

INSPECTION REPORT

ST PAULINUS RC VA PRIMARY SCHOOL

Guisborough

LEA area: Redcar and Cleveland

Unique reference number: 111681

Headteacher: Mrs E Huntley

Reporting inspector: Mr R Heath
1262

Dates of inspection: 19th – 20th November 2002

Inspection number: 247134

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:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	The Avenue Guisborough
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Appropriate authority:	The governing body
Name of chair of governors:	Canon Michael Bayldon
Date of previous inspection:	16 th – 19 th March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paulinus RC VA Primary School is situated near the western edge of Guisborough in a pleasant area of owner-occupied housing. It is the only Roman Catholic primary school in the town and is a popular choice for parents in the parish and the wider community. There are 158 boys and girls aged 5-11, together with 13 children in the reception class and 30 children attending the nursery part-time. Over 40 per cent of the pupils are from non-Catholic families. The number on roll fluctuates a little because of pupil mobility. For example, during the last school year, eight pupils left the school and 12 arrived at other than the usual times of admission or transfer.

The school is smaller than the average primary school. Only a handful of pupils take free school meals; this is well below average. All pupils are white, two of them from a background other than British or Irish. At the time of the inspection, no pupils were at an early stage of learning English. About one in five pupils is on the school's register of special educational needs (which is a little below average). This includes 24 pupils with specific learning difficulties, each requiring an individual education plan; most of them have learning difficulties, including a few with speech or hearing difficulties. One pupil has a statement of special need. The school is involved in two government initiatives to train graduates for teaching. It is also involved in a Sports College initiative with a local secondary school that provides the school with some specialist teaching in physical education and in the safer routes to school initiative. Children enter the nursery with a wide range of attainment that is average overall but about half have under-developed skills, mainly in communication. The school is popular with parents.

HOW GOOD THE SCHOOL IS

This is an excellent school. It is highly effective in providing an all-round education for its pupils. It ensures equality of opportunity and high quality support for all pupils to enable them to achieve as well as they can. From a broadly average base, the standard of attainment by Year 6 is well above average. The school received an Excellence Award from the Department for Education and Skills in March 2002 for improving standards in National Curriculum tests over three years. Just prior to this inspection and for similar reasons, the school was placed 26th in the Sunday Times list of the top 500 state primary schools. Pupils achieve high standards in English, mathematics and science. Their attainment in information and communication technology (ICT) is above average. In the other subjects, pupils' attainment is at least at the expected levels. Teaching is very good and much is excellent, leading to highly effective learning. Pupils' attitudes and behaviour are exemplary. Relationships between all adults and with the pupils are a strength of the school and are a key factor in ensuring that pupils' overall personal development is excellent. Governors and staff work very well together and the leadership and management of the headteacher and key staff are excellent. The school provides very good value for money.

What the school does well

- Leadership and management are excellent.
- Teaching and learning are very good.
- Overall, pupils' spiritual, moral, social and cultural development is excellent.
- Standards are high, particularly in English, mathematics and science.
- Pupils' attitudes and behaviour are excellent.

What could be improved

- Tracking the progress of pupils in subjects other than in English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in March 1998. The high standards of pupils' attainment have been maintained and aspects have been improved. For example, more pupils achieve the higher levels in National Curriculum tests, especially in mathematics and science. Pupils' attitudes and behaviour have improved even further. Teaching is now very good and a significant proportion is excellent. Although there were no key issues arising from the last inspection, the school has tackled effectively the few minor weaknesses referred to in the body of the report. For instance, provision for children's physical and creative development in the nursery has been improved, as has use of ICT in other subjects. The school has recently identified boys' writing as a weakness and is tackling this successfully. Governors, senior managers and all staff have a strong, shared commitment to high standards in all that the school provides and have the capacity and determination to strive for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores (which takes account of the achievements of all pupils in its calculation, including those with special educational needs) 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*	A
science	A	A*	A	A

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

Almost all pupils leave the school having achieved high standards in the National Curriculum assessments in the core subjects of English, mathematics and science. In recent years, between a half and two thirds of pupils achieved the higher Level 5 (the basic standard for 14 year olds) in all three subjects; many did particularly well in mathematics and science. The grade A* in the above table means the school was in the top five per cent of all primary schools nationally for that subject. The overall trend during the last few years is slightly upwards due to larger proportions of pupils achieving Level 5. Pupils with special educational needs generally do very well; they often achieve the basic standard of Level 4 in English, mathematics and science. The school usually meets the targets set for it by the local education authority (LEA). In 2002, however, it fell short of the English target (100 per cent of pupils to achieve Level 4 or better) mainly due to absence, but reached its similar target for mathematics.

Based upon the work seen during the inspection, pupils make very good progress in Years 3-6. They acquire high levels of confidence and accuracy in the basic skills of literacy, numeracy and ICT and gain a very good understanding of science by doing worthwhile practical investigations. In other subjects, they use a variety of resources to help them acquire appropriate skills and knowledge. By the time they reach Year 6, pupils' overall attainment is well above average in English, mathematics and science. Most pupils achieve above average standards in ICT. Displays of pupils' work suggest that pupils achieve at least the standards expected of them in other subjects; the little music seen and heard, together with parents' enthusiastic praise, indicates that many pupils enjoy success in this subject.

