

INSPECTION REPORT

MELDRETH PRIMARY SCHOOL

Royston

LEA area: Cambridgeshire

Unique reference number: 110615

Headteacher: Mrs J Fitch

Reporting inspector: Mrs Joy Richardson
6676

Dates of inspection: 17 - 18 March 2003

Inspection number: 247015

Short 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:	High Street Meldreth Royston
Postcode:	SG8 6LA
Telephone number:	01763 260432
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Louise Watts
Date of previous inspection:	09/03/1998

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 177 boys and girls aged from four to eleven, organised in six classes. Pupils in Year 3 to Year 6 are in mixed-age classes, although taught in separate year groups for mathematics and science. The school is popular and oversubscribed. Almost half the pupils come from beyond the village of Meldreth, mainly from the Melbourn area. Very few pupils are of minority ethnic origin, and none is at an early stage in learning English. The percentage of pupils known to be eligible for free school meals is well below the national average. The school provides support for 25 pupils with special educational needs, including two who have Statements of Special Educational Needs. Children start school in the September before they are five. On entry, children's social and language skills are generally good for their age. There is currently a temporary teacher in the Reception class.

HOW GOOD THE SCHOOL IS

This is a good school where children thrive. Learning accelerates as pupils move through the school so that they achieve very high standards by the time they leave. Teaching is sound throughout the school and very good in the older years. The school's leadership creates a good climate for learning and fosters pupils' all-round development. The school gives good value for money.

What the school does well

- Pupils reach very good standards in English, mathematics and science by the age of eleven.
- Much of the teaching is highly effective: inspiring, challenging and motivating pupils.
- Pupils become confident in investigating, talking work through and explaining their ideas.
- The school's leadership fosters a sense of community, helping pupils to develop as people and ensuring good support for those who need it.

What could be improved

- Pupils are not achieving as well as they could by the age of seven.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last inspection was in March 1998. The school has paid close attention to each of the issues raised in the inspection report and has made good progress in securing improvement. It has developed its curriculum planning so that teaching builds consistently on what has gone before. In particular, a carefully planned cycle of work from Year 3 to Year 6 prevents the repetition of work by pupils in mixed-age classes. The National Literacy and Numeracy Strategies have been effectively implemented. Assessment has been extended to give an overview of pupils' progress from year to year. This information is being used to growing effect in setting targets and evaluating performance across the school. The school's leadership monitors the quality of teaching, planning and pupils' work and there is effective planning for future development. The school has taken steps to develop pupils' independence in learning and to encourage investigation and enquiry, for example in science. The school is developing its provision for gifted and talented pupils and extending the challenge for the most able, particularly in the older years. It has maintained and further improved results by the age of eleven. The school is open and thorough in reviewing its performance; building on its strengths and seeking to do even better.

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
	2000	2001	2002	2002
English	A	A	A	A
Mathematics	A	A*	A	B
Science	A	A	A	A

Key

highest 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Most children achieve the Early Learning Goals expected by the end of Reception, while some progress beyond this level during the Reception year. Despite children's good attainment on entry, results in the national tests for seven-year-olds in 2002 were only average in comparison with all schools nationally. Furthermore, in comparison with similar schools, these results were below average in reading and well below average in writing and mathematics. The work seen in school shows that pupils receive a solid grounding in literacy and numeracy, but they are capable of achieving more by the age of seven.

The pace of progress quickens as pupils move up the school. Pupils reach very good standards by the age of eleven, as shown in the table above. In 2002, results were well above the national average in English, mathematics and science. Even in comparison with similar schools, results were well above average in English and science and above average in mathematics. In all three subjects, a high proportion of pupils reached at least Level 4, the level expected of eleven-year-olds. More than half the pupils demonstrated high attainment in reaching Level 5 in English and science. The work of pupils currently in their final year shows similarly high standards.

