

# INSPECTION REPORT

## **DUKE OF NORFOLK CE PRIMARY SCHOOL**

Glossop

LEA area: Derbyshire

Unique reference number: 112868

Headteacher: Mrs L Jones

Reporting inspector: Mrs Joan Boden  
12301

Dates of inspection: 31<sup>st</sup> March – 2<sup>nd</sup> April 2003

Inspection number: 247283  
Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	112868
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Royle Avenue Glossop SK13 7RD
Telephone number:	01457 852635
Fax number:	01457 852635
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Joan Scott
Date of previous inspection:	2 <sup>nd</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
12301	Mrs Joan Boden	Registered inspector
19361	Mr Keith Ross	Lay inspector
27568	Mrs Midge Davidson	Team inspector
32226	Mrs Teresa Quick	Team inspector

The inspection contractor was:

Evenlode Associates Limited  
6 Abbey Close  
Alcester  
Warks  
B49 5QW

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

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average Church of England controlled primary school with 286 boys and girls from four to 11 years. It serves a mixed community, and a significant number of pupils live in council house accommodation. There are roughly equal numbers of boys and girls overall, but in Year 5 there are significantly more girls than boys. Children enter the reception class in either September or January following their fourth birthday. The vast majority of pupils are of white ethnic origin, and all the pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs is well below average overall. However, the proportion of pupils with statements of special educational need requiring specialist help is above average. Children enter the school with a wide range of abilities. Overall, their attainment is average.

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

This is an outstanding school that provides very good value for money. The school has a warm relaxed atmosphere because of the excellent relationships between all members of the school community. This makes pupils feel secure and ready to learn. The quality of teaching is very good overall and frequently excellent. The pupils work hard because they enjoy their lessons and value what their teachers do for them. This leads to well above average standards in English, mathematics, science and art, and above average standards in music. There is an excellent team spirit, with all the governors and staff working very well together to raise standards even further. All the staff know the pupils very well and get the best out of them by encouraging them to set their sights high. As a result, pupils of all abilities achieve very well, both academically and in their personal development. They leave the school well prepared for secondary school and beyond.

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

- The excellent leadership by the headteacher and key staff, and the keen involvement of the governors in supporting and monitoring the work of the school, are the key factors in the school's success.
- The very good provision for children in the Foundation Stage means that these children get a very good start to their formal education.
- The high quality of teaching throughout the school leads to well above average standards in English, mathematics and science.
- The provision for the arts is very good. This leads to high standards in art and music.
- Throughout the school, pupils enjoy an extremely rich curriculum.
- The school makes very good provision for pupils' personal development. Pupils are academically and socially confident and are prepared well for the next stage of their education and beyond.

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

- The inspection team did not find any significant areas for improvement. However, the school is aware that a very small minority of parents are not satisfied with the amount of information they receive about how their children are doing. In order to improve further, the school should continue to implement the actions already identified in the school improvement plan.

*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 improved at a very good rate since it was last inspected in 1998. The quality of teaching is now even better than it was, and the high standards and very good rate of achievement in English, mathematics and science have been maintained. Furthermore, standards in art and music have also improved. The quality of pupils' artwork is now much higher than is expected for pupils the same age. The key issues for development in the last report have been tackled very successfully. School improvement planning has been revised to cover long-term proposals with appropriate costings. The enthusiasm and commitment of the headteacher, staff and governors mean that the school is very well placed to maintain its high standards and to continue to improve.

## 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	A	well above average A above average B
mathematics	A	A	A	B	average C below average D
science	A	A	A	C	well below average E

Standards have remained consistently high since the last inspection. In all three subjects, they are well above the average in schools nationally. Compared with similar schools, standards are well above average in English, above average in mathematics and average in science. Pupils' written work is of a very high standard. The very well planned opportunities to write for a range of purposes across the curriculum and the high quality of teachers' marking enable the pupils to build up a very good repertoire of writing styles. The pupils have very good mental arithmetic skills that they use well to solve mathematical problems. This is the result of their enthusiasm for the subject, engendered by the high quality teaching and the many opportunities that they have to investigate number patterns. The practical nature of science lessons leads to very good scientific knowledge and understanding. In 2002, the school exceeded its targets for the numbers of pupils reaching the expected level in English and mathematics. In keeping with the school's commitment to raise standards even further, challenging targets are now set for pupils to reach the higher level 5.

