

# INSPECTION REPORT

## **HAGUE BAR PRIMARY SCHOOL**

New Mills, Derbyshire

LEA area: Derbyshire

Unique reference number: 112598

Headteacher: Mrs M E Mitchell

Reporting inspector: Mr Martin Newell  
10638

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> November 2002

Inspection number: 247242

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Lower Hague  
New Mills  
Derbyshire

Postcode: SK22 3AP

Telephone number: 01663 762203

Fax number: 01663 762203

Appropriate authority: The Governing Body

Name of chair of governors: Mr A Wilks

Date of previous inspection: January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
10638	Martin Newell	Registered inspector
9593	Barbara Sinclair	Lay inspector
31862	Julia Coop	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>12</b>
<b>WHAT COULD BE IMPROVED</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Lower Hague, about a mile from the centre of the Derbyshire town of New Mills. A significant number of pupils travel a considerable distance to attend the school. There are currently 96 pupils attending the school, 52 girls and 44 boys. There is a low level of pupil mobility with few pupils joining or leaving the school other than at the usual times. Most pupils are of white ethnic origin with a small number of pupils speaking English as an additional language. None is at an early stage of learning English. The percentage of pupils known to be eligible for free school meals stands at 5% and this is below the national average. The percentage of pupils identified as having special educational needs is 15% and below the national average, whilst the percentage of pupils with a statement of special educational need is above the national average. Assessment data shows that the attainment levels of children soon after they start school cover the full ability range and are at an average level overall.

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

This is an effective school with a significant number of strengths. By the time that pupils leave school, they achieve very well in English, mathematics and science, often attaining high standards as recognised by the government's School Achievement Awards which the school gained in 2001 and 2002. Throughout the school the attitudes and behaviour of pupils are very good. The teaching in Years 3 – 6 is consistently good and often very good and, with the very good learning opportunities that are provided in these year groups, pupils of all abilities make very good progress. This is a caring and supportive school which is very well led and managed by the headteacher. Taking all factors into account, this is a school that is providing good value for money.

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

- Pupils in Years 3 - 6 achieve very well and often attain high standards in English, mathematics and science by the time that they leave school.
- The quality of teaching in Years 3 - 6 is consistently good and often very good.
- A very good range and quality of learning opportunities are provided both within and outside of the formal curriculum in Years 3 - 6 that add much to the quality, depth and range of pupils' learning. A good range of visits and visitors are provided for children and pupils in the Foundation Stage and in Years 1 - 2.
- Throughout the school pupils have very positive attitudes to learning, behave very well and show a thirst for new knowledge and skills.
- This is a caring school where good procedures are in place for assessing pupils' attainment, setting targets and tracking pupils' progress as they move through the school.
- The headteacher provides very good leadership and is very well supported by an effective Governing Body.

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

- The curriculum provision for children in the Foundation Stage and in Years 1 and 2.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the time of the last inspection in 1998. Progress accelerated with the appointment of the present headteacher. During the last 3 years standards in English, mathematics and science have risen, particularly at the end of Year 6, with pupils in both Years 2 and 6 at times attaining levels which put their performance in the top 5% of schools nationally. Many of the strengths in teaching and other areas of school life have been maintained and built upon with the school already recognising the need to improve further the quality of teaching and learning in the Foundation Stage and in Years 1 and 2. In terms of the key issues that were identified at the last inspection, the Governing Body now plays a far more active and effective role in monitoring the work of the school. The role of subject co-ordinators has improved and the headteacher is ensuring that it continues to develop so that co-ordinators can have their biggest impact on raising standards through the rigorous monitoring of teaching and learning. The headteacher has also planned to update further her training in child protection. The headteacher shows a steely determination further to improve the school and the quality of education provided and, together with an effective Governing Body and the support of all staff, the school is well placed to continue its cycle of development and improvement.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A*	A	A	C	very high A* well above average A above average B average C below average D well below average E
mathematics	A	A*	A	A	
science	A	A	A	A	

The table shows the school's results at the end of the National Curriculum tests compared with all schools over a three-year period and with similar schools for 2002. In 2002 standards were well above the national average in English, mathematics and science. When the school's results are compared to schools in similar contexts, on the basis of pupils known to be eligible for free school meals, attainment was well above average in mathematics and science and average in English. When the benchmarking is based on pupils' prior attainment at the end of Key Stage 1, attainment is well above average in all three subjects. The discrepancy between the English attainment when compared to mathematics and science can be explained by the fact that two pupils did not achieve as well as expected in the National Curriculum tests. The size of the school should also be taken into account because only a relatively small number of pupils are assessed each year and so comparisons with national data are not always reliable. Data, however, clearly indicates that the school's trend of improvement in attainment is above the national trend. Inspection findings show that attainment for the present Year 6 pupils is above average in English, mathematics and science. This does not suggest that standards have declined but simply reflects the natural ability level of this particular group of pupils. All pupils achieve well in relation to their ability and make good and at times very good progress because of the consistently good and often very good teaching. Evidence indicates that standards are set to be well above average in

2004, with the school continuing to set challenging and demanding targets not only for the percentage of pupils expected to reach the levels expected of 11-year-olds but also for the percentage of pupils expected to exceed this level. The success of the school in terms of attainment is recognised by the government's 'School of Achievement Awards' in 2000 and 2001.