At the end of Year 2, pupils' attainment in the national tests in 2002 was above average in reading, well above average in writing and average in mathematics. In the last two years, these results have dipped because of the number of pupils with learning difficulties. Pupils' overall standard of attainment in the

work seen during the inspection is above average. It is above average in English and mathematics and well above average in science. Pupils acquire high levels of confidence in the appropriate basic skills of ICT and use such resources very well to enhance their learning in other subjects. Displays of pupils' work suggest that they achieve at least appropriate standards in other subjects. Pupils make very good progress, particularly in Year 2, including those with special educational needs. Children in the reception class are firmly on course to achieve, or exceed, the early learning goals expected of them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils very much enjoy coming to school and are more than eager to do their best.
Behaviour, in and out of classrooms	Exemplary in lessons, the playground and around school. A very civilised community.
Personal development and relationships	Excellent. Relationships of a high quality are at the heart of this school. Pupils are caring, thoughtful, helpful and very good fun to be with.
Attendance	Very good. No unauthorised absence.

The excellent relationships that exist between pupils and adults are a key strength of the school. They nurture pupils' attitudes and behaviour to create an atmosphere of mutual respect, tolerance and positive well being in which pupils enjoy learning and want to learn and know more.

TEACHING AND LEARNING

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

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

Teaching and learning are very good in English, mathematics and science. Basic skills of literacy, numeracy and ICT are thoroughly taught and learned. About one third of the teaching observed during the inspection was excellent and occurred in some lessons for each of the Foundation Stage (nursery and reception classes), infants and juniors, and particularly in the teaching of literacy. Teachers work very hard and enthusiastically on behalf of their pupils. In response, pupils show high levels of interest and are involved in lessons. Those with special educational needs are well taught and make very good progress, particularly in basic skills. Equally, higher attaining pupils are often appropriately challenged by specific work for them, or by their teachers' high expectations of the outcomes of their work in tasks set for the whole class. Other main strengths of the teaching are the management of pupils and the use of time and resources. In particular, the strong teamwork between teachers and teaching assistants ensures effective planning for the needs of all pupils. Very minor points of subject knowledge or teaching methods and, for the inexperienced, points for improving the management of pupils were the only weaknesses seen in the teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school offers a broad, well-balanced, clearly structured curriculum with an appropriate emphasis on literacy, numeracy and ICT. Extra-curricular provision, visits and visitors enhance and enrich learning.
Provision for pupils with special educational needs	Very good. As a result of effective planning between teachers and teaching assistants, pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Excellent. A strength of the school. The thoughtful and well-structured provision enables pupils to become first-rate, caring and reflective citizens.
How well the school cares for its pupils	Excellent. Teachers know their pupils very well. All adults carefully supervise them and provide high levels of encouragement to achieve their best.

Teachers and teaching assistants plan their work for pupils very thoroughly. The school works closely with parents and tries to keep them well informed about the progress of their children. The close links with the community and outside agencies are effective in promoting pupils' well-being and adding a well-planned diversity to the school's extra-curricular programme.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The leadership of the headteacher inspires the very good teamwork between staff and governors.
How well the governors fulfil their responsibilities	Exceptionally well in both strategic management and day-to-day governance.
The school's evaluation of its performance	Excellent. This leads to very effective action for improvements in teaching, learning and standards.
The strategic use of resources	Excellent. Finances are thoroughly managed and controlled and are used very efficiently and effectively for the benefit of pupils.

All aspects of management and organisation are strong, clear in microscopic detail and effective. The commitment to high standards is evident in all that the school does. All adults work hard as a team. Teaching assistants are a strong feature of the teamwork. Monitoring and evaluation of teaching and learning are very good and analysis for trends and specific weaknesses leads to effective action. The site is well kept, clean, attractive and secure, for which the site staff are to be commended.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The high standard of pupils' behaviour. Pupils are expected to work hard and achieve their best. The high quality of pupils' personal development. 	<ul style="list-style-type: none"> The range of activities outside lessons, especially sports. To be better informed about how their children are getting on.

- | | |
|---|--|
| <ul style="list-style-type: none">• The ease with which they can approach the school with questions or a problem.• The high quality of education provided. | |
|---|--|

The inspectors endorse the positive views expressed by parents. They judge that the provision of the range of activities outside lessons is as good as can be expected in a school of this size and character and is better than in many similar schools. They agree, to some extent, that parents could be better informed about how their children are getting on and this is reflected in 'What should the school do to improve further?' (paragraph 49 of the full report).

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management are excellent.

1. The school's very clear aims, together with its mission statement, reflect a strong commitment to the personal development and high standards of achievement of children in the Foundation Stage and pupils in Years 1-6. The ethos of the school is one in which a first-rate climate for learning enables children and pupils to thrive and learn. They receive an excellent all-round education and achieve as well as they can in English, mathematics and science and in most other subjects, especially ICT. This is a very effective school for children to grow up in – a view fully shared by those parents who responded to the questionnaire and the meeting with inspectors.
2. The leadership and management of the headteacher and other key staff are excellent. Since the last inspection, the headteacher and governors have accommodated several changes in the staff and worked well together in building a very effective team of teachers and assistants. These employees, the non-teaching staff, pupils, governors and parents share a strong belief in the school. Very good relationships and a fierce sense of pride are evident in all that the school does, both inside the gates and in the wider community. Pupils feel very secure and very happy to be there.
3. The governing body meets regularly and, together with its committees, serves the school exceptionally well in both its strategic management and day-to-day activities. For example, each subject and broader whole-school aspects, such as special educational needs, are linked to an interested governor. Those whose work and employers permit visit the school during lessons to see for themselves the quality of work in their subject. A recently appointed governor, with expertise in mathematics, is preparing to provide master classes for high attaining pupils in this subject in the very near future. The governing body fulfils its responsibilities very well and ensures that statutory requirements are met. In particular, it requires that its procedures for child protection and for ensuring pupils' welfare are well understood by all staff who work in the school. For example, appropriate procedures are in place to prevent access by pupils to unsuitable material on the Internet when using the school's computers. Equally, governors work hard along with the staff to ensure that parents and carers retain positive and fruitful links with the school. Governors share an exceptionally clear understanding of the strengths and areas for improvement of the school.
4. Together with the school's senior management team, the governors provide a firm steer to maintaining and raising standards by monitoring the school's performance in the National Curriculum tests and seeking to analyse underlying trends or possible ways of improving standards yet further. The headteacher's performance is carefully monitored and appropriate targets and criteria by which her success is to be measured are set. Equally, the monitoring and evaluation of the quality of teaching are regular and systematic. Clear criteria are used to measure teachers' performance and the ensuing discussions of teaching methods and organisation are effective in honing their skills and in setting appropriate targets. This comprehensive strategy of monitoring assessment data and the quality of teaching, together with the sharing of expertise on methods of teaching, have resulted in significant improvement in teaching since the last inspection. Governors' confidence in the leadership and management of the school and the high quality of its teaching encouraged them to take part in two government initiatives for the training of new teachers; both are being implemented successfully.
5. Teachers assess pupils' progress regularly in the core subjects of English, mathematics and science and, in Years 3, 4 and 5 optional national tests are used. Together with the national tests in Years 2 and 6, pupils' progress is tracked very systematically. Analysis of pupils' answers in such assessments reveals underlying trends and identifies clearly strengths and weaknesses in the teaching. For example, such analysis revealed weaknesses in pupils' writing, especially that of boys. This issue, after thorough review of teaching methods, is improving