Children start in the reception class with average attainment overall. By the end of their reception year, they reach the standards expected for their age in language and mathematical development, and exceed the standards expected in personal and social development, and knowledge and understanding of the world. During their time in Key Stage 1, they achieve very well in reading, writing and mathematics. Standards by age seven have also been consistently high since the last inspection. In 2002, standards in writing dipped. Although they were still above the national average, they were below the average in similar schools. This was because there were more pupils than normal with special educational needs.

The school does not sacrifice other subjects in order to maintain these high standards. Because of the value attached to the arts, standards in music are above average, while the work in art is outstanding. Although the school does not yet formally identify gifted and talented pupils, those pupils talented in art and music are supported well and they achieve their full potential. In all subjects, boys and girls of all abilities achieve very well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are proud of their school and talk enthusiastically about it. They work very hard in lessons because they like and respect their teachers, and they find the work interesting.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons. They get on well together and play happily together at playtimes and lunchtimes.
Personal development and relationships	Excellent. Pupils are mature and responsible. They are very well mannered and treat each other and all adults with respect. They take on responsibility and show very good levels of initiative to effect improvements to their school.

Attendance	Very good. Attendance is well above the national average.
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## 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.*

Teaching is even better than it was at the time of the last inspection. It is now very good and frequently outstanding in all subjects. This means that, overall, pupils throughout the school achieve very well. The reason that children in the reception class do not appear to achieve as well as the rest is that they are there for such a short time. Some children spend only six months in the reception class. Through the very good teaching, they make good gains in learning, particularly in personal and social development and knowledge and understanding of the world.

All the teachers create a very good atmosphere for learning through their friendly and relaxed approach that makes pupils feel secure and ready to learn. Planning at every level is excellent. The teachers know what each pupil is capable of and match work accurately to their needs. Their excellent preparation of lessons ensures that no time is wasted. The pupils enjoy the lively pace and the wide variety of activities that make learning fun. This is particularly so in literacy and numeracy lessons. Pupils with special educational needs are supported very well in lessons, so that they can join in with the rest of the class. This boosts their confidence and spurs them on to try harder. Teachers guide pupils well when they mark their work. While praising what pupils do well, they nevertheless give pointers for improvement. This keeps the pupils on their toes and encourages them to set their sights higher. Teachers have very good subject knowledge, which gives them the confidence to teach specific factual information that increases pupils' knowledge and understanding. They are also good at framing effective questions that probe pupils' understanding and lead their thinking forward in small steps. There were no significant weaknesses in the lessons seen. An examination of the work in pupils' books indicates that teachers have a consistent approach in their high expectations of how work should be presented. Pupils respond positively to this and take pride in their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. Pupils enjoy a very rich curriculum. Subjects are brought to life through a very good range of visits and by visitors to the school. The school places strong emphasis on developing pupils' literacy and numeracy skills, but there is an equally strong emphasis on developing artistic and musical skills. There is an impressive range of activities outside lessons.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early. Their progress is monitored closely and their targets are reviewed regularly. Teachers keep a close eye on them in class and match work accurately to their needs. As a result they achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Through its close links with the church and the very good opportunities provided across the curriculum, the school nurtures the pupils' spiritual and cultural development very well. Provision for moral and social development is excellent. This is reflected in the pupils' attitudes and behaviour, both in lessons and around the school.
How well the school cares for its pupils	Very good. The wellbeing of the pupils is at the heart of everything the school does. In addition to very good academic guidance, the pupils are given a very good range of life skills. There is an appropriate policy for