Inspection findings show that standards at the end of Year 2 are above average in reading and mathematics and average in writing and science. Pupils benefit from satisfactory teaching in all three subjects and this, together with the very positive attitudes of the pupils, means that pupils make satisfactory progress. When children's attainment is assessed soon after they start school, data shows that the full range of abilities is represented, with attainment overall being at an average level. The children make steady progress in all areas of learning and by the end of the reception year the majority of children are on track to achieve the nationally recommended Early Learning Goals in all areas of learning. The school has already accurately identified the need to further improve the quality of learning and provision in the Foundation Stage and in Years 1 and 2 to have an even greater impact on the progress that children and pupils make.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Throughout the school pupils have very good attitudes to learning and to school in general. They show a desire for new knowledge and learning and are keen to do well.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils of all ages behave very well both within the classroom and around the school. They show a healthy respect for the needs of others and are polite, courteous and helpful to visitors.
Personal development and relationships	Good. Good provision is made for the personal development of pupils and relationships are of a very good standard. These features add much to the life and ethos of the school.
Attendance	Satisfactory. The school puts much effort into promoting and monitoring good attendance. Attendance rates are broadly in line with the national average and pupils enjoy coming to school.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory	Satisfactory	Good

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

The quality of teaching in the Foundation Stage is satisfactory and in Years 1 - 2 is satisfactory with some good features. Teaching in Years 3 - 6 is consistently of a good, and often of a very good, standard.

In the Foundation Stage children are managed well and share good relationships with the staff. Teaching is satisfactory overall, and elements of the children's creative development



and their knowledge and understanding of the world are taught well. In Years 1 and 2 teaching again is effective in terms of classroom management, relationships, the development of pupils' numeracy skills and in providing activities that motivate the pupils. The teaching assistant makes an important contribution to pupils' learning in both classes. The children and pupils make satisfactory strides in their learning in these classes but too little attention is paid to the systematic and rigorous teaching of writing, phonic and spelling skills. Further staff development in meeting the needs of Foundation Stage children in mixed aged classes is necessary. In addition, there is a need to provide more opportunities for children to develop as independent learners in the Foundation Stage.

In Years 3 - 6 the quality of teaching is never less than good and is often very good. Reading and writing skills are taught in a direct and progressive manner. Pupils are provided with many opportunities to read a wide range of literature and to write for a wide variety of audiences and purposes. This combination helps to make sure that by the time that pupils leave school they are accomplished writers and knowledgeable and expressive readers. The work that is set is often challenging and demanding and is carefully matched to the individual needs of pupils. Plenty of opportunities are provided in mathematics and science to tackle investigative and problem solving tasks. Pupils like nothing better than this and rise to the challenge with determination, perseverance and with a great sense of fun and enjoyment. In other subjects, such as history or design and technology, teachers' subject knowledge and enthusiasm shine through to motivate and enthuse the pupils. These features, together with the very positive attitudes of the pupils to learning, make a powerful combination which impact greatly on how well pupils achieve and on the consistently good, and at times very good, progress pupils of all abilities make.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The quality and range of the curriculum in the Foundation Stage and in Years 1 and 2 is satisfactory with some good features. In Years 3 - 6 the curriculum provision is very good with many subjects covered in depth, a very good emphasis given to developing skills alongside knowledge, and very good development of pupils' literacy, numeracy and computer skills in other areas of the curriculum. The school provides a good range of visits and visitors throughout the school to enhance pupils' learning.
Provision for pupils with special educational needs	Good provision is made for all pupils with special educational needs, including pupils with a statement of educational need. Pupils are supported well and make similar progress to their classmates.
Provision for pupils with English as an additional language	The school makes satisfactory provision for pupils for whom English is an additional language. This ensures that pupils have full access to all aspects of the curriculum and take a full and inclusive part in the life of the school as a community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' spiritual, moral, social and cultural development and this makes an important contribution to pupils' personal development.
How well the school cares for its pupils	The school cares well for pupils and provides a happy and secure learning environment. Good procedures are in place for assessing pupils' attainment and for tracking their progress as

	they move through the school.
--	-------------------------------

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Despite a heavy teaching commitment the headteacher provides very good and determined leadership and management of the school. She receives good support from teaching and non-teaching staff. The small size of the school means that most teachers have responsibilities for a number of subjects and aspects of school life and are becoming increasingly effective in monitoring and evaluating teaching and learning.
How well the governors fulfil their responsibilities	Good. The Governing Body fulfils its statutory duties well. Governors have a good grasp of the strengths of the school, its areas for improvement and are effective in monitoring the work of the school.
The school's evaluation of its performance	The headteacher analyses test and assessment data well and uses the information effectively to set targets for improvement. To reflect the principles of best value, the targets that are set are challenging and the school is constantly seeking to refine its self-evaluation procedures and involve as many stakeholders as possible in decision making processes.
The strategic use of resources	Good. The school makes good use of all available funds and grants to help improve the quality of pupils' learning. Funds are spent wisely and reflect the educational priorities that are outlined in the School Development Plan. The school gives good value for money.

### 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>• The fact that their child likes coming to school.</li> <li>• Parents are pleased with the quality of teaching and believe that their children are making good progress.</li> <li>• Parents feel that behaviour is good.</li> <li>• Most parents are happy with the amount of homework that is set.</li> <li>• Parents feel that the school sets high expectations.</li> <li>• Parents agree that the school is well led and managed.</li> <li>• Parents are pleased with the way in which the school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about how their child is getting on.</li> <li>• The approachability of the staff and the partnership between school and parents.</li> <li>• The activities that are provided outside of lessons.</li> </ul>

Inspection findings concur with many of the positive views of the parents. Inspection findings indicate that the range and quality of information provided for parents relating to how their child is progressing is similar to that in other schools and is therefore judged to be satisfactory. The small size of the school means that there is not a vast array of extra-

curricular activities but a number of clubs and activities do run over the course of the year and these are judged to be good. A good range of visits and visitors to school and residential trips further enhance pupils' learning and educational experiences. No evidence was observed during the inspection of problems in partnership with the parents or in terms of approachability of the staff. However, parents' views on these issues have been passed on to the school who are eager to do all they can to ensure that the partnership between home and school in all aspects is as strong as possible to have the biggest possible impact on children's learning.