Since the last inspection, standards at the age of eleven have continued to rise, from a high base, in line with the national trend. The school sets, and generally meets, challenging targets for performance by the age of eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and are keen to learn. They take pride in the school and have a strong sense of ownership. They contribute their ideas, for example through the School Council, knowing that they have a part to play in making the school a good place for everyone.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. Pupils understand the school's code of conduct and try to live by it. They develop self-discipline. Younger pupils are sometimes restless when they have to sit for too long, or are not challenged enough.
Personal development and relationships	Relationships are very good with adults, and between children. Pupils are friendly and helpful, independent and resourceful. They enjoy taking responsibility, for example as 'Playground Friends', and are alert to the needs of others.
Attendance	Attendance is above the national average and has improved over recent

	years. Unauthorised absence is rare.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Throughout the school, work is well planned and appropriate for the age group. Teaching ensures that pupils steadily gain skills in reading, writing and spelling and become confident in working with numbers. A strength of teaching across the school is the quality of questioning and discussion, which encourages pupils to think things through and to explain their ideas. This helps pupils to apply their knowledge and to clarify what they do or do not understand.

Teaching is satisfactory overall in the younger years (Reception to Year 2), with some good features. However, the pace and challenge of lessons are not always finely tuned to pupils' capabilities, or designed to achieve as much learning as possible.

The quality of teaching is mainly very good in the older classes (Years 3 to 6). This teaching is rigorous and demanding. It catches pupils' imagination and inspires them to do their best, generating excitement in learning. Expectations are high and teachers make them achievable, taking careful account of pupils' different levels of attainment in the mixed-age classes. In response to very good teaching, pupils work hard and make rapid progress. This leads to the very high standards attained by the time pupils leave.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Good provision is made for a wide range of subjects, as seen, for example, in high quality work in art and design and history. The school has no space for a computer suite, but makes good arrangements in classrooms for pupils to learn and apply skills in information and communication technology. Regular educational visits, visitors and special events broaden learning, as in the recent science week, which generated great interest amongst pupils. The teaching of pupils in separate year groups in mathematics and science is working well.
Provision for pupils with special educational needs	The school provides very well for pupils with special educational needs. Their needs are carefully identified. Individual Education Plans are clear and well focused. Liaison is very good between teachers and support staff, and with parents and external agencies. Learning support assistants work effectively across the school, supporting the learning of individuals and groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils appreciate the natural world, relishing the interest offered by the school's grounds. They are introduced to the work of artists, musicians and scientists. They take a lively interest in the wider world, and in people from different backgrounds. Pupils develop a good level of social and moral awareness through their participation in school life.
How well the school cares for its pupils	Care for pupils' welfare is very strong. People know each other well within the school community. Pupils, whatever their individual needs, are supported and encouraged. The staff work well as a team in this, and

	pupils feel secure and valued.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and effectively managed. The headteacher sets the school's direction and harnesses teamwork in achieving its aims. The deputy headteacher sets a very good example in his teaching, and co-ordinators are active in developing their subjects. Stronger leadership is needed across the years from Reception to Year 2 in order to set sights higher.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are active and supportive in their oversight of the school's performance and policies. Decisions are well considered.
The school's evaluation of its performance	The school is very effective in evaluating what works well and what could be better. The school improvement plan spans all areas of the school's work, while clearly defining priorities. The monitoring of teaching and learning by the headteacher and key staff helps to set the course for improvement.
The strategic use of resources	The school uses its resources well to achieve its educational aims. A surplus carried forward from past years is being used carefully to secure staffing levels and to improve the building. The school is increasingly applying the principles of best value to its spending decisions, and is looking to improve this further through the use of comparative information from similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school and make good progress. • They are expected to work hard and do their best. • Behaviour is good. • Teaching is good. • The school is well led and managed. • The school is easy to approach with questions or problems. 	<p>A few parents are concerned about:</p> <ul style="list-style-type: none"> • the provision of homework. • classes with mixed age groups.

