

## **INSPECTION REPORT**

### **PADFIELD COMMUNITY PRIMARY SCHOOL**

Glossop

LEA area: Derbyshire

Unique reference number: 112552

Headteacher: Mrs P Boffey

Reporting inspector: Mr R S Moseley  
16886

Dates of inspection: 15-16 October 2002

Inspection number: 247235

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:	4-11 years
Gender of pupils:	Mixed
School address:	Rhodes Street Padfield Glossop Derbyshire
Postcode:	SK13 1EQ
Telephone number:	01457 852751
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms K Holtom
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Padfield Community Primary school is smaller than other primary schools with 111 pupils, consisting of 55 boys and 56 girls from four to 11 years. A below average number of pupils, ten per cent, are entitled to free school meals. The school serves the local village, but it is a popular school and a number of parents live outside the catchment area. The school serves a wide variety of mixed social backgrounds and types of housing. Attainment on entry to the school is average. There are no pupils with English as an additional language and six pupils have ethnic minority backgrounds. The proportion of pupils on the school's register of special educational needs is well below the national average. There are two pupils with a Statement of Special Educational Needs, which is broadly in line with the national average.

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

This is a very effective school, with some very good and excellent features. It has developed a very challenging climate for learning, within an environment that is warm, friendly and supportive. Pupils attain well above average standards in English, mathematics and science. The quality of teaching is never less than good and is mainly very good, with a substantial amount of excellent teaching. Pupils' attitudes to their work and their relationships are excellent. The headteacher's leadership is outstanding and the school gives very good value for money.

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

- Strong teaching helps pupils to learn very effectively and achieve very well. This has resulted in well above average standards in English, mathematics and science.
- The school provides a challenging climate for learning, which is supportive and caring. Consequently, pupils are developing as confident and independent learners with excellent attitudes to their work, and outstanding relationships.
- The school's very strong partnership with parents helps pupils to feel secure and enhances their progress.
- The headteacher, with the support of the senior teacher, staff and governors, provides outstanding leadership and a clear educational direction for the school.

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

- The school has no areas of weakness significant enough to be raised here.

As there are no areas for improvement, there is no requirement for specific issues to be covered in the governors' action plan.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1998. It has overcome all the weaknesses noted in the last inspection and has improved in many other areas. Overall, the improvement has been very good. With reference to the key issues in the last report, the school has improved the quality of provision and planning for pupils under five, improved the levels of attainment in writing and science for pupils in Years 1 and 2, improved the quality of planning in all subjects and identified very effectively the educational direction for the school.

In addition, there have been many other improvements. For example, standards in the National Curriculum tests have improved very well in English, mathematics and science. Standards in information and communication technology have also improved. All subject leaders have been enabled to develop their own leadership role very well and all now feel part of a strong team working together to raise standards even further. The school has also improved its links with parents considerably and almost all parents view the school as being very good.

## 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
EN	B	B	A	A
MA	B	B	A	A
SC	A	B	A	A*

**Key**

Very High A\*

well above average A

above average B

average C

below average D

well below average E

The trends up to 2002 demonstrate a gradual improvement. The results in science are particularly high when compared to similar schools, which puts the school in the top five per cent in this comparison. The national tests for pupils at the end of Year 2, indicates well above average results in reading and mathematics, average results in science and above average results in writing. The improvements and the standards attained are a result of gradual improvement in the quality of the teaching, the good use of assessment information and the attitudes of the pupils.

The inspection findings indicate that for this year's pupils, in Year 6, standards have been maintained. Pupils are already working at levels that are above average so that they are likely to be well above average by the end of Year 6 in English, mathematics and science. In Year 2 they are working at levels similar to last year in reading, writing and mathematics. Attainment in science for pupils in Year 2 has risen and pupils are working at a level that is above average. All these standards indicate that pupils are achieving very well in English, mathematics and science by the time they leave the school, from an attainment on entry that was average. Standards in numeracy and literacy are above average and are likely to be higher by the end of the year. The school has exceeded all the targets set. The targets were appropriate.

Attainment in information and communication technology is above average at the end of Years 2 and 6. It was not possible, during this short inspection, to make a judgement on attainment in any other subject.