## **PART B: COMMENTARY**

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

#### **Pupils in Years 3 - 6 achieve very well and often attain high standards in English, mathematics and science by the time that they leave school.**

1. Children's attainment when they start school spans the full ability range and overall it is at an average level. By the time that pupils leave school the results of the National Curriculum tests in English, mathematics and science are consistently well above the national average with the school at times achieving results that places it in the top 5% of schools nationally. The success of the school in terms of attainment is further recognised by the government's "School Achievement Awards" in 2000 and 2001. The school also performs well when compared to similar schools. Inspection findings show that this owes much to the consistently good and at times very good teaching in Years 3 – 6 and to the very good attitudes and desire to do well shown by the pupils. The present Year 6 pupils are on track to achieve above average standards in English, mathematics and science in 2003. This does not suggest a fall in standards from previous years but simply reflects the natural ability levels of the pupils. Standards are set to be well above average again in 2004 although the small number of pupils in each year group can sometimes make comparisons with national results less reliable. Children get off to a steady start to their educational lives in the Foundation Stage. Progress begins to gather a little more pace in Years 1 - 2 and accelerates significantly in Years 3 – 6. As a result, by the time that pupils leave school they are achieving very well given the attainment levels when they start school, with tasks and activities set that challenge and stretch pupils of all abilities, including those with special educational needs and the higher attainers.
2. Standards in speaking and listening are currently above average by the time that pupils leave school. Throughout the school, teachers provide good opportunities for discussion and emphasise the importance of listening to and respecting the views and opinions of others. Pupils know that their own views will be listened to both by staff and classmates. This means that pupils are only too ready to take part in question and answer sessions which are a feature of many lessons. In the best lessons the teachers expect pupils to use a good level of technical vocabulary in different subjects of the curriculum. Teaching ensures that pupils have the opportunities to discuss wide ranging issues and feelings. This is particularly the case in Years 3 – 6. In a religious education lesson for the older pupils in the school, the class was discussing the need for rules and whether different groups that we may belong to demand different loyalties. The pupils listened attentively to one another, often modifying their own views and opinions after listening to the contributions of their classmates. The teacher emphasised the need for pupils to use an expressive vocabulary and to justify their views and opinions. Pupils rose to the challenge and a mature and highly interesting discussion ensued. In a lesson for pupils in Years 3 and 4 the pupils had the pleasure of meeting a "Viking" complete with clothing, weapons and artefacts of the time. The teacher discussed with the pupils, prior to the "Viking's" visit, information they would like to find out to further their knowledge and understanding of this period of history. The pupils framed some very pertinent and detailed questions and listened intently to the responses, often asking more detailed follow up questions. The pupils' speaking and listening skills, together with the very knowledgeable and humorous contribution made by the "Viking", led to an enjoyable and very worthwhile learning experience.
3. Standards in reading are at a well above average level by the time that pupils leave school. The school has placed an increasing emphasis on ensuring that early reading

skills and strategies to tackle unfamiliar words and phrases are taught in a more systematic and rigorous manner in Years 1 - 2. This is increasingly paying dividends, as pupils become more confident and expressive readers by the end of Year 2, helped by the high levels of parental support that many children receive. Standards by the end of Year 2 are above average. As pupils move through Years 3 - 6 they acquire reading skills at a good rate. By the age of 11, many pupils are expressive, confident and knowledgeable readers. Pupils are introduced to a wide range of writers and develop a love of literature. Pupils have read, enjoyed and have an astute understanding of books by Rowling, Wilson, Serrallier and Stein, to name but a few, as well as having a good knowledge of the work of Shakespeare and classical novelists. Pupils are taught the importance of reading with expression and to interpret punctuation very well to help bring the text to life. Pupils are taught the higher order reading skills, such as skimming and scanning, which means that they can locate information quickly or get the gist of a text after a brief read. Many opportunities are provided for pupils to put these skills to the test through independent study and research in subjects such as history, geography and religious education. Pupils are often expected to read their own work out loud and sometimes small groups of pupils prepare and then lead class assemblies. These add much to pupils' confidence and personal development as well as providing a vehicle for enhancing pupils' reading skills.