significantly. In contrast, the tracking of pupils' progress in subjects other than the core is not sufficiently systematic. The management and co-ordination of work and assessment of pupils with special educational needs are very effective. Individual education plans are of good quality.

6. Planning for school improvement is very good. It reflects a strong, shared commitment to improvement, and a determination to succeed by both governors and staff. Priorities are clear, based on thorough and confident evaluation of what needs to be done and on having the necessary income. Each objective is costed where possible and the strategies for improvements are well planned. The specification of objectives is sufficiently detailed to make the intended outcomes clear and indicate how their success will be measured and evaluated.
7. Governors and the headteacher effectively and efficiently manage and monitor the school's finances. They are very well informed on matters of income and expenditure aligned to the school's priorities for improvement. Good use is made of the professional expertise among governors and they consider carefully how to achieve best value for money. For example, the decision to employ a relatively high number of classroom support assistants, and provide training for them, was carefully weighed against the alternative of extra teacher time. Equally, the decision to take on the training of new teachers was carefully considered against the benefits, or otherwise, for pupils. The recent good decision to create a senior management team of three members was carefully analysed in terms of its cost and likely benefits to the school. It brings together a trio with complementary skills and talents and reflects a commitment to seek the best value from national, local and school initiatives. For example, it puts on a firmer footing the management of the school's involvement in two national initiatives to train teachers. Procedures for the evaluation of the cost-effectiveness and impact on school improvement of this new management structure are not, however, sufficiently and clearly defined. Specific grants are used well for their intended purposes. The school serves its parish and wider community very effectively and provides very good value for money.

Teaching and learning are very good.

8. The quality of teaching is very good overall and enables pupils to learn very well. Four lessons in every five are very good or better with about one third of the teaching being excellent. The remainder is good or satisfactory. Teaching of high quality occurs in the Foundation Stage and in most years. This is a significant improvement on the previous inspection where teaching was good and, sometimes, very good in Years 3-6. The governors have appointed a strong team of teachers and teaching assistants and have provided good training opportunities for both teachers and assistants. The school is also engaged in the training of teachers under two national government initiatives. These factors ensure that pupils receive much teaching of high quality that enables them to achieve as well as they can. The weaknesses identified in the last inspection of some aspects of learning in the Foundation Stage, over-emphasis on teacher instruction and insufficient use of computers to enhance learning, have significantly improved. The weaknesses in pupils' writing, identified by the school, are also being tackled with much success.
9. Pupils' rate of learning is very good overall. Most pupils acquire relevant skills and knowledge to at least a basic level in all subjects and in the core subjects of English, mathematics and science their understanding is very good overall. They make good progress in ICT and learn to use such resources not only for word processing and handling data, for example, but also to enhance their learning in other subjects.
10. Teaching and learning in the Foundation Stage are very good overall and, sometimes, excellent. A key strength is the seamless teamwork between teachers and the teaching assistants, including a qualified nursery nurse. As a consequence, children understand the clear routines in this area of the school, the organisation of it and what is expected of them from entry to the nursery through to the reception class. They feel very secure and their confidence grows daily. The provision of learning activities is excellent, inviting interest and much is always available for the children. These activities match the national recommendations for children in the Foundation Stage and

include, for example, reading and writing activities, early sorting, ordering and counting work for mathematics, music, painting, model making, computers, sand, water and role-play activities.