In the reception class, pupils make good progress and attain standards that are above average by the time they move into Year 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Outstanding. Almost all pupils are very eager to learn and give of their best at all times. They are very responsive and show excellent attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour by almost all pupils in lessons and around the school is very good. They are polite and courteous to each other and adults.

Personal development and relationships	Personal development is excellent. Pupils develop a great deal of confidence by the time they leave the school. The school's buddy system also ensures that pupils care for each other a great deal and respect each other's views. Relationships are excellent throughout the school.
Attendance	Good.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

As this was a short inspection, only a small number of lessons could be seen. Also, these were not necessarily evenly distributed throughout the school. Nevertheless, inspectors judged that the quality of teaching has improved since the last inspection. Most teaching is now either very good or excellent. Strengths are the high level of teachers' expectations of pupils' work and behaviour and the methods and ideas they use. This ensures that pupils work hard, concentrate well and persevere to the end of the lesson. Where appropriate, pupils are encouraged to take responsibility for their own learning with plenty of investigative work and research using books, documents and computers. This ensures that pupils become confident learners by the time they leave the school. Lessons proceed at a good pace; teachers' assessment of pupils' capabilities is very good, especially in English and mathematics, where pupils have very good and appropriate personal targets. These records are used very well to plan future work. All these strengths encourage pupils' intellectual, physical and creative effort, ensuring that lessons are productive. Teachers' short-term lesson planning is of good quality with clear learning objectives. These are shared with pupils so that they have a very clear idea of what they are to learn. The planning usually outlines work for the different levels of attainment in the class and this meets the needs of pupils very well. Throughout the school, the teaching of literacy and numeracy is very good. The teaching and provision for children in the reception class is also of very good quality.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good. Teachers provide every opportunity to make pupils' learning experiences, both in school and during the many visits out, rich and vibrant. The school ensures that all pupils are included in all aspects of school life.
Provision for pupils with special educational needs	Very good. These pupils experience a full curriculum, both in class and when they are withdrawn for special support. The school's very good assessment arrangements ensure that these pupils and all pupils are provided with appropriate work that meets their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects of school life develop pupils' confidence and their skills of friendship and tolerance. The provision for moral and social development is excellent.
How well the school cares for its pupils	The school cares for its pupils very well. The procedures for child protection are good.



Parents have a very good regard for the school, are very pleased with all the improvements and are happy with the very effective links they have with the school.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. Within this the headteacher is an excellent leader. She has developed a very strong sense of purpose amongst the staff and enabled them to develop their own management and leadership roles. She is very well supported by the senior teacher and subject co-ordinators.
How well the governors fulfil their responsibilities	Very well. The governing body fulfils its responsibilities very well. The Chair of the governing body is very supportive and works closely with the headteacher. Some governors are new. The Chair is anxious to develop their roles and has arranged for them to attend training courses.
The school's evaluation of its performance	Outstanding. The headteacher, staff and governors are fully aware of the school's performance. They have a very clear idea of the aims, values and ethos of the school and the educational direction in which they wish to go.
The strategic use of resources	Excellent. Resources are readily available and used very well. All money is spent wisely and carefully and the school applies the principles of getting the best value for its pupils.

Although overall the governors are very supportive, the Chair is anxious to develop their supportive role even further. For example, to allow new governors to be fully trained. The toilet and washing facilities are old and inadequate and partially outdoors. However, the school is working hard with the local education authority to improve this area.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their child is making good progress.</li> <li>• The teaching is good.</li> <li>• They can approach the staff with any problems.</li> <li>• Their child is expected to work hard and do their best.</li> <li>• They are kept well informed about how their child is getting on.</li> <li>• The school is well managed.</li> <li>• The school helps their child to become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Almost all parents are pleased or very pleased with all developments.</li> </ul>

All views expressed by the parents were brought to the attention of the headteacher. Inspectors support parents' very positive views of the school.