4. Standards are currently above average in writing by the time that pupils leave school. Writing is taught in a satisfactory manner in Years 1 - 2 with an increasing emphasis on the direct teaching of specific writing skills. Standards are at an average level. The pace of progress really picks up in Years 3 - 6. This is as a direct result of the good and often very good teaching. The teachers provide a wide range of opportunities for writing. For example, pupils are asked to write an autobiography, persuasive arguments from different viewpoints, reporting a crime, writing from notes, comparisons of different writers such as C.S. Lewis and Terry Pratchett, leaflets, letters of complaint and extended pieces of writing. Pupils are provided with writing frameworks and directly taught the specific skills to complete the tasks successfully. Pupils are encouraged to use powerful adjectives and adverbs that help to enliven their writing. The pupils respond very well to this good quality of teaching and are accomplished and successful writers by the time that they leave school. Good opportunities are provided in other subjects of the curriculum to push on pupils' writing. Good examples were seen in the writing of river poems in geography and in work on materials in science. Teaching also places an important emphasis on the effective use of punctuation on accurate spelling and on good levels of presentation which all add to the overall quality of pupils' writing.
5. The pupils are on track to achieve above average standards in mathematics by the age of 11. By the end of Key Stage 1 many pupils have a secure grasp of number, use their problem solving skills in a satisfactory manner in all their work and have a secure grasp of shape, space and measures. Standards are above average. Pupils make good progress in Years 3 - 6 often achieving standards over time that are well above average. The emphasis that the school places on examining the different strategies to solve problems certainly enhances pupils' learning and their attainment. The mental agility sessions that are now an integral and thoroughly enjoyable feature of most lessons across the school are successful in developing pupils' ability to solve calculations at speed and with accuracy. The tasks that are set in Years 3 - 6 are challenging and stimulating and consistently ensure that the needs of all pupils, including the higher attainers, are met. Pupils have a good level of understanding of probability, shape, space and measures. Attainment in science is currently above average by the end of Year 6, although as with English and mathematics standards over the last three years have often been well above average. This owes much to the consistently good and often very good teaching which ensures that pupils cover all

elements of the subject in depth and as a result the pupils develop a good knowledge base. At Key Stage 1 the pupils use their scientific knowledge in an appropriate manner to help make accurate predictions or to explain what happens in their experiments and pupils have a secure scientific knowledge base. Pupils of all abilities make good progress in Years 3 - 6. A good balance is struck between the development of pupils' scientific knowledge and the acquisition of investigative skills. Pupils put their scientific knowledge to good use to help them make accurate predictions and logical hypotheses in their experiments. Teaching ensures that different topics and elements of the subject are taught in depth. When pupils study the human body, for example, they are able to name and explain all the major body parts and functions, state the uses of different muscles, explain in detail and with a good level of sophistication what makes for a healthy diet and lifestyle and have a well developed sense of drug awareness. Over the course of the year pupils develop a good and often very good knowledge base across all aspects of the subject. The enthusiasm of the pupils and the high expectations of the teachers result in pupils wanting to find more things out for themselves and to talk animatedly about the work that they have covered. Good links are made with literacy, with many well planned opportunities provided for pupils to write up investigations in their own words, to take notes and to carry out research tasks.

**The quality of teaching in Years 3 - 6 is consistently good and often very good.**

6. The quality of teaching in Years 3 - 6 is consistently good and often very good. This makes a significant contribution to the good progress that pupils of all abilities make, to the quality of pupils' learning and to the high standards of attainment that are often reached by pupils by the time that they leave school. The teaching is often challenging and demanding and meets the needs of all pupils, including pupils with special educational needs and the higher attaining pupils.
7. All teachers in Years 3 - 6 have high expectations both in terms of the work that is set and of pupils' behaviour. Planning is of a good standard and pays much attention to ensuring that work is well matched to the differing needs and maturity of the pupils. This is important as both classes in this key stage contain mixed aged groups with a wide range of ability. The class for the younger pupils in this key stage is taught by two teachers who share the teaching responsibility. Good and effective liaison procedures are in place to ensure that there is good quality, continuous learning for the pupils and that the teachers know exactly which elements of the curriculum they are covering. This means that teaching is always seeking to push on pupils' learning rather than consolidating or re-covering previously learnt work.
8. Literacy and numeracy are taught well throughout Years 3 - 6. Reading and writing skills are taught in a direct and progressive manner and this adds much to how well pupils attain. Pupils are given good quality writing frames, which provide good support for them to write for a wide range of audiences and purposes. Many opportunities are provided for pupils to write in other areas of the curriculum, such as history, science and religious education. Teachers place much emphasis on independent study and research, which offers pupils the chance to develop and enhance their reading skills by locating information accurately and swiftly and improve their writing skills with tasks such as note taking. The great strength of the teaching is that pupils are being equipped with and taught directly the specific skills that are needed to carry out these tasks effectively. Whether it is the skills of skimming or scanning, reading beyond the literal level or accurate note taking at speed, the precise and sequential teaching produces good strides in learning. Much emphasis is given to the development of pupils' speaking and listening skills through active and animated class discussions which are a feature

of many lessons at this key stage. Whether it is in a science lesson on a healthy and balanced diet or in a history lesson on the Vikings, the teachers constantly encourage the pupils to respond in an expressive and expansive manner to questioning, to justify their views and opinions and to use a good level of technical vocabulary, such as "proteins, fibre and carbohydrates." Pupils know precisely what is expected of them in terms of question and answer sessions and discussions and respond very well.

