lunchtimes, playing with them, helping them and talking to them if they are upset. Almost all parents agree that pupils' behaviour is very good inside school and when they go on visits. Pupils are well aware of how they are expected to behave in school and they are very polite to adults and visitors. Older pupils have many opportunities to take on responsibility, such as distributing packed lunch boxes and duties as monitors, and they do so with pride.

The headteacher provides excellent leadership. She and the deputy headteacher form a very effective management team. All staff and governors provide very good support.

20. The impact of the excellent leadership from the headteacher and the effectiveness of her management partnership with the deputy headteacher are apparent in the way the school's vision for the future has been so firmly established in such a short time. Almost all parents agree that the school is well led and managed. The high quality leadership is apparent in the quality of school documentation and the consistency with which policies are applied in school. It is apparent in the way in which clear and systematic monitoring of teaching has been achieved to ensure that high standards are maintained. It is apparent from the smooth administrative systems that are in place. It is their particular view of how pupils learn best and the importance of the contribution of creativity to their learning that have made Peatmoor into such a stimulating environment in such a short time. The appointment of like-minded teachers and support staff since the school opened has been a major factor in consolidating the work of a new school.
21. Throughout the school there is a strong emphasis on teamwork and the important part played by teaching, support and administrative staff. This is emphasised by the ways in which teachers take responsibility for specific areas and subjects. There are clear expectations about what responsibility this entails and teachers are extremely knowledgeable about their co-ordinator roles. For instance, as well as being responsible for ensuring the quality of books and resources, teachers monitor the standard of pupils' work as well as teachers' planning and the quality of teaching. That they are able to offer constructive criticism and advice for improvement to their colleagues indicates an open and receptive environment.
22. Governors have played a significant part in the development of the school. They are knowledgeable, enthusiastic and very supportive. They have worked hard to raise the profile of the school and they share common aims with the headteacher. They have regular and frequent formal and informal contact with the school, including monitoring teaching and establishing a clear committee structure to deal with areas such as the curriculum and premises. They play a positive part in reviewing the performance of the school and support educational priorities through careful financial planning.

WHAT COULD BE IMPROVED

Opportunities for pupils to take on additional responsibility

23. The school already offers good provision for older pupils to take on responsibility, for example their work as *'play leaders'* and the part they play in general duties around the school. Projects for gifted and talented pupils are specifically designed to improve their confidence and communication skills, for example their ability to converse with adults and their analytical skills. At present there are only limited opportunities for the development of these skills with all pupils, including those in Key Stage 1. There is, for example, no school council where pupils could become involved in listening to others' opinions and suggestions, discussing ideas with members of staff and making decisions that could lead to improvement.

Termly information to parents about the pupils' topic work

24. The school already provides a good deal of high quality information to parents, such as newsletters and end of year reports. It encourages parents to play an important part in their children's education by completing the home-school contact books and by monitoring homework. Parents, additionally, would welcome the opportunity to be better informed about what their children are to learn each term to provide an additional opportunity for them to learn more about their children's work, to appreciate the gradual increase in the level of difficulty, and to offer any help and resources that are available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- i review the opportunities for pupils to take on additional responsibility, for example setting up a school council that would provide opportunities to develop communication and decision making skills;
- ii issue curriculum information to parents each term.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
13	60	27	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	162
Number of full-time pupils eligible for free school meals	32
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	49
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	109
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

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	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	14	13	16
Percentage of pupils at NC Level 2 or above	School	88 (n/a)	81 (n/a)	100 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	12	16	16
Percentage of pupils at NC Level 2 or above	School	75 (n/a)	100 (n/a)	100 (n/a)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	10	10	11
Percentage of pupils at NC Level 4 or above	School	71 (n/a)	71 (n/a)	79 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	10	10	11
Percentage of pupils at NC Level 4 or above	School	71 (n/a)	71 (n/a)	79 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

The existing guidance from Ofsted is that test and examination data should be excluded from inspection reports and parents' summaries if the year group is 10 or fewer. This also applies to year groups of boys and girls separately.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	115
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR - Y6

Total number of education support staff	7
Total aggregate hours worked per week	120

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	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.

Financial information

Financial year	1999 / 2000
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	£
Total income	210,502
Total expenditure	201,575
Expenditure per pupil	1,563
Balance brought forward from previous year	0
Balance carried forward to next year	8,927

Results of the survey of parents and carers

Questionnaire return rate 46.9%

Number of questionnaires sent out	162
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	64	32	4	0	0
Behaviour in the school is good.	39	54	3	0	4
My child gets the right amount of work to do at home.	41	44	11	4	0
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	50	43	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	28	4	1	1
The school expects my child to work hard and achieve his or her best.	72	27	0	1	0
The school works closely with parents.	51	44	5	0	0
The school is well led and managed.	69	28	3	0	0
The school is helping my child become mature and responsible.	66	33	0	0	1
The school provides an interesting range of activities outside lessons.	42	47	5	3	3