Most parents who returned the questionnaire or attended the parents' meeting before the inspection were very satisfied with the school. The positive points above were agreed by a very large majority of parents. The inspection team considers that parents' confidence in the school is well justified, and that the school's leadership and management fosters an effective partnership with parents. A few parents had concerns about the amount of homework, or the guidance about reading. Inspectors consider that homework is well planned to reinforce learning. The school has taken steps to improve guidance for parents about reading where this has been a problem. The view of the inspection team is that pupils do well in the mixed-age classes because of the high quality of teaching, and arrangements for separate teaching in year groups where this is practicable. However, the allocation of pupils to classes strictly by age results in a very wide spread of attainment in literacy and this magnifies the challenge for teachers and assistants in providing appropriately for all pupils. The inspectors' view is that more account could be taken of pupils' current level of attainment when organising the mixed-age classes.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach very good standards in English, mathematics and science by the age of eleven.

1. Pupils' work and evidence from assessment show that pupils achieve increasingly well for their age as they move through the school, reaching very good standards overall by the time they leave. This is because pupils are very well taught in the older years, with a clear understanding of what needs to be achieved. Time is used well so that lessons cover a lot of ground and pupils complete a good quantity of work. This reinforces their learning.
2. There is a strong focus on literacy. Pupils reach high standards in reading, and successful efforts are being made to raise attainment in writing to a similarly high level. Pupils read widely, keeping reading journals which show their ability to reflect on texts: 'This is the second book of the trilogy but far the weakest...'. Pupils learn the characteristics of different literary forms, such as playscripts, poems, biographies and legends. Their understanding of the structure of texts is reflected in their own writing. For example, pupils in Years 5/6 studied a passage from Anne Frank's diary, mapping the sequence of events which she recounted. They analysed the paragraph structure and the use of phrases indicating the passage of time. Pupils considered how the diary revealed character. They discussed the use of the 'conditional voice' and wrote their own examples, such as 'Providing the gun stops, I will sleep in my own bed.'
3. Pupils learn to use words and to structure sentences well. In Years 3/4, they considered the use of adjectives, looking for words to strengthen the meaning of simple sentences. They learned to be discriminating, for example recognising that extra adjectives, as in 'the great, huge, enormous mountain' may add little to the meaning. Pupils in Years 4/5 worked from notes about a traditional tale to develop the story, using complex sentences to expand the meaning. They discussed punctuation, giving reasons for their placing of commas in an opening sentence: 'Once long, long ago, there was a boy....'. This conscious control of writing is reinforced by the exercise of editing, using agreed symbols. Pupils discuss and improve work with the help of a 'writing partner'. Pupils write well in the older years because they develop an explicit understanding of the skills required and have plenty of opportunity to practise them.
4. Pupils become confident and competent in working with numbers in their head. They learn to apply what they know in solving problems, recognising patterns and comparing different methods of working. The work mapped out by the Numeracy Framework is covered comprehensively and systematically. Pupils consolidate their learning by applying their knowledge in new contexts. They enjoy competing, as when playing a 'Round the World' game in Year 4, based on multiplication tables. Fast-paced work in the older years gives repeated practice so that number facts are rapidly recalled and used in tackling bigger problems. Work is carefully extended step-by-step and related to previous learning. This was seen when pupils in Year 6 grasped the connection between fractions, ratios and proportions, relating the fraction $\frac{1}{5}$ to the ratio 1:4 in thinking about a 100ml blackcurrant juice drink made with 20ml of juice to 80ml of water. Pupils reach a good standard in mathematics because they steadily gain knowledge and learn to apply it.
5. Standards are also high in science. Since the last inspection, the school has worked to achieve greater continuity in learning and to cultivate scientific thinking through investigation and enquiry. Pupils learn scientific vocabulary and this helps them to be more precise in their grasp of scientific processes. In Year 3, for example, the teacher led pupils from referring to magnets 'sticking' together to talking about the forces of 'pushing' and 'pulling', and then introduced the terms 'attract' and 'repel'. Pupils are encouraged to observe and use other senses where appropriate, as when they worked systematically in Year 4 to identify four 'mystery' white food substances. Pupils learn to carry out, and later to devise, a 'fair test'. Pupils in Year 4 recognised the need to 'control the variables' when comparing the effect of hot and cold water in dissolving gravy granules. In Year 6, pupils planned their own investigation into factors affecting

the evaporation of liquids. In doing this, they applied their knowledge of the properties of gases,

liquids and solids and drew on their own observation and experience. This combination of first-hand observation and investigation, and systematic teaching to establish a good understanding of scientific concepts, leads to high standards.