9. Teaching is equally effective in numeracy. A feature of many lessons is the quick fire question and answer sessions at the start of the lesson to sharpen pupils' mental agility skills. The pupils thoroughly enjoy these sessions and participate with high levels of fun and great concentration. The tasks that are set are challenging and the questions modified to suit the differing abilities of the pupils in the class. The pupils know that any of them may be asked to answer a question and this keeps them on their toes throughout this opening session. This enthusiastic start often carries over to the main part of the lesson. In a lesson for pupils in Years 5/6, a very clear and precise teaching input to a group of pupils about decimal fractions and notation led to an immediate understanding of a new concept and then enabled the pupils to tackle even more demanding work. In a very successful numeracy lesson for pupils in Years 3/4 on partitioning and doubling the pupils were provided with every opportunity to examine different strategies of how they arrived at their answers, with pupils clearly learning from one another and making good strides in their learning. Teachers' subject knowledge in both literacy and numeracy is good which enables them to deal with any misconceptions well and to set demanding tasks for the pupils to complete. There are some very good examples of the marking of pupils' work, particularly in literacy, where pupils are clearly told what they need to do to improve or have explained to them in great detail why a piece of work is particularly good. This advances pupils' learning, as the pupils are only too ready to take on board the comments made by their teachers.
10. In science, teaching ensures that pupils are afforded opportunities to learn through investigative activities and to find things out for themselves. This not only increases pupils' ability as enquirers and investigators but also adds much to their personal development and helps them to recognise that they too have a responsibility for their own learning. Pupils often carry out quite a lot of research at home with little prompting and are then ready to share their findings with classmates. In history, pupils are asked to carry out a personal study and research task on famous people in history. The pupils chose a wide and diverse range of people from Bob Geldof to Walt Disney. The older pupils in school are expected to research and then present an assembly to their classmates. During the inspection, three pupils had carried out research on the First World War to support their assembly on the theme of "Remembrance Day." The result was an effective and moving assembly, much enjoyed and valued by all the class.
11. Teaching in Years 3 - 6 is good across many subjects of the curriculum and this enables pupils to acquire a good range of skills and knowledge. Pupils have a good knowledge of artists, composers, and of different periods in history. Pupils are directly taught skills that enable them to complete tasks well and with a good degree of imagination in art and design and design and technology. Pupils have a good awareness of world faiths in addition to Christianity. This level of knowledge across many subjects of the curriculum indicates that these subjects are taught in sufficient depth and are taught well, particularly when discussions with the pupils show that they really enjoy many aspects of the curriculum, with the teachers' own enthusiasm motivating and enthusing pupils' learning. Good examples were also observed of computers being used to support pupils' learning in subjects such as mathematics, history and science.

12. Good opportunities are provided to enhance pupils' learning through the regular setting of homework. Tasks that are set cover a wide range of activities and learning is certainly enhanced through projects, such as the home based independent research topics, where pupils use a wide range of skills in producing good quality, informative and interesting pieces of work. Teaching support staff in the school play an important and valuable role in enhancing pupils' learning. They ask incisive questions, take an active part in lessons, support pupils very well and help to ensure that pupils with special educational needs take a fully inclusive part in lessons.

**A very good range and quality of learning opportunities are provided both within and outside of the formal curriculum in Years 3 - 6 that add much to the quality, depth and range of pupils' learning. A good range of visits and visitors are provided for children and pupils in the Foundation Stage and in Years 1 - 2.**

13. The school provides a broad and balanced curriculum at Key Stage 2 with all elements of many subjects taught in sufficient depth to enable pupils to gain a good knowledge and understanding of these subjects and to develop a good range of skills. Pupils are taught the skills to enable them to become independent learners and these skills are put to good use in subjects such as history and geography when carrying out personal research tasks on topics, such as rivers, post war Britain, or Ancient Greece. The quality of the curriculum ensures that pupils learn about the work of a good range of famous artists, such as da Vinci, Van Gogh and Michael Angelo. Pupils work with a wide range of materials and media, including clay, and learn a good range of skills and techniques that add to the quality of their work. Pupils design, make and evaluate a range of products in design and technology, such as structures, bridges, musical instruments, wrapping paper and a wide selection of biscuits. Pupils listen to, compose and appraise music. Pupils are conversant with classical music and name composers, such as Handel, Mozart and Beethoven as well as naming more modern composers and musicals. Pupils are introduced to a range of religions and faiths alongside their studies of Christianity and pupils are provided with opportunities to examine and evaluate their feelings and beliefs. There are good examples of pupils' literacy and numeracy skills being promoted in other areas of the curriculum. In geography, for example, pupils wrote a descriptive account of their visit to a water park, while in another class pupils were asked to examine and then write the reasons why people visit the seaside. In religious education pupils research and then write in their own words an account of people, such as Martin Luther King, who have given their lives for good causes. Pupils are expected to put their numeracy skills to good use when conducting experiments in science, in locating places on maps using co-ordinates in geography and to measure accurately in both the design and making processes in design and technology. These expectations improve the quality of pupils' learning.
14. Good provision is made for pupils with special educational needs throughout the school. Individual education plans are of a good standard and contain targets that are appropriate to the needs of the pupils. Pupils benefit from well-targeted support, which is often provided by the teaching assistants who provide valuable and valued support which impacts greatly on the quality of pupils' learning. Satisfactory provision is made for pupils for whom English is an additional language and this ensures that they take a full and active part in all lessons and are fully included in all aspects of the curriculum and in the life of the school as a community.
15. Throughout the school, teachers and support staff recognise the added dimension that visits and visitors can bring to pupils' learning. The school is also quick to exploit opportunities within the local area to advance pupils' learning. For example, when



working on structures and bridges in design and technology the pupils were taken to look at bridges and structures in the local area, which gave them a better understanding of what would be needed in their own constructions. During the last year the school has provided a wealth of visits and visitors. These have included visits from poets, storytellers, dance workshops, theatre groups, anti-bullying workshops, football coaches, engineers to support pupils' learning on bridge building, potters and other craftspeople. These are in addition to visits from people, such as the school nurse and other community or emergency services. Visits have been many and have included visits to the River Mersey, Stockport Air-Raid Shelters, Macclesfield Silk Museum, a Jewish Museum, a mosque and a cathedral in Manchester, a local heritage centre, Chester Zoo and Buxton Opera House. The school takes part in inter-school sporting competitions, musical events with other schools in the area and has established a very good reputation with parents and the local community for its dramatic and musical productions. Although the school is small, it nevertheless provides a good range of extra-curricular activities that include guitar, dance, football, netball, rounders, Key Stage 1 board games and horse care. The school provides two residential trips for pupils at Key Stage 2 and these provide golden opportunities to develop and enhance pupils' personal development, as does the School Council which provides opportunities for pupils to discuss issues that are pertinent to improving the school and to listening and evaluating the views of other pupils and adults before making decisions. The school is keen to promote in pupils an awareness of the needs of others. With this in mind, the pupils take an active part in charity fundraisers such as "Jeans for Genes Day", and support local projects for the needy through Harvest food donations. Pupils also help to raise funds for school through helping to organise and run events such as the "Annual Plant Sale" and the "Summer Fair."