11. A very well judged balance is maintained between times when children use these activities to explore for themselves and times when adults use them to guide children's learning. This ensures that learning is thorough and systematic. The progress of each child is monitored carefully to ensure that they make very good progress. Other learning is linked to a theme, such as, 'Elmer the Elephant', to enable children to extend their learning of, for instance, 'patterns', to other contexts. This they did during self-registration, when making a patchwork quilt and printed curtains for the 'home corner' and by making (and eating) a rainbow cake. On an agreed day, all children and adults came to school wearing clothes with patterns. Such well-planned activities are effective in helping children achieve the nationally recommended Early Learning Goals.
12. In Years 1-6, good use is made of subject expertise in, for example, the coordination of subjects by particular teachers and especially in the interchange of the teachers of Year 5 and Year 6 to allow one to take both classes for literacy and the other for numeracy. Teachers have a very good knowledge of the subjects and aspects they teach and high expectations of what pupils can learn. These factors enable them to select appropriate content, inspire pupils' interest in topics, explain things clearly and ask challenging questions. This frequently makes learning exciting. Pupils are often asked to explain their thinking which helps them gain both confidence and increased understanding. A very strong emphasis is placed on subject-specific vocabulary in order to ensure that all pupils, including those with special educational needs, understand essential ideas and information. The best lessons, especially those in which the teaching was excellent, combined these characteristics with high levels of enthusiasm for the subject, thereby motivating the pupils to produce work of very high quality. For example, in one such English lesson for pupils in Year 6, the teacher's first rate subject knowledge of 'Twelfth Night' and her enthusiasm enabled her to expertly review earlier work and describe and discuss, with appropriate detail, the next part of the story, thereby increasing pupils' interest and understanding by probing questions and developing their empathy for the characters. By the time the lesson reached its main activity, pupils could not wait to prepare their speeches and contributions to enact a trial scene. As a result of such teaching, pupils achieved high levels of understanding of plot, characterisation and empathy in literature of national renown.
13. The basic skills of literacy, numeracy and ICT are taught very well. Teachers encourage discussion and expect pupils to explain their views and reasoning. In numeracy lessons, for example, pupils are frequently required to compare their methods of mental calculation and this improves their confidence and accuracy in handling numbers. During a numeracy lesson for pupils in Year 4, for instance, a very good discussion of different ways of working out $78 \div 4$, conducted at a well-managed pace, enabled pupils to gather valuable insight into the process of division with remainders. Teachers help pupils to structure their writing carefully and work hard to make sure that work is both neatly presented and thoughtfully written. A strong emphasis is placed on reading for understanding in all subjects. Basic operational skills and use of computers are well taught.
14. Lessons are very well planned. They have clear and well-sequenced structures, often based on the traditional three-part lesson of introduction, main area of learning and a thorough review at the end, a style recommended by the national strategies for literacy and numeracy. Teaching assistants join teachers in the planning and many lessons include activities adapted to three levels of working, with particular attention to the needs of pupils with learning difficulties. For example, during a numeracy lesson for pupils in Year 2, their learning of the basic concepts of multiplication was accelerated for all pupils by careful explanations and illustrations by the teacher and by the teaching assistant working effectively with a small group of pupils who have special educational needs. They used sets of animals in enclosures and ICT to drive home the learning.
15. A good range of teaching methods and classroom organisation is provided across subjects and classes. Explanations and demonstration are clear. Discussion as a way of learning is frequently used to very good effect, especially when provoked by thoughtful and challenging questions that require pupils to answer in clear and technical language. Practical work and the practice of skills

and routines are used very well to extend and consolidate pupils' understanding and are especially productive in the teaching of pupils with special educational needs. Resources are used very well and ICT is used to enhance pupils' learning both appropriately and effectively (an improvement since the last inspection, when ICT was not used sufficiently often). The development of pupils' skills in problem solving, investigation and extended independent research is included in all classes over time.

16. For example, during a lesson for pupils in Year 6 in personal, social and health education, including citizenship, the teacher's judicious choice of text and very skilful questioning led pupils to explore with much sensitivity the feelings of others, especially those who are excluded from situations and feel 'left out'. Carefully judged interventions by the teacher extended pupils' ideas and contributions to discussions and role-play activities in which they developed strategies for helping and supporting other pupils in their role of counsellors. In contrast, pupils in Year 1 practised their skills and knowledge of numbers to 30 by working through a well-planned sequence of activities. They gained confidence and accuracy in counting forwards and backwards from given starting points on the number line. Pupils' learning in science is well-founded on practical investigations. In one such lesson for pupils in Year 6, they used yeast to investigate conditions under which a fungus will grow. Pupils learned how to conduct fair tests, control the variables and to measure the growth of the yeast in different environments. The task was challenging, captured the interest of pupils and resulted in effective learning.
17. Teachers have very effective strategies for maintaining the excellent behaviour of pupils. The combination of teaching methods, the quality of interesting activities and teachers' high expectations that pupils will behave well combine powerfully to promote the excellent behaviour and productive learning in lessons. Those few pupils who have the temerity to challenge their teacher's authority are dealt with calmly and assertively and, often, unobtrusively. Praise, encouragement and humour are used effectively to sustain pupils' involvement in lessons. As a result, lessons are well managed, purposeful, productive and enjoyable, often leaving pupils wanting to know more. These factors are a great strength of the teaching in the school. For example, in a literacy lesson in Year 3, pupils improved their skills in writing and extended their vocabulary very effectively. In learning to write a simple playscript, the teacher skilfully motivated pupils by linking the task to their current topic in history. Following her enthusiastic reading of a passage describing experiences during the blitz of London, pupils worked eagerly and excitedly in pairs, producing short playscripts of high quality, giving much thought to the characters included in their work.
18. Time is used exceptionally well. Lessons are conducted at a very good pace with variations to suit the circumstances. Many resources are of good quality and invite interest. Teachers assess pupils' work and check progress very well during lessons. Marking is done carefully. It offers encouragement and often includes helpful advice on how work can be improved. Such assessments provide an accurate base upon which to agree targets with pupils and their parents. Homework is set with reasonable frequency, mostly it encourages pupils to read with a member of their family or consolidates aspects of numeracy. The few pupils from a different cultural heritage are well integrated into lessons. None of them is at an early stage of learning English. Pupils with special educational needs are very well supported in their learning by effective teaching from both teachers and well-trained teaching assistants. Instances of high quality support were observed during literacy and numeracy lessons, in particular.

Pupils' spiritual, moral, social and cultural development is excellent.

19. The school establishes a first-rate climate for learning that is very effective in developing the whole child. Its ethos is one of embracing the needs of all - their gifts, talents and special needs. The strong bond of teamwork among all of the adults who work in and around the school is evident in both the care for people and the maintenance of the high quality environment.
20. The curriculum is broad, balanced and relevant and meets statutory requirements. Time for subjects is allocated thoughtfully to enable each subject to be taught to the required level.