	racial integration.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. This is the major strength of the school and the key to its success. The headteacher has a clear vision and provides outstanding leadership. She delegates very effectively to the deputy and assistant headteachers, and the curriculum co-ordinators. She has created an excellent team spirit where the teaching and non-teaching staff work very well together to the benefit of the pupils. Monitoring of teaching and learning is excellent, with the emphasis on enabling teachers to become better at what they do.
How well the governors fulfil their responsibilities	Very good. The governors are very well informed and closely involved in running the school. They have a clear idea of what the school does well and what it needs to do to improve. They are very supportive of the school, but they are not afraid to ask challenging questions about performance. They measure the success of spending decisions in terms of improved standards.
The school's evaluation of its performance	Very good. The school has a clear picture of its strengths and areas for improvement through the excellent monitoring of teaching and learning. There are rigorous systems for checking how the school compares with other schools and a very strong commitment by the staff and governors to improve standards even further.
The strategic use of resources	Very good. The school uses finance, the staff, time, accommodation and learning resources to very good effect.

The school makes the most efficient use it can of all the funding it receives.

## 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 children like school.</li> <li>• Behaviour is good.</li> <li>• The teaching is good.</li> <li>• Their children are expected to work hard.</li> <li>• Their children are becoming mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• Information about how their children are doing.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspectors agree strongly with the positive responses. They consider that the amount of homework is appropriate for the ages of the children. They judge that the quality and amount of information for parents is at least as good as in other schools. However, the school is mindful that some parents are not satisfied and has already identified this as an area for improvement. The school provides a very good range of activities outside lessons.

## **PART B: COMMENTARY**

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

**The excellent leadership by the headteacher and key staff, and the keen involvement of the governors in supporting and monitoring the work of the school, are the key factors in the school's success.**

1. The headteacher provides excellent leadership. Despite the fact that standards were high when she joined the school, she has brought fresh ideas and sharpened some aspects of management. She is very much a team player. However, although she delegates very effectively, she retains overall responsibility and gives help and support where necessary. She nurtures good management skills in relatively inexperienced members of staff. The success of this can be seen, for example, in the way science is managed. All the staff think very highly of her, not only as a manager, but also as a caring and supportive person. She has developed the role of subject co-ordinators substantially since the last inspection. The most significant aspect of this is that they gain a good overview of the quality of teaching and learning in their subjects through lesson observations and an examination of pupils' work. The excellent relationships between all the staff allow open discussion. Staff are very supportive of one another and willingly accept advice. This is because, as a team, they work constantly to drive up standards. All the co-ordinators make a full contribution to the school improvement plan and produce detailed action plans for their subjects.
2. The governors are very actively involved in running the school. They have a clear idea of its strengths, but more importantly they know what needs to be done to make it even better. All the issues identified for development in the last report have been tackled very successfully. There is an excellent working relationship between the staff and the governors. The governors are very knowledgeable and are not afraid to ask searching questions. The school development plan is a comprehensive working document, with key priorities identified clearly and criteria for success defined precisely. It also sets out detailed cost projections so that the school knows exactly how much money it has in hand.

**The very good provision for children in the Foundation Stage means that these children get a very good start to their formal education.**

3. There is a special atmosphere in the Foundation classes. The high quality of teaching and the outstanding curriculum are the main contributory factors. Children settle very happily and adapt quickly to the routines of school life because of the sensitive support they receive from the teachers and other adults. The excellent relationships between children and adults help them to feel confident and secure. Many parents commented on this to inspectors. Visitors are immediately impressed by the stimulating displays and the colour and vibrancy of the rooms.
4. Children make good progress in all the areas of learning because the teachers are very skilled at linking all the areas, so that the children's learning is constantly reinforced. A current topic, for example, is gardening, which includes all aspects of the curriculum. Apart from related language and mathematical activities, the children have excellent opportunities to explore and investigate things for themselves. For example, in cultivating a real garden, they are learning to care for plants while, at the same time, investigating the small creatures that live in the soil. Even at this young age they are introduced to reference books, and identify and classify creatures at a simple level. They know, for example, that a spider has eight legs and that ladybirds have spots. This knowledge is reinforced effectively through careful artwork. The rich experiences that children have not only develop their knowledge and understanding, but also nurture their spiritual development very well. Recently they have been fascinated and delighted to watch caterpillars develop into butterflies. During the inspection, they watched with mixed emotions as these were released into the nearby park. Watching 'their butterflies' develop engendered a deep caring and

respect for living things. This was evident in the way they stepped carefully around the reluctant fliers.