**Throughout the school pupils have very positive attitudes to learning, behave very well and show a thirst for new knowledge and skills.**

16. In the Foundation Stage the children quickly become accustomed to the routines and demands of school life and respond in an enthusiastic manner to the teachers' and support staff's expectations of good behaviour. The children show very sensible attitudes to work. They show good levels of concentration and, when opportunities are provided for them to learn through practical and investigative tasks, they show higher levels of natural curiosity and inquisitiveness. Children respond well to praise and constructive criticism when provided, work well together and are ready to help one another when the need arises.
17. Pupils at Key Stages 1 and 2 continue to have very positive attitudes to work and to school. Many recognise the importance of a good education and are keen to play their part in ensuring that they work hard. Pupils concentrate well in lessons, and are very keen to take a full and active part in lessons. Pupils work well on their own and in small and larger groups. All pupils are ready to share and value one another's ideas and to discuss the best ways of completing the task. In many lessons where teachers capture their imagination, pupils respond with high levels of interest, enthusiasm and motivation. The pupils show a very positive attitude to work. Once something has been explained to them, they are keen to get on with it. Pupils are always prepared to join in the question and answer sessions that are a feature of many lessons. They are confident in doing so because they know that their views and opinions will be respected.
18. Pupils particularly enjoy taking part in investigative tasks, musical and art activities as well as working on computers. Whether it is in history lessons, quizzing a Viking,

discussing their own beliefs in religious education, problem solving and investigating in mathematics and science lessons, or helping to organise the school annual plant sale, the pupils enjoy being set a challenge or an opportunity to show their own creativity or originality. Pupils invariably rise to the challenge and produce good quality pieces of work or a high level of performance. Pupils can be relied on to get on with their work once a task has been set. Many examples were seen of pupils helping a classmate if the teacher was providing direct teaching input into another group of pupils. Older pupils need little prompting to use a dictionary, reference book or a thesaurus to find a word or to retrieve a certain piece of information. Some pupils, when enthused by a particular lesson or project, carry out further research at home and then share their findings with their classmates. This not only advances the individual's learning but also that of the rest of the class. Older pupils discuss in a very sensitive and mature manner, issues such as the beliefs and traditions of other groups of people, or the impact of crime and recognise how they can learn from the mistakes of others. In the lessons seen during the inspection many were characterised by pupils' high levels of enthusiasm. The very positive attitudes and strong work ethic displayed by pupils contribute significantly to the quality of life in the school.

19. Behaviour across the school is very good. The school makes it clear from an early age what is required in terms of behaviour. The school stresses the importance of self-discipline and that pupils must be responsible for their own actions. Pupils have a clear understanding of the difference between right and wrong and a good appreciation of the impact of their actions on the well being of others. The overall quality of behaviour makes a powerful contribution to the quality of learning. Inspection findings showed pupils to be well mannered, polite and always willing and eager to talk to visitors. Within assemblies, group and class discussions the pupils are provided with opportunities to reflect on their own values and beliefs. The atmosphere in school is one where the individuality of the pupils is recognised and valued.

**This is a caring school where good procedures are in place for assessing pupils' attainment, setting targets and tracking pupils' progress as they move through the school.**

20. This is a caring and supportive school. All pupils are well known by staff, and all adults in the school are committed to ensuring that the pupils' welfare and well-being are given a high priority. Effective procedures are in place for promoting good behaviour and attendance. Appropriate procedures are in place for Child Protection, with the headteacher to undertake additional training in this area in the very near future. Effective procedures are in place for ensuring pupils' health and safety. Regular audits are carried out and have rightly identified a steeply sloping part of the playground which could easily constitute a health and safety hazard, particularly in more adverse weather conditions. All staff in school are first aid trained and there are clear and effective procedures in place for dealing with illnesses and accidents, should they occur. The quality of relationships in school is such that the pupils know that they can approach any member of staff if they have a problem. Discussions with the pupils show that they feel very confident that staff would listen to them sensitively and that any issue would be dealt with quickly and fairly. The level of care and concern that is evident in school helps the pupils to feel confident and secure and greatly enhances the quality of the learning environment. The school is an inclusive school where pupils are given every opportunity to contribute to the life of the school as a community. The school does much to ensure that pupils are made aware of issues relating to equality in terms of gender and ethnicity.