Much of the teaching is highly effective: inspiring, challenging and motivating pupils.

6. The very good teaching which is frequently evident in the older classes has a number of distinctive characteristics. The teaching is encouraging, demanding, stimulating and interesting. In response, pupils apply themselves, work hard and strive to do their best.
7. Teachers have a very good command of the subjects they are teaching, and a clear view of the learning to be acquired. Questioning probes pupils' understanding and takes learning forward. This is reflected in marking, where supplementary questions ('What happens when water boils? Why does it not go above 100 degrees Celsius?') prompt further thinking. Teaching is highly interactive, keeping pupils involved and eager to participate. Teachers explain clearly, leading learning forward step by step. This was seen when the teacher guided pupils in Years 5/6 in working out the formulae needed for totalling columns and rows on a spreadsheet. Teachers circulate while pupils are working, praising achievement and assessing where more teaching is needed. Errors and confusions are quickly spotted so that pupils are not left to flounder.
8. Teachers make clear to pupils that they are 'on their side', while expecting a lot from them. They set high standards but make sure pupils are able to succeed. There is an atmosphere of mutual respect and shared endeavour in lessons. For example, pupils in Years 3/4 strove to practise and perfect their joined handwriting, intent on earning a 'pen award' for achieving a consistently high standard in their work. Teachers show that they are interested in what pupils have to say and they listen carefully, insisting that others do so too. They foster pupils' participation, drawing contributions from the least confident, and prompting pupils to go further: "What do you mean by 'dissolved'?" They are clear about what they want pupils to learn and share these intentions with them, for example asking pupils 'Why do you think we are doing this work?'
9. Teaching is imaginative and engages pupils' interest. In Years 5/6, pupils were fascinated by a collection of historical artefacts from around the time of the Second World War. Pupils bubbled with curiosity as, with skilful prompting from the teacher, they speculated about how a toffee hammer was used, who owned a spelling book, or where a piece of shrapnel came from. Teaching is well planned and organised so that pupils are able to work practically with resources readily to hand. Teachers set a good pace, providing speedy practice to reinforce learning, for example in mathematics, and often giving a time challenge – "You have one minute to discuss with your partner...". This invests learning with a sense of urgency.
10. Teachers make learning serious but fun. As a result, the pupils, boys as well as girls, are highly motivated and eager to succeed. They enjoy the sense of achievement which comes from their hard work.

Pupils become confident in investigating, talking work through and explaining their ideas.

11. The school has focused on the development of speaking and listening skills, and the use of questioning, to strengthen pupils' learning. Pupils are eager to participate and to have their say, as when those in Year 1, for example, readily suggested a good range of words ending in blends such as 'ld' 'lk' and 'lp'. In mathematics, pupils are frequently asked to talk about their methods and to identify patterns in the way numbers work. In Year 2, a pupil noticed, when subtracting from 20, that the 'ones' number left and the number taken away 'always make 10'. Talking is used to prepare for writing. Role-play helped pupils in Year 2 to retell the story of 'Puss in Boots', as a boy took on the role of the cat and answered questions formulated by the class. Pupils

discuss punctuation, grammar and the choice of words and this helps them when composing their writing. Pupils apply themselves well in thinking things through. In putting their understanding into words, they lay foundations for future learning.