Appropriate and particular attention is given to the provision of religious education. The curriculum is enhanced very effectively in a number of ways, such as very good displays that celebrate pupils' achievements, stimulate learning and set high expectations of standards. Visits to places of interest and visitors to the school provide additional insights and stimulus to subjects. A very good range of extra-curricular activities enriches pupils' learning opportunities.

21. Curriculum planning is clear and detailed. National guidance is used very effectively to help provide challenging work for all pupils. Each pupil has detailed targets for English and mathematics. Fruitful links are made between subjects and especially with literacy. Pupils find lessons interesting, often exciting and, as a consequence, they work hard and achieve well. The good provision for pupils with special educational needs enables them to make very good progress and many achieve national standards in Year 6. Specialist help is made available to pupils with particular difficulties, such as speech or hearing difficulties.
22. Pupils' spiritual and moral development is excellent. Children in the Foundation Stage and pupils throughout the school have many opportunities to develop their spirituality and moral values in both whole school assemblies and during lessons, in addition to what they learn in religious education. For example, during an assembly, pupils arrived to music that was calming and encouraged a mood of reflection. The theme of the assembly, the giving and receiving of gifts, enabled pupils to understand intangible ideas such as love, care, empathy and gratitude. Opportunities for pupils to understand human feelings and emotions and how they affect others are very carefully developed in, for example, the school's provision of personal, social and health education and citizenship. During one such lesson for pupils in Year 6, in which they developed their role as 'Help Counsellors', pupils learned well how easily others are made unhappy by thoughtless actions and went on to empathise with the 'odd one out'. Excellent teaching helped them to identify and discuss strategies for handling such situations, thereby developing their sense of care and respect for others. It also sharpened their distaste for that which constrains others, such as lack of self-confidence and any form of discrimination.
23. Opportunities to understand the importance of sustained effort arises in extended pieces of work in lessons and in taking part in school productions. The school fosters teaching methods and styles that value pupils' questions, ideas, thoughts and concerns. Teachers foster pupils' self-esteem and make them feel valued members of the school community by praise and encouragement. They help pupils to understand empathy, respect and care by the attitudes, values and beliefs they exhibit in the quality of relationships they enjoy with other adults and pupils. A clear moral code underpins the policy and practices for maintaining good behaviour and for promoting equality of opportunity. As a consequence of such role models, pupils are eager to participate in discussions during lessons, confident in what they can do. For example, during a literacy lesson in Year 6, pupils completed very mature analyses and reflections on the characters in 'Twelfth Night'. They show respect for people and their environment. They have a strong sense of right from wrong. They work well together as a class or in small groups and behaviour is exemplary. For example, during a wet lunchtime pupils stayed in their classrooms and older pupils supervised younger ones very effectively, joining in games and activities.
24. Pupils' social development is excellent. It begins in the nursery where children respond positively to the encouragement to work and talk with adults and other children as they engage with practical activities, carefully designed to promote their learning. Throughout the rest of the school, teaching methods and organisation include good opportunities for pupils to work collaboratively. For instance, they frequently work together in pairs, using a computer. They respond positively to whole class discussions. From Year 1 throughout the school, pupils are paired together as 'talking partners', usually of opposite dispositions or abilities and, at appropriate stages in lessons, they are encouraged to discuss ideas with their partner and make contributions to subsequent whole class discussions.
25. By the time they are in Year 6, pupils have experienced many corporate activities, each making a clear and purposeful contribution to their social development. For example, they exercise counselling roles, taking responsibility to support and guide other pupils. The sense of family that pervades assemblies is a daily experience for all pupils. Visits to places of interest, including a

residential experience, and visitors to the school offer many opportunities that pupils eagerly seize, to interact with others and widen their horizons. The School Council enables pupils to share views and opinions and provides experience of working towards consensus. Above all, they mix very well together at playtimes and during lunch; older with younger pupils, boys with girls, and all display excellent social skills.

26. Pupils' cultural development is very good. Pupils gain a strong awareness and understanding of their own cultural heritage and values and, to an appropriate level, those of other cultures. For example, children in the nursery used African percussion instruments to accompany a story of wild animals and their camouflage. At the other end of the school, pupils in Year 6 analysed work by Caribbean poets to develop their understanding of personification in poetry. Equally, they become aware of their own cultural heritage by considering, for example, the Greek and Latin roots of words, especially the prefixes and suffixes. Much of the literature they study is of classic works by English writers such as Shakespeare. An appreciation of their own culture and that of others is also gained in music, history and geography lessons and through their Christian faith. Some teachers make useful asides about the origins of the work in hand, such as, during a mathematics lesson for pupils in Year 3, the teacher drew attention to the fact that the geometry of triangles began in ancient Greece. Displays of pupils' work and of interesting artefacts reveal their growing understanding and knowledge of major world religions. Recent work, for example, indicates an appropriate level of knowledge of both Jewish and Hindu major festivals, including, for older pupils, the symbolism behind the artefacts used in the celebration of the Jewish Passover. An extensive programme of visits and visitors relating to other cultural heritages, beginning in the Foundation Stage, effectively develops pupils' positive acceptance and appreciation of the diversity of cultures.

Standards are high, particularly in English, mathematics and science.