## **PART B: COMMENTARY**

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

**Strong teaching helps pupils to learn very effectively and achieve very well. This has resulted in very high standards in English, mathematics and science.**

1. As this was a short inspection, only a small number of lessons could be seen. Also, these were not necessarily evenly distributed throughout the school. Nevertheless, planning indicates that teachers develop their own skills well and the quality of teaching has improved greatly since the last inspection, where only a small amount of teaching was very good and there was some unsatisfactory teaching. The teaching seen in this inspection indicates that nearly all the teaching, almost four out of five lessons, is very good or excellent. In all lessons, teachers prepare well by identifying precise learning objectives. These are shared with pupils at the start of the lesson. Often, the objectives for the week, generally in literacy and numeracy, are clearly displayed. This helps pupils to be clear about what they are expected to learn. Lessons proceed at a good pace and are well structured with a step-by-step approach. This results in motivating pupils and sustaining their interest up to the end of the lesson. These features, together with teachers' enthusiasm about their work and very good class management and discipline, contributes significantly to the standards attained and the very good achievement made by the time pupils leave the school.
2. Teachers also plan a wide range of stimulating and well-thought out activities. This means that pupils want to learn and thoroughly enjoy lessons. These activities start well with children in the reception class. For example, children were observed telling creepy ghost stories to the specialist classroom assistant and each other. However, the whole lesson was made very effective as the children were sitting in the semi-darkness, inside a tent that had been erected in the cloakroom. This made it more fun and the children were developing their speaking and listening skills, as well as their imagination, very well. The reception teacher has created a very good, stimulating environment for the children, which encourages rapid learning.
3. The teaching of basic skills in literacy and numeracy is very good in most lessons. For example, pupils in Years 3 and 4 are extending and developing their vocabulary, whilst studying history. The classroom has a good display entitled 'Roman Word Wall' with the obvious link to Hadrian's Wall. This display lists many words, such as 'sword', 'slave', 'bathhouse', 'shield', 'fort' and 'invasion'. Although most of the skills in English are developed well, the skills of handwriting and presentation, although not a weakness, are not as well taught and, very occasionally, teachers miss opportunities to encourage pupils to write. However, the school has clearly identified writing and handwriting as an area for further development in its very good school development plan. In numeracy, pupils in Year 6 used a very good range of words, such as 'equipment', 'reduction', 'denominator' and 'numerator' in a lesson on fractions.
4. The teaching of numeracy is a particular strength. The planning is of high quality and pupils in each lesson are encouraged to use their own methods and ideas to arrive at the correct answer to problems. In addition, pupils are made fully aware that they may be expected to explain their thinking to the teacher and the rest of the class. This works very well. Pupils confidently explain their thinking to others. The rest of the class listens well. Pupils have become fascinated with mathematics and numbers and compete vigorously to be the first to reach the right answer. Constructions and other displays seen around the school indicate that numeracy and measuring skills are regularly used.
5. Another strength is the use of computers to support learning in a wide variety of subjects. The subject leader has enabled all other teachers to develop their own computer skills well and, consequently, all pupils receive effective lessons in the basic skills within information and communication technology. This enables them to turn to the computer for research when required or to word-process and present their work. The co-ordinator has ensured that teachers have excellent equipment and a good scheme of work. Parents have helped to purchase equipment and another parent, who is also a school governor, has helped to set up the school's website. All this has

ensured very good teaching in this area and, consequently, standards are above average at the end of Years 2 and 6.