12. Teachers prompt pupils to be curious about the meaning of words. For instance, the teacher checked pupils' understanding of the word 'impact' when discussing the 'impact of adjectives' and was given some lively definitions. Pupils in Year 5/6 practise spellings by using words in context. They learn to recognise words with the same root, for example of Greek or Latin origin. In a science lesson, pupils discussed the meaning of 'dis' in the word 'disinfectant', extending their understanding in the process.
13. Pupils pose their own questions. They showed a lively curiosity in their contributions to a science question box, as part of a Science Week initiative: 'How do people grow?', 'Is time the same in space as on earth?', 'Why don't materials like wood melt?' Frequently in lessons, pupils are asked to discuss in pairs, for example when working out how to make a scientific test. This means that everyone becomes involved in articulating their ideas and sharing them with others.
14. Pupils take stock of what they know already when starting a new project, as seen, for example, in pupils' work about London. This helps to stimulate their curiosity and to prepare them for finding out more. It also shows the teacher the extent and limits of understanding, as when pupils in Year 5 drew a circuit diagram, showing a switch and a lit bulb, to check that their knowledge was secure before starting further work. The teacher's questioning then helped them to explore what happened when more bulbs were added, and to draw conclusions from their investigation.
15. The school has been working to develop pupils' investigative skills in science and this is bearing fruit. Pupils are eager to explore scientific questions and are becoming skilled in doing this. They draw on their experience in predicting outcomes, for example suggesting that some liquids would take longer than others to evaporate, or would evaporate at different temperatures. They use what they have learned to make generalisations, for example about the properties of materials, suggesting that gases "always try to fill the container they are in".
16. Pupils are given open-ended challenges. For example, they enjoy the weekly 'World Famous Class 6 Challenge', which poses questions such as how many times in 12 hours a clock's hands form a right angle. They grapple determinedly with challenging mathematical problems in the few minutes before assembly. They are also encouraged to pursue independent research, as seen in excellent projects by older pupils, such as 'Friends and Family during the War'. This work included carrying out a range of interviews with people about their experiences during the Second World War, building on skills and knowledge acquired in school.

The school's leadership fosters a sense of community, helping pupils to develop as people and ensuring good support for those who need it.

17. Pupils become mature and responsible because their ideas and opinions are sought and taken into account. This is shown in the organisation of the School Council, whose members have a strong sense of responsibility towards the school and other children. They talk about consulting others and reporting back to them. They can point to what they have done which has made a difference, for example, helping to develop the 'Playground Friends' scheme, and to what they have learned in the process. Subject co-ordinators interview pupils and take their views into account in planning for improvement. For example, when talking about literacy, pupils expressed their preference for writing for an audience. In science, pupils emphasised the value of investigations in helping them to learn. These perspectives have helped the school in its planning of the curriculum.
18. Discussions in classes help individuals to feel that they matter and that their contribution counts. Learning support assistants work well with groups and with individuals, enabling them to join in and to keep up with the class. The staff provide good role models, valuing pupils and what they have to say. Pupils know that they can turn to teachers for help if they have problems or are finding the work difficult. For example, in Years 4/5, they are able to communicate privately with

the teacher through 'Dear Diary' jottings, and in comments which respond to the teacher's marking. Pupils help each other, reinforcing their own learning in the process. Older pupils learn to provide a constructively critical audience, for example when discussing each other's writing.

19. The school's leadership fosters a sense of community in which staff, pupils and parents all have their part to play. The school is open to suggestions and consults widely with parents. For example, a parent survey in Summer 2002 explored parents' perceptions of the school and the effectiveness of new developments, such as year group teaching in mathematics. The school's leadership and management take care in explaining policies to parents, making clear, for example, why it is not able currently to create a seventh full class.
20. The school identifies pupils' special educational needs with care and provides very effective programmes of support. The school works well with pupils, whatever their individual needs, The school's leadership is intent on understanding and seeing the best in pupils and bringing it to the fore. For example, behaviour is closely monitored where this is a problem, and pupils are rewarded with stickers for behaving well throughout the day. Consistent expectations and positive encouragement help pupils to settle and to succeed.

WHAT COULD BE IMPROVED

Pupils are not achieving as well as they could by the age of seven.