27. As a result of very good teaching throughout the **Foundation Stage**, children under the age of five make very good progress. Well over half of the children in the nursery are three years old. They are carefully assessed on entry in order that subsequent teaching and learning are sharply focused on each child's particular needs. As a result, their confidence in communication and their gains in the early skills of reading, writing and mathematics accelerate. All children are in line to reach, if not exceed, the standards expected in the national guidance for children by the end of the Foundation Stage. One in every five children in the nursery is already achieving the level of personal and social skills that is expected of them by the end of the reception year.
28. At this early stage of the school year, more than half of the children in the reception class already achieve the standards expected of them by the end of the year in mathematical development, communication, language and literacy and in their knowledge and understanding of the world. Children are already very competent in some basic operations of using a computer and all are likely to exceed the standard expected in ICT by the end of the year. They also use computers well to enhance their progress in other areas of learning.
29. In the **national tests** taken near the end of Year 2 during 2002, the proportion of pupils (88 per cent in each of reading, writing and mathematics) who achieved the yardstick of at least Level 2 was average in reading and writing and below average in mathematics. Since the last inspection most, if not all, pupils usually achieve Level 2 or better and the dips in both 2001 and 2002 were due to untypically high proportions of pupils with special educational needs in Year 2. Nevertheless, in 2002 the proportion of pupils achieving the higher Level 3 in writing was very high and reflects the strong emphasis placed on writing throughout the school. Those achieving the higher level in reading were above average and in mathematics were average. The proportion of pupils who achieved the basic standard, or better, in science is close to the national average. When the school's results are compared with those of similar schools (with similar numbers of pupils known to be eligible for free school meals), using the average points scored by all pupils, they are below average in reading and mathematics and above average in writing. Girls usually do a little better than boys in all three subjects.
30. In the national tests taken towards the end of Year 6 in 2002, the proportion of pupils who attained at least the basic standard of Level 4 was above average in English, very high in mathematics (in

the top five per cent of schools nationally) and well above average in science. The proportion reaching the higher Level 5 was well above average in English and science and very high in mathematics. Based on average point scores and set alongside the results of schools with a similar 'free school meals' background, the school's performance in 2002 was well above average in each subject. The trend over recent years, despite small fluctuations, is positively upward. Girls usually do better than boys in all three subjects, especially at Level 5 in mathematics. The standard of writing of a few boys was below the quality of their achievements in mathematics and science and is being tackled by the school. Pupils with special educational needs often achieve national standards, especially in mathematics and science. Based upon their achievements in Year 2, pupils make good and often very good progress throughout Years 3-6. Overall, the school has sustained its high achievements in national tests and improved the numbers of pupils who attain Level 5.

31. Standards of the work seen in **English** during the inspection exceed what is expected in Year 2 and, by Year 6, they are well above average. Pupils make very good progress overall in Years 1-6 and they develop confidence in and a love of, language through their very positive attitudes to books, both fiction and non-fiction. The teaching of the basic skills of grammar and of the structure and organisation of their work in speaking, reading and writing is of high quality and enables pupils to achieve high standards in these aspects. By the use of drama and lessons that build on what pupils know, learning is very effective, often in exciting ways. The very good quality of the teaching and learning of English and pupils' high achievements in the subject have a marked impact on their learning in other subjects. Pupils with special educational needs make very good progress, largely due to the well-planned support provided by the teaching assistants that enables them to tackle successfully work similar to that of their classmates.
32. Pupils' speaking and listening are excellent across the school. They listen attentively and with sustained interest during lessons, in assemblies, to adults and to other pupils, and especially during feedback on their work, in group activities or with their 'talking partner'. In a music lesson for pupils in Year 6, for example, very good teaching drew on their listening skills to enable pupils to listen attentively to chords and hence to appreciate harmony. The outcome was singing of high quality. Pupils speak confidently and clearly. As they move through school, they develop an extensive vocabulary, including a very good knowledge and use of correct subject vocabulary. In lessons, they respond thoughtfully and enthusiastically to challenging questions. Older pupils learn to make notes in preparation for a speech for a specific purpose, such as in their preparation of their defence of characters in 'Twelfth Night'. In Year 2, at the end of a science lesson, pupils were placed in the 'hot seat' to be asked and to answer questions related to their learning about healthy eating; this activity honed their knowledge of scientific vocabulary, their skills in formulating clear questions and in putting together comprehensive answers.
33. Standards in reading are very good. Most pupils enjoy reading and attain levels above those expected for their age across the school. They read with high levels of fluency and comprehension. Pupils use well a range of books and a variety of other forms of text as sources for the research of information. Many of them skim and scan text effectively in such tasks. For example, pupils in Year 6 analysed three reports from which they made clear and concise notes before going on to write their own biography of Shakespeare. Equally, during a history lesson, pupils in Year 3 eagerly and enthusiastically researched the feelings and experiences of evacuees during World War II. The rich sources of information provided by both teachers enabled pupils in each class to find interesting information that made their learning exciting and productive.
34. Handwriting develops very well across the school. From the start, they are taught to form letters correctly and by the age of seven most pupils have a good cursive script. By eleven, most pupils write accurately and clearly. They take pride in presenting their work to a high standard across all subjects and begin to develop their own style. Spelling is occasionally incorrect, but is always reasonable and shows a good knowledge of the sounds of letters and groups of letters. Teachers usually correct such words when marking completed work.
35. Throughout the school, pupils write for a very good range of purposes. For instance, pupils in Year 2 write suspense adventure stories and, in contrast, a sequence of instructions on how to make