6. Teachers' subject knowledge in many areas is very good and this enables them both to ask appropriate questions and effectively challenge pupils with differing levels of attainment. For example, in a science lesson for pupils in Year 6, they were asked to explain how animals helped to disperse seeds. The teacher's very good knowledge about biology, together with a good collection of resources, helped her to ask different, but appropriate, questions to the higher attaining pupils, as well as those with special educational needs.
7. One very good feature of the teaching is the way teachers ensure that pupils are given every opportunity to develop their skills of research and independent learning. This is linked closely to the ethos of the school and its desire to develop confident learners. For example, in a history lesson for pupils in Year 6, the teacher provided a very wide range of resources suitable for individual research. The lesson was about the Aztec civilisation. Computer programs, books, documents and drawings were available and pupils obtained a wide range of good information and remained fully focused and interested for long periods. They made very good progress in the understanding of the Aztec religion and the cruel practice of human sacrifice. It was obvious that pupils were very accustomed to this type of individual and independent research by their very good concentration and enthusiastic approach to learning.
8. Another strength is the way pupils of all abilities are challenged. Parents indicated at the parents' evening that the teachers help pupils, whatever their ability, to learn and make progress. Teachers' planning nearly always indicates appropriate work for the higher attaining pupils, as well as pupils with special educational needs. The work, especially in English and mathematics, is planned by using the detailed information that teachers get from their very good assessment procedures. These procedures consist of regular testing arrangements, including optional National Curriculum tests carried out annually. Younger pupils are set appropriate group targets and older pupils all have individual targets. The pupils and parents are involved in the setting of these targets. This ensures that pupils are very clear about what they have to do to improve. Also, they are encouraged to take some responsibility for talking to the teacher if they feel that they have achieved their targets. This develops confidence and helps them to feel that they are making progress.
9. Teaching assistants are of high quality. They work closely with the class teacher and are aware of the individual needs of pupils. They are, therefore, particularly supportive to pupils with special educational needs and help them to make very good progress.
10. Only two lessons were seen in the reception class, but a discussion with the teacher, as well as an inspection of the lesson planning, indicates that these children experience a very good early years curriculum based on the Early Learning Goals. This is a very good improvement since the last inspection, where this area of provision was a key weakness. The teacher and specialist teaching assistant have a strong understanding of how young children learn and plan a consistent approach.
11. The very effective teaching, together with the attitudes of the pupils, has resulted in well above average standards by the time pupils leave the school. For example, in the 2002 National Curriculum tests, pupils in Year 6 attained well above average standards in English and mathematics when compared to all schools and to similar schools. In science, they also attained well above average results when compared to all schools. These science results were very high when compared to similar schools. Analysis of the work of the pupils in the present Year 6 indicates that many pupils are already working above the expected level and are likely to achieve similar standards as last year. As attainment on entry to the school is broadly average, these standards indicate that pupils achieve very well in English, mathematics and science by the end of Year 6.

**The school provides a challenging climate for learning, which is supportive and caring. Consequently, pupils are developing as confident and independent learners with excellent attitudes to their work, and outstanding relationships.**