21. Led by the headteacher, the school has put a great deal of effort into establishing effective procedures for assessing pupils' attainment in English, mathematics and science and in other areas of the curriculum. In addition to the National Curriculum tests the school carries out a range of reading tests and other optional national tests. Good use is then made of the data that these tests produce. The headteacher analyses all available test and assessment data and looks for any patterns of weakness in elements of subjects, by gender, for year groups of pupils and for individual pupils. Any whole school issues become a focus on the school development plan and action to address the issue becomes embedded in school practice. The information is also skilfully used to help set targets for individual pupils, and the school then very carefully tracks pupils towards the stated targets. If a pupil looks like he or she may not reach a particular target then additional support is provided. If a target looks like it could be exceeded then the teacher ensures that additional and more challenging activities are provided that will enable the pupil to achieve at an even higher level. The records that are kept of pupils' progress mean that teachers can see at a glance if progress is as good as expected. This information, for example, has been used well to target the further improvement of standards by the end of Year 2, which is a priority area on the school development plan. The targets that the school sets in literacy and numeracy are challenging and realistic. The governors are fully involved in this process and this enables them to have a consistently good grasp and awareness of the standards that the school achieves. The school is consistently seeking to improve its already adequate assessment procedures in other subjects of the curriculum so that it has a good picture of pupils' attainment and progress across all elements and aspects of the curriculum. The pupils themselves are becoming increasingly involved in setting their own targets for improvement.
22. The school has also put effective procedures in place for assessing children's attainment when they start school. The information is used well to identify at an early stage children that may have special educational needs. Good procedures are also in place for assessing and tracking the progress of pupils with special educational needs. The information is used to set targets that are both challenging and realistic in pupils' individual education plans and progress towards these targets is carefully monitored. There is little doubt that the procedures for assessing, tracking and target setting are strengths of the school and have played an important role in the high standards that pupils of all ages and abilities attain.

**The headteacher provides very good leadership and is very well supported by an effective Governing Body.**

23. The leadership provided by the headteacher is very good. She has played an important and significant role in ensuring that pupils attain well above average standards by the time that the pupils leave the school. She shows a steely determination to continue to improve the school and the quality of education that it provides. A great strength is the fact that she has a very honest and astute awareness of the strengths of the school and the areas to be tackled to move the school on. The headteacher is always ready to first of all identify and then tackle any issues, which are pertinent and relevant to further development and improvement of the school. She offers a good level of professional support to all members of staff and this helps to create a good team spirit in school where all adults feel valued. The good leadership of the school by the headteacher is further exemplified by the fact that the small size of the school means that the headteacher has a 50% teaching commitment. She combines the role of classroom teacher and headteacher of the school very well with evidence clearly showing that she contributes much in terms of teaching to the high standards that pupils attain by the age of 11. The school has the benefit of a very effective school secretary who carries out her duties in a highly efficient manner ensuring that the school runs very smoothly

as the headteacher constantly seeks to strike the desired balance of leader of the school and class teacher. The overall positive ethos of the school, the sustained desire and commitment to improvement and the high levels of attainment when pupils leave school indicate that the headteacher has indeed struck the right balance.

24. The school has made appropriate progress since the time of the last inspection in 1998. The appointment of the present headteacher three years ago has however coincided with an accelerated rate of improvement. The last three years have seen standards in English, mathematics and science rise, with the pupils in both Year 2 and Year 6, although particularly in Year 6, at times attaining standards that put the school in the top 5% of schools nationally. Many of the strengths in teaching and other areas of school life have been maintained and built upon. The headteacher, however, shows little sign of complacency, with the school already identifying the need to continue to improve learning in the Foundation Stage and in Years 1 and 2. In terms of the key issues that were identified at the last inspection, the Governing Body now plays a far more active and effective role in monitoring the work of the school. The role of the subject co-ordinators has improved and the headteacher is ensuring that it continues to develop so that co-ordinators can have their biggest impact on raising standards through the rigorous monitoring of teaching and learning. The headteacher has also planned to further update her training in child protection. The headteacher is determined to continue the school's process of development and improvement. With the support of all members of staff and an effective Governing Body, the school is placed to continue its cycle of development and improvement.
25. There are good procedures in place to monitor the quality of teaching and learning. The headteacher and some co-ordinators have monitored lessons and scrutinised pupils' work and teachers' planning. This has enabled the head and co-ordinators to gain a good grasp of the quality of education that the school provides and the areas that the school needs to address to be even better. After formal lesson observations feedback is given with clear pointers for development which then form the focus of future observations. Evidence clearly shows that this strategy has led to improvements in the quality of teaching and learning over time. The school is seeking to refine further the role of curriculum co-ordinators to enable all co-ordinators to play an even more active role in the monitoring of teaching and learning. This is good practice. The small size of the school means that there is a great deal of informal discussion relating to standards, teaching and learning which impacts positively on monitoring the work of the school and on individuals' performance within the school. Staff meetings are held on a regular basis and issues pertinent to school development and improvement are discussed in detail before becoming embedded in school practice. All staff are given every opportunity to contribute to this process. This whole process is helped by the effective manner in which the headteacher carries out analyses of test and assessment data. Her careful analyses enable areas for improvement to be recognised, either as whole school issues or for individual pupils. The information is then fed back to staff and used well to guide and inform curriculum planning or to identify areas for improvement that are then clearly articulated in the school development plan.
26. The Governing Body is very supportive of the work of the school and fulfils its responsibilities in an effective manner in holding the school to account for the quality of education that it provides. The committee system works effectively with committees reporting back to the full Governing Body on issues important to moving the school on. Each governor is linked to a particular class and specified subject area. Governors have invited subject co-ordinators to present policies or other information relating to subjects that they are responsible for to governors either at committee level or to the full Governing Body. Both these initiatives are effective in cementing the very good

quality of relationships between the school and the governors and in keeping governors fully aware of the quality of curriculum provision and learning that the school is providing. Many governors visit the school while it is at work and this gives them a very good insight into the quality of education that the school is providing. Other governors put their professional skills to good use for the benefit of the school. The governors have a good awareness of the strengths of the school and areas for development. Governors are becoming increasingly more involved in setting priority areas for improvement which are then articulated in the school development plan. Governors have attended in the past, and continue to attend training sessions regularly on issues such as performance management target setting and monitoring and evaluating the work of schools. This enables them to set school issues effectively in a wider regional and national context.