- jelly. They use their growing knowledge and understanding of grammar to produce very good descriptive writing. For example, in writing about the feelings of the 'Old Bear in the Attic' one six year old wrote "He felt a bit tired so he snuggled up in his bed". By Year 6, most pupils write accurately and clearly. Many pupils show great maturity and imagination in well-structured and well-organised narrative writing. Across a very good range of writing for different purposes they are well supported to structure their work to write clear reports, make notes and prepare an initial draft. In this way, their writing has a very positive impact on learning in other subjects, such as planning experiments and recording findings in science. The attention given to improving writing, especially of boys, is clearly succeeding.
36. As a result of very effective teaching, pupils make very good progress in **mathematics** during Year 2 and their attainment is above that expected of seven year olds. Samples of pupils' work and that seen during lessons indicate that pupils already have a firm grasp of numbers to 100, and higher. They know the relative order of numbers and understand that the '2' in the number 127, for instance, means '20'. Higher attaining pupils at this early stage of the year develop efficient strategies for mental calculations, they calculate $23 + 26$, for example, as $23 + 20 + 6$ to obtain 49. They develop confidence in doubling and halving numbers and use such knowledge well to add 'near doubles' such as $9 + 8$ working this out as $8 + 8 + 1$. During a lesson for pupils in Year 2, they were getting to grips with multiplication. Because of very good teaching, pupils quickly understood that multiplication is repeated addition and they soon realised that, for example, 2×4 is the same as 4×2 by rearrangements of eight members of the class.
 37. Most pupils in Year 2 are successful in solving appropriate problems in everyday contexts involving money and measures. They also enjoy problems and puzzles, such as, finding missing numbers in a sequence or finding all the different combinations of coins to make £1. They represent neatly, on simple graphs, data they have collected and recorded in tally charts. They know the names of common shapes in both two and three dimensions and measure accurately to the nearest centimetre the lengths of given straight lines.
 38. Pupils' progress in Years 3-6 is very good and, by the time they reach the end of Year 6, their overall attainment is well above the standard expected of 11 year olds. A majority of pupils achieve above the expected standard. Good planning together with effective application of the teaching methods prescribed by the National Numeracy Strategy enable teachers to provide work suited to the needs of pupils. Learning is systematic and pupils acquire a suitable range of skills and knowledge in arithmetic, geometry and data handling. Most pupils in Year 6 accurately and confidently recall basic number facts, although occasionally a minority do so hesitantly. For instance, several had to think about 6^2 during a quick-fire mental starter activity to a mathematics lesson. Pupils use mathematics well in other subjects, such as science, particularly in measurements and handling data.
 39. Samples of work from pupils in Year 6 indicate that higher attaining pupils have an impressive grasp of arithmetic and geometry. They handle big and very small numbers with ease and know, for example, that in an appropriate nine-digit number the '9' means 90 millions. Equally, they use accurately real and detailed tables of holiday costs to work out, for instance, the cost of a holiday of two weeks for two adults and two children, in high season, at a specified resort, including the hire of a particular car, from a range, for one of the two weeks. Work is well matched to the needs of pupils. Those of average attainment solve appropriate problems correctly and exhibit a good grasp of numbers and methods of calculation. Equally, pupils with special educational needs are very well supported by a teaching assistant and achieve as well as they can. They have a good level of competence in basic numeracy and calculate accurately, for instance, $\frac{3}{4}$ of 16 and $\frac{9}{10}$ of 80. Such pupils are competent at Level 3 in number at this early stage of Year 6.
 40. Pupils make very good progress through the school in **science** and the standards they attain are well above average in Year 2 and in Year 6. Their accurate use of scientific vocabulary is very good. Pupils gain a very secure knowledge of the relevant aspects of science as they move through school and clearly explain their ideas and what they find out, in both discussion and in writing. The high standards are the direct result of teaching that concentrates on pupils becoming

'scientists': their knowledge, skills and understanding are learned through investigational and experimental activities and a progressive use of accurate scientific terms and vocabulary.

41. In an excellent lesson for pupils in Year 2, past experience led them to expect to be interested in extending their knowledge about health and growth. They were not disappointed. Using a well-known story of 'The Hungry Caterpillar' and a very good review of earlier work on 'Cool Foods', pupils rewrote the story as 'The Healthy Caterpillar' after learning the five food groups and making comparisons between favourite and healthy foods. They used a prepared pie chart to help them understand a balanced diet. Learning was further enhanced by use of a 'Power Point' display using the digital microscope to identify less-known foods, such as kiwi fruit. As a result, pupils were clear about food groups and which foods are healthier.
42. Similarly, in a very good lesson in Year 6, pupils built on their previous knowledge and understanding of micro-organisms by testing out the conditions needed for yeast to grow. They understood the need for safety and a 'fair test'. The sequence of actions was noted carefully in safely preparing five different test tubes. Predicting the results of reactions by groups of pupils was done thoughtfully and reflected their knowledge of the three main requirements for growth of micro-organisms - warmth, food and moisture. They also knew that carbon dioxide was the gas produced.
43. Pupils' attainment in **ICT** is above the levels expected in Year 2 and Year 6. This is an improvement since the previous inspection when standards were also judged 'above national expectations', because national requirements have become more demanding. Both young and older pupils are equally confident in using the equipment to explore computer programs. Pupils with special educational needs make good progress. They respond positively to the good support given by their class teacher and by teaching assistants and they frequently use computers to enhance their learning in other subjects.
44. Pupils in Year 2 confidently use the mouse to select a program from the list of screen icons. During a lesson, they showed good control of the mouse using a paint program to draw images and fill spaces with colour. They selected appropriate tools from a tool bar and, for instance, used 'triangle' and 'rectangle' to create a Christmas tree very effectively. Samples of work indicate that pupils learn a broad range of skills, such as the use of a graph package in science to analyse and represent data. They have experience of electronic control of the movements of a toy vehicle. Equally, they use a suitable package to create a map of a region, or island, showing features such as woodland, roads and villages. Displays of pupils' work indicate that they use a word processing package effectively.
45. By Year 6, pupils extend their skills in a wider range of applications to good standard. For example, they combine text with graphics to produce work of a high standard of presentation to illustrate their learning of 'healthy eating' in science. In their work on the topic 'healthy teeth', they used well a variety of skills in combining text with graphics. They selected carefully fonts and sizes of characters, boxes and colour to present 'top tips' for healthy teeth. The final product illustrated their awareness of the audience and how to present information with maximum impact. Equally, a class newspaper illustrated high levels of skill in multimedia presentation that combined text, graphics and photographs in a variety of formats and styles. Pupils also learn effectively how to use a data-base package to create records, each having a number of fields, and how to interrogate their data, a realistic setting of, for example, storing information about plants in science.