12. The headteacher and staff have created an atmosphere in the school where pupils want to learn. Classrooms, hall and corridors are laid out to stimulate learning and every area creates interest and enjoyment. For example, pupils in Year 3 have used a variety of photographs to stimulate a writing activity. The photographs displayed, cover a variety of interesting subjects such as a volcanic eruption, a father and a child on a deserted beach and a supermarket checkout area. The writing is not placed by the appropriate photographs. The slogan, 'Can you guess which photographs are described and match them up?', is clearly displayed. The display challenges and encourages pupils to read the information carefully. This is typical of the school's approach to individual learning. Pupils are expected to take a great pride in every aspect of work displayed on the walls. Pupils' successes are always celebrated. Regular assemblies, sometimes with parents present, are held where these achievements are shared. All staff display a caring attitude, which enables each pupil to feel that he or she is important and can succeed. This encourages the pupils' self-esteem and confidence. For example, pupils in Year 1 were encouraged to demonstrate to others and adults the shadow effect of the cardboard shapes they had made. The teacher demonstrated a great deal of patience and with careful questioning, was able to get a very shy pupil to explain that, 'the nearer the shape was to the light, the larger the shadow on the screen'. This type of approach enables all children to grow in confidence so that by Years 5 and 6, pupils' speaking skills are very good and they regularly ask very appropriate questions if they are unsure or need more information.
13. Pupils' attitudes to their learning are outstanding. Pupils are very interested in their work and will persevere and concentrate for long periods, working on their own or with a partner very productively. Independent and research work, using books, documents and computers is encouraged at every opportunity. They can be left unsupervised. They are trusted and they respond well to this trust. This relationship, based on trust and respect, is central to the whole ethos of the school and one of the main reasons why it is such a successful school. Relationships at all levels are excellent. Pupils have a great deal of respect for each other's views. They are encouraged to listen when other pupils are talking. They do this very well. Teachers encourage all to feel that they are part of a family who care for each other and where all can make a contribution. For example, in a religious education lesson for pupils in Year 2, pupils listed numerous examples why Eric, the school caretaker, was such a valuable member of the school family. They clearly recognised that he was someone who made a contribution far in excess of what would normally be required. The teacher very cleverly used this example to re-enforce the feeling that all can make a special contribution and all are valuable. Another example is the 'yellow hat' scheme. Some pupils are trained to help with resolving conflicts that may occur if children argue or fall out. They wear a yellow hat on these occasions, which symbolises this training. The two pupils who have fallen out are shown a procedure to resolve the problem. They each have to speak in turn, listen to the other, agree how to resolve the issue and then shake hands. Relationships are further fostered and encouraged by the school's excellent 'buddy system' arrangements. Older children are linked with a younger one for two, ten-minute sessions each week. They talk together, help with reading, look at artefacts or objects they may have used in class and generally become very good and supportive friends. Many parents at the parents' meeting praised these arrangements and said that the two buddies often became good friends outside school.
14. Pupils enjoy a wide and varied curriculum. Although the school recognises the importance of developing basic skills in reading, writing, number and information and communication technology, the wider range of learning opportunities is also very good. The curriculum is enhanced by many rich experiences, including visits out of school to places of educational interest, as well as visitors into school. For example, pupils make visits to such places as the Manchester Science Museum, the Heritage Centre, Bankswood Park to do a science investigation and to High Peak 'Hotpot' Arts project. Pupils also get many opportunities to meet visiting adults who have great skills. For example, pupils in Years 3 to 6 worked with jazz musicians. Dance students have worked with pupils in Years 1 to 4. A visiting poet has worked with groups of children from different years and Buxton Football Club do coaching with Years 3 to 6. There are very strong links with the local community. For example, there is an open day for the over 60s and Padfield residents where pupils and adults mix, and pupils in Years 3 and 4 performed plays at a nearby school, working with High Peak Community Art. All these activities and experiences develop pupils' understanding and confidence in an enjoyable and exciting way.

**The school's very strong partnership with parents helps pupils to feel secure and enhances their progress.**

15. The school has very good links with the parents and their support is a strength of the school. In the response to the Ofsted parents' questionnaire, almost 100 per cent of parents who returned it, agreed or strongly agreed with every aspect. They indicated that they appreciate the school a great deal and are very pleased with the progress made by their children. The parents are kept well informed of their children's progress, through very good annual reports and a number of parents' evenings. The governors' annual report to parents is an attractive document and very informative, although one minor required item is missing. This has been pointed out to the headteacher. The parents are kept very well informed about school events through attractive, regular newsletters and correspondence. The school prospectus is well laid out and is an informative document. There is an active parent association, which works hard for the school and raises up to £2000 per year. Several parents come into school on regular occasions and help with reading, writing and mathematics. This helps progress and is deeply appreciated by the school.
16. The very good links start with the parents of children who join the school in the reception class. Parents and their children come in together regularly before they are about to start school. There are very good home links. This ensures that children are integrated into the school very quickly.
17. The information sent to parents about the curriculum and what their children are studying in lessons is outstanding. For example, a sheet entitled 'class information' is sent home each term. This outlines details of homework, topics to be studied and the work to be done in literacy, numeracy and science. The sheet also indicates that any help would be appreciated and asks for any books, artefacts and information about the topics that parents could lend. This keeps parents in close contact with what their children are learning. The school considers that all links with parents are of great importance and sends out its own questionnaires in order to be aware of parents' concerns.

**The headteacher with the support of the senior teacher, staff and governors, provides outstanding leadership and a clear educational direction for the school.**