5. The high quality of provision ensures that all children learn how to behave appropriately in different situations. School life for all the children is full of interest. There is much to do and learning is fun. As a result children concentrate very hard and enjoy the range of activities provided. School is a place where they can be with their friends and experience challenging situations where their creative and imaginative capabilities are extended very well.

**The high quality of teaching throughout the school leads to well above average standards in English, mathematics and science.**

6. Pupils join the school with a wide span of abilities, but overall, their language and mathematical skills are broadly average. Due to the high quality of teaching throughout the school, they achieve very well. By the time they leave at age 11, their results in English, mathematics and science tests are well above national averages. Compared with similar schools, standards are well above average in English, above average in mathematics and average in science. Teachers plan and prepare their lessons very well. They know their pupils very well and match work accurately to the needs of different ability groups. This works well because pupils' learning is taken forward in manageable steps. In marking pupils' work, teachers strike a good balance between praising what pupils have done well and pointing the way forward to improvement. This keeps the pupils on their toes. The warm relationships and the mutual respect between teachers and pupils create a very good atmosphere in the classrooms, where pupils feel secure and are not afraid of making mistakes. Teachers have very good subject knowledge, so they are confident in their approach and adopt a very relaxed style. To the observer, they make teaching look easy because they adopt a conversational approach and have the pupils hanging on to their every word. They bring humour into their lessons when it is appropriate, and pupils appreciate and learn from this. In a Year 5/6 science lesson, for example, some pupils got the arrows pointing in the wrong direction when illustrating food chains. "Oh yes, beware the man eating mackerel," said the teacher. This made the pupils laugh, but their work after this showed that they had learned from it.
7. Pupils write with increasing confidence for a wide variety of purposes as they move through the school. They learn how to use language effectively to sustain the interest of the reader. An examination of pupils' work shows very high quality writing. Pupils' writing of adventure stories, for example, shows the whole process from initial ideas through drafting and re-drafting to the finished product. At each stage, the teachers' sensitive comments influence the development of the work. By the age of 11, some pupils write poetry that is worthy of publication. For example one boy used imagery very well in his poem describing how different classes left the hall at the end of assembly: -  
*Miss Sparrow's lot flew out;*  
*Mr Bull's lot got herded out;*  
*Mr Bumble's lot buzzed off;*  
*Miss Storm's class thundered out;*  
*Mr Train's lot made tracks;*  
*Mr Idle's class just couldn't be bothered;*  
*Mrs Barrow's class were wheeled out;*  
*Mrs Stretcher's class were carried out;*  
*And Mrs Brook's class simply trickled away.*
8. In mathematics, pupils develop very good mental strategies as they move through the school through the careful teaching of the basic skills of numeracy right from their earliest days in school. Teachers provide very good opportunities for pupils to investigate number patterns and this supports their learning well. Teachers also challenge pupils to use their knowledge of number facts to solve relevant problems. This equips the pupils well to apply their mathematical knowledge to everyday life situations.

9. The very good quality of teaching is sustained because of the excellent team spirit amongst all the staff. All the teachers want what is best for the pupils and they are constantly striving to improve their teaching in order to raise standards further. Parents are pleased with the standards and are confident that their children achieve their full potential regardless of their ability.