21. Pupils broadly reach the standards expected by the age of seven. However, they do not do as well as in similar schools, or as well as might be expected given their attainment on entry. A number of factors contribute to this.
22. The school has identified children in the Reception year who are well advanced in literacy and numeracy when they start and is seeking to extend their learning. It has taken steps to make assessment more accurate and targets more challenging across the younger years. These include the setting of objectives for teachers, shared moderation of pupils' writing, and training in pursuing higher attainment in science by the age of seven. However, assessment is not yet being used to full effect from Reception to Year 2 to set sights high. Teachers do not sufficiently share a collective overview of expectations by the age of seven, and the means of ensuring that pupils achieve their potential.
23. From Reception to Year 2, work closely follows the required programmes of study for these years. However, although teaching is satisfactory and has some good features, it is not sufficiently responsive to what children can or cannot do. Pupils sometimes spend too long listening and too little time doing, so they do not complete as much work as they could, for example in writing. When working with a group, teachers do not interact enough with the class to reinforce learning and to correct errors as they arise. Teachers identify the next steps to be taken in learning, but do not always set a swift enough pace in lessons, or explore how far pupils are capable of going. In mathematics, for example, few pupils reach a high level for their age because they spend too much time practising what they can already do.
24. Activities within lessons are not always well designed to extend specific learning and to provide an appropriate level of challenge. For example, children in Reception play when they have finished their work. This fills in time but the activities are not structured systematically to further their learning. Similarly, in science in the younger years, there is too much reliance on drawing and colouring in pictures, rather than on practical investigation and written recording. Higher-attaining pupils complete simple tasks more independently, but are not generally challenged to extend their learning.
25. Pupils read regularly in school and at home. However, more could be done to ensure that their reading is closely monitored and that targets for pupils by the age of seven are kept clearly in view. Pupils' handwriting is not well developed in the early stages, and poor handwriting habits are overlooked.
26. Stronger leadership is needed across the years from Reception to Year 2, to build on current strengths, to set consistently high expectations and to share good practice in working to achieve them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. In order to raise standards by the age of seven, the school should:
- strengthen leadership in the younger years to set sights high for staff and pupils;
 - use information from assessment to set challenging targets by the age of seven;
 - evaluate the use of time and the pace of teaching, in relation to the learning achieved;
 - structure activities so that they reinforce and extend the required learning;
 - increase teachers' interaction with pupils while they are working, to keep learning moving forward;
 - teach and monitor handwriting more closely to establish good habits.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	3	10	0	0	0
Percentage	5	36	14	45	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 four 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)		177
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		27

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	6
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	10
	Girls	15	15	17
	Total	23	22	27
Percentage of pupils at NC level 2 or above	School	85 (86)	81 (86)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	15	16	15
	Total	23	26	25
Percentage of pupils at NC level 2 or above	School	85 (90)	96 (97)	93 (90)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	14	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	14	12	14
	Total	23	22	24
Percentage of pupils at NC level 4 or above	School	96 (74)	92 (87)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	14	11	14
	Total	23	21	24
Percentage of pupils at NC level 4 or above	School	96 (94)	88 (83)	100 (74)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
146	1	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	23.6
Average class size	29.5

Education support staff: YR – Y7

Total number of education support staff	10
Total aggregate hours worked per week	148

Qualified teachers and support staff: Nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	360,983
Total expenditure	353,983
Expenditure per pupil	1,989
Balance brought forward from previous year	20,000
Balance carried forward to next year	27,000

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	3	1	1
My child is making good progress in school.	54	33	7	3	3
Behaviour in the school is good.	50	44	1	3	1
My child gets the right amount of work to do at home.	42	47	4	7	0
The teaching is good.	60	35	6	0	0
I am kept well informed about how my child is getting on.	31	61	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	26	6	0	1
The school expects my child to work hard and achieve his or her best.	61	33	3	1	1
The school works closely with parents.	32	60	8	0	0
The school is well led and managed.	39	53	4	1	3
The school is helping my child become mature and responsible.	56	35	4	1	4
The school provides an interesting range of activities outside lessons.	38	50	10	0	3