18. The headteacher is an outstanding leader of the school. She has introduced many excellent improvements into the school in a very short time since her appointment two years ago. She has developed a strong sense of purpose amongst the staff and encourages all to feel part of a team, involved in moving the school forward with a clear educational direction. There is now an excellent shared commitment to strive for constant improvement. The headteacher works very closely with her senior teacher. This is a very effective partnership. She is also very effective in enabling all staff to develop their own leadership roles. For example, all subject co-ordinators are given every encouragement and support to be active leaders in their subjects. The co-ordinator for numeracy, for instance, has worked with another co-ordinator colleague who teaches in Years 1 and 2, to develop the subject across the school by observing lessons, checking pupils' books, inspecting teachers' planning and developing resources. This has been very effective and has resulted in improving standards in mathematics. Other co-ordinators operate in similar ways and the work of the co-ordinators is a strength of the school. For example, the new co-ordinator for art has reviewed the whole subject, rewritten the scheme of work and policy and is undergoing staff training. As a result, the quality of work in art is rapidly improving and pupils' work, seen on display, was of a good standard.
19. The headteacher also monitors the quality of the teaching and gives verbal and written feedback. All this monitoring of the curriculum and the teaching has been very effective. It has resulted in the raising of educational standards and an improvement in the quality of the teaching and learning since the last inspection.
20. The governing body gives very good leadership and provides very good support. The Chair of the governing body, who is a qualified and experienced teacher herself and a deputy headteacher at another school, is totally committed to the school and regularly engages in professional dialogue with the headteacher. Members of the governing body have been appointed to support literacy, numeracy and special educational needs and these appointments have been effective. The

governors bring a wide range of skills and experience to support the teachers. For example, as well as the experienced Chair, another governor is qualified in supporting children with special educational needs and another has great skills in information and communication technology and he has helped the school to set up its website. Governors regularly undergo training and more training is planned for this term for new members. For example, four governors are to attend a local authority course on how to monitor the curriculum and act more effectively as a 'critical friend'. The governors are fully aware of the strengths of the school, the improvements that have been made and the education direction planned for the school.

21. The leadership has developed an excellent ethos in the school. This is exemplified by the outstanding attitudes to work, excellent relationships and the commitment by all to raise standards further. There is a commitment to equal opportunities and inclusion for all pupils in all aspects of school life. The school's policy and practices in promoting race equality are very good. Careful financial planning effectively supports educational developments and priorities. The school uses the money at its disposal wisely and the headteacher and school secretary are aware of the need to get the best value for its pupils. For example, the school's finances are in very good order. Although the school has a slightly high carry over figure at present, this is prudent. The school is aware that building costs may be high if the present toilet facilities are to be improved. Also, the school is anxious to maintain its present pupil-teacher ratio. The management systems now in place, including the very effective leadership by the headteacher, senior teacher, dedicated team of teachers and support staff and governors, have ensured many important improvements. The school has an excellent capacity to maintain these and continue to develop very well.

#### **WHAT COULD BE IMPROVED**

22. No major areas for improvement were identified during the inspection.

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

In order to continue to improve in all aspects of school life, the governors, headteacher and teachers should implement the very well-thought out school development plan, which contains some minor areas for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	6	3	0	0	0	0
Percentage	31	46	23	0	0	0	0

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

### Information about the school's pupils

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	111
Number of full-time pupils known to be eligible for free school meals	11
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	10
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.48
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (94)
	National	85 (85)	89 (89)	89 (89)

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

Boys and girls are not reported separately as there are less than ten of each gender in each 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
	1001	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	88 (85)	88 (75)	100 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	88 (86)	88 (82)	100 (95)
	National	73 (72)	74 (74)	82 (82)

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

Boys and girls are not reported separately as there are less than ten of each gender in each 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	106	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	2	0	0
Mixed – any other mixed background	1	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	1	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)	6
Number of pupils per qualified teacher	18.5
Average class size	27.8

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	118.45

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/2002
	£
Total income	291,790
Total expenditure	289,205
Expenditure per pupil	2,559.33
Balance brought forward from previous year	14,361
Balance carried forward to next year	16,945

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.5

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

111

Number of questionnaires returned

57

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	79	21	0	0	0
Behaviour in the school is good.	67	33	0	0	2
My child gets the right amount of work to do at home.	63	37	0	0	0
The teaching is good.	79	19	0	0	0
I am kept well informed about how my child is getting on.	77	23	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	14	5	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	63	33	2	0	2
The school is well led and managed.	77	19	0	0	4
The school is helping my child become mature and responsible.	77	19	0	0	4
The school provides an interesting range of activities outside lessons.	74	23	4	0	0