Pupils' attitudes and behaviour are excellent.

46. Excellent relationships exist between pupils and adults; this is a key strength of the school. Pupils' attitudes to work, their behaviour and the quality of their personal development are each excellent. These very positive features help to create an atmosphere where all pupils, including those with special educational needs, enjoy learning and ensure that they make very good progress. These findings are an improvement on the very good attitudes and behaviour reported in the last inspection.

47. From the time they enter the nursery and have settled into its daily routines, children come eagerly to school. Pupils throughout the school are very interested in their lessons and extremely keen to respond. Motivation is high. Most are confident and alert and respond eagerly to the fast pace of, for example, starter activities in literacy and numeracy lessons. Pupils listen very well to their teachers, are keen to answer questions and get on earnestly with what they are expected to do with the very minimum of fuss. Very few pupils need the constant vigilance of their teachers; most are trusted with confidence to get on with their work without constant, direct adult supervision.
48. In lessons and as they move around the school pupils' behaviour is exemplary. In the playground and during lunch, groups of pupils of different ages and gender mix together very well. Pupils are kind and courteous towards one another and in their relationships with teachers and other adults. They talk openly and respectfully to visitors. They show equal respect for property and equipment. The school is a harmonious community. Nevertheless, sanctions are used when necessary. Children in the Foundation Stage learn to behave well and they adjust to different situations in large and small groups with increasing confidence. As pupils move through the school they develop a very good understanding of the conventions and high expectations of behaviour. For example, they line up sensibly and in a very orderly manner as they queue for lunch and when they prepare to come into school at the end of playtimes. All adults in the school share and promote similar high expectations of their own and pupils' behaviour and in this way provide excellent role models.

WHAT COULD BE IMPROVED

Tracking the progress of pupils in subjects other than the core subjects.

49. The school has very thorough and systematic procedures and practices for tracking the progress of pupils in the core subjects of English, mathematics and science and in ICT. Effective uses are made of the assessment data in these subjects. Pupils' progress in the other subjects, however, is measured by the topics and experiences that pupils encounter, matched to the appropriate levels of attainment in the National Curriculum. Such procedures are not sufficiently systematic to identify and plan pupils' learning needs in other than broad terms. They lack the clarity to determine, for example, appropriate challenges for high attaining pupils in these subjects or to identify gifted and talented pupils. Nor do they provide enough specific evidence of what pupils know, understand and can do to allow teachers to inform parents about how their children are getting on, in the level of detail they are entitled to know. The school buys expertise in, for example, in music and is considering doing so in physical education, but does not track pupils' progress with sufficient accuracy to know whether this practice gives value for money in raising their achievement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The school already achieves excellence in very many aspects of its work. To improve and build yet further upon the high quality of education that pupils already receive, the governors and senior managers should refine the procedures and practices of tracking what pupils know, understand and can do in subjects other than English, mathematics and science to identify more clearly areas of strength and weakness in their learning (paragraphs 5 and 49).

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	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	7	11	3	1	0	0	0
Percentage	32	50	14	5	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 4.5 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)	13	170
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	3	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	10	14	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	12	13	12
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	88 (93)	88 (90)	88 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	12	12	12
	Total	21	21	22
Percentage of pupils at NC level 2 or above	School	88 (93)	88 (89)	92 (90)
	National	85 (85)	90 (91)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	13
	Girls	12	13	13
	Total	23	27	26
Percentage of pupils at NC level 4 or above	School	85 (94)	100 (97)	96 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	14
	Girls	12	13	13
	Total	22	27	27
Percentage of pupils at NC level 4 or above	School	82 (97)	100 (97)	100 (97)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	181	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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 – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24.3
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	110.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	33.5
Number of pupils per FTE adult	6.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	4.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	499,152
Total expenditure	521,767
Expenditure per pupil	2,589
Balance brought forward from previous year	31,794
Balance carried forward to next year	9,179

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	183
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	4	0	0
My child is making good progress in school.	65	30	4	0	1
Behaviour in the school is good.	71	29	0	1	0
My child gets the right amount of work to do at home.	51	38	4	0	3
The teaching is good.	72	25	0	1	2
I am kept well informed about how my child is getting on.	69	23	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	12	4	1	0
The school expects my child to work hard and achieve his or her best.	77	21	0	1	1
The school works closely with parents.	72	22	5	0	1
The school is well led and managed.	66	29	4	1	0
The school is helping my child become mature and responsible.	79	16	2	0	3
The school provides an interesting range of activities outside lessons.	37	31	18	2	11

Where the total of a row is several points below 100 per cent, some parents declined to answer that question.

Other issues raised by parents

There were additional comments from parents on 12 of the 112 questionnaires returned, most of which expressed high levels of satisfaction with what the school provides for their children and were especially pleased with the way their children had settled into school routines. They were pleased to have ready access to teachers and to be well informed of their children's progress. Others raised personal concerns about particular features of the management of the school, such as, access to the headteacher during parents' evenings, lack of communication about special events, the lack of opportunities to participate in sport or to be entered for Level 6 in the National Curriculum tests in Year

6. In contrast, the parents who attended the meeting with Inspectors wholeheartedly confirmed the high levels of satisfaction evident in the table above.