27. School development planning is of a good standard. Regular staff meetings ensure that staff are consulted about new initiatives and are fully involved in drawing up the identified priorities in the school development plan. The plan is an effective document and is seen as a working document where the targets and aspirations of the school are clearly articulated and priorities are carefully costed. Appropriate timescales are set and effective procedures are outlined to help ensure targets are met. A particular strength is the fact that success criteria are often linked closely and consistently to maintaining or improving standards and the quality of teaching and learning. The plan is a very accurate and astute document which identifies in a very precise and succinct manner the areas to tackle for the school to improve. Financial planning is of a good standard and there is a good match to spending patterns and to educational priorities outlined in the school development plan. The headteacher deploys staff and resources to have the best impact on the quality of pupils' learning. The school applies the principles of best value well. Comparison is carried through analysis of test results against all and similar schools. The school is keen to consult with parents and to take their views on board and consults with the pupils through the school council. Commercially, the school is a discriminating purchaser, well aware of need for a competitive approach. All the recommendations of the last auditor's report in 2001 have been acted upon. Taking all factors into account and in particular the fact that attainment on entry to the school is broadly average and attainment when pupils leave the school is often well above average, the school is providing good value for money.

## **WHAT COULD BE IMPROVED**

### **The curriculum provision and the quality of learning for children in the Foundation Stage and Years 1 and 2.**

28. The quality of curriculum provision and learning for children in the Foundation Stage is satisfactory with the school keen to improve further so that children get off to a flying start in their educational lives. Teaching is satisfactory with some stronger elements in the creative elements and in the management of children. Children in the Foundation Stage are educated alongside some Year 1 pupils and at times the teaching and learning are not always as effective as they could be in meeting the needs of both groups, particularly the higher attainers. Too few opportunities are provided for the children to explore through practical and investigative tasks, although they are increasingly keen to do things for themselves and are already beginning to recognise this as an important part of their learning. The school has already identified the need for in-service training to help improve curriculum planning and provision so that the needs of all pupils are more closely met and to ensure that the children in the Foundation Stage are given every opportunity to learn through investigative and practical activities

and to develop as independent learners. When such opportunities are provided, the children rise to the challenge, their natural curiosity flourishes and they enjoy themselves. This practice is not consistent enough.

29. Teaching and learning for the rest of the pupils in Year 1 and in Year 2 are satisfactory with some good features. Teaching is effective in terms of classroom management, relationships, the development of pupils' numeracy skills and in providing activities that motivate the pupils. Again, the school has accurately identified the need to ensure that for all pupils in Years 1 and 2 curriculum provision ensures that phonics and spelling strategies are taught in a rigorous manner to help further improve standards in reading and writing. There is evidence that teaching in Years 1 and 2, particularly for the older pupils, has over the past 12 months placed a greater emphasis on the direct teaching of specific reading and writing skills which is beginning to have a greater impact on the standards that are attained and how well pupils achieve. Learning is most effective when opportunities are provided for pupils to write in their own words across other areas of the curriculum, rather than simply filling in worksheets. This effective practice needs to continue.

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

30. In order to build on the school's strengths and high standards that are achieved by the time that pupils leave school, the governors, headteacher and staff should:

### **Improve the quality of curriculum provision for children in the Foundation Stage and in Years 1 and 2 by:**

- providing in-service teacher training to improve curriculum provision for Foundation Stage aged children and Year 1 pupils in mixed age classes so that the needs of both groups are consistently met, particularly for the higher attainers;
- ensuring that children in the Foundation Stage are provided with more opportunities to learn through practical and investigative activities and to develop as independent learners;
- ensuring that phonics and spelling strategies are taught in a rigorous, systematic and direct manner for pupils in Years 1 and 2.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	7	5	0	0	0
Percentage	0	25	44	31	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 six 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)	N/A	96
Number of full-time pupils known to be eligible for free school meals	N/A	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.8
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	5	10	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	14	15
Percentage of pupils at NC level 2 or above	School	80(82)	93(76)	100(88)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	15	14
Percentage of pupils at NC level 2 or above	School	80(76)	100(82)	93(82)
	National	85(85)	89(89)	89(89)

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

Details of boys' and girls' results are not published separately when there are 10 or fewer boys or girls in the year group.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	9	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	15
Percentage of pupils at NC level 4 or above	School	87(88)	93(88)	100(94)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	15	15
Percentage of pupils at NC level 4 or above	School	93(94)	100(94)	100(94)
	National	73(72)	74(74)	82(82)

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

*Details of boys' and girls' results are not published separately when there are 10 or fewer boys or girls in the year group.*

**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	90	6	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	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)	4.5
Number of pupils per qualified teacher	21
Average class size	23.75

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	48

#### **Qualified teachers and support staff: nursery**

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

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
----------------	-----------

	£
Total income	224354
Total expenditure	226879
Expenditure per pupil	2224
Balance brought forward from previous year	16886
Balance carried forward to next year	14361

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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	96
Number of questionnaires returned	38

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	29	3	5	0
My child is making good progress in school.	82	11	7	0	0
Behaviour in the school is good.	52	45	3	0	0
My child gets the right amount of work to do at home.	45	45	5	5	0
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	53	34	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	71	16	13	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	53	29	18	0	0
The school is well led and managed.	66	31	0	0	3
The school is helping my child become mature and responsible.	62	32	3	3	0
The school provides an interesting range of activities outside lessons.	52	29	16	3	0