**Provision for the arts is very good. This leads to high standards in art and music.**

10. The school nurtures pupils' creative talents very well. The quality of artwork throughout the school is outstanding. The work is celebrated through attractive displays, and this spurs pupils on.
11. These high standards do not just happen. The co-ordinator provides excellent leadership. He supports and guides teachers very effectively in their planning and practice, and his classroom displays are an inspiration to other staff. Throughout the school, teachers pay careful attention to developing pupils' observational skills, not just in art lessons, but in all subjects where drawing is used as a means of recording. In reception and Year 1, for example, adults encourage the pupils to match the colours as well as they can and draw the correct number of seeds when recording their work on fruits. As they get older, pupils' drawings in all subjects are increasingly detailed and sophisticated. Pupils enjoy the opportunities to draw in other subjects. In discussion with inspectors, they said that they had particularly enjoyed drawing and painting prayer mats when they studied Islam, and painting stones in the style of those painted by a Greek orthodox nun.
12. The many displays show how pupils have tried to reflect the styles and techniques of other artists in their own work. Examples of this include "Cat catching a bird" and self-portraits after Picasso. Other work is in the style of Mondrian, Jasper Johns, Gustav Klimt and Andy Warhol. The excellent progress that pupils make as they move through the school is exemplified in very mature collage work entitled, "1930s Surrealism meets 1960s Pop Art".
13. Pupils reach above average standards in music because of the high quality teaching, the enthusiasm of the co-ordinator and the very good support given by other staff towards the teaching of music. Instrumental tuition for the violin, the choir, brass band and recorder groups have a positive impact on the standards. Music has a very positive impact on pupils' social development. Pupils play their instruments in school and are encouraged to play in instrumental groups within the community.

**Throughout the school, pupils enjoy an extremely rich curriculum.**

14. The school has managed very successfully to implement national guidance for English and mathematics, while also maintaining a very broad and balanced curriculum that meets the learning needs of all its pupils well. The breadth of the curriculum and the depth in which subjects are taught not only promote pupils' intellectual development very well, but also nurture their spiritual, social and cultural development very effectively. The staff are skilled at combining subjects imaginatively in order to develop pupils' skills, knowledge and understanding in an interesting and enjoyable range of contexts.
15. These links are evident in lessons and through an examination of work in pupils' books. In the Year 2 class, for example, when numeracy was followed immediately by geography, there was a seamless transition because the teacher linked the two lessons effectively by introducing co-ordinates. Teachers are particularly good at planning very good opportunities for pupils to carry out their own research and write at length in subjects such as history and geography.
16. The curriculum is also enriched by well-planned educational visits that teachers follow up very effectively in subsequent lessons. Older pupils, for example, have a good insight into life in Victorian times through their visit to 'Wigan Pier', where they experienced life in a Victorian schoolroom, and also learned about the lives of the people at the time. They obviously enjoy these

visits and recall their learning readily because it has been brought about in an interesting and lively way. In a subsequent lesson in a Year 5/6 class, the teacher brought in original samplers made by her ancestors. The pupils marveled at these as they examined the intricate detail. They appreciated the immense personal value and expressed the view that they would like to feel that the samplers they made were going to be passed on to their children and grandchildren.

17. Visitors to school also enrich the curriculum and give pupils experiences that they would not normally get. Photographs on display show how delighted the younger pupils were recently when the local vet, also a governor, brought a selection of animals into school to reinforce their learning about caring for living things.
18. Whatever the thrust of each topic, the teachers make the most efficient use of time by combining aspects of different subjects when it is appropriate. One reason for the high standards in English and mathematics is that pupils not only learn the basic skills, but also have very frequent opportunities to practise them in meaningful contexts. Pupils in Year 2, for example, wrote to the Duke of Norfolk to express their sadness on the death of his father because he had founded the school. They were delighted to receive a reply signed 'Eddie Norfolk' and a photograph of the late duke.

**The school makes very good provision for pupils' personal development. Pupils are academically and socially confident and are prepared well for the next stage of their education and beyond.**

19. The excellent relationships between all members of the school community are a major strength of the school. All the adults in the school set excellent examples in the way they treat the pupils with care and respect. In discussion, older pupils said that their teachers were always ready to help. "They never leave you struggling," said one girl. "That's right," said another, "and they don't mind if you get something wrong." The warm and happy atmosphere rubs off on the pupils. They behave very well and apply themselves eagerly to their work because they feel secure. During the lessons that were seen, and during playtimes and lunchtimes, there was not a single instance of any pupil having to be even mildly reprimanded.
20. From their earliest days in school, pupils are encouraged to take on responsibilities. Lessons move at a brisk pace because basic routines are established. As the pupils get older, they gradually take on more responsibilities such as helping the dinner ladies at lunchtime. Through their support of various charities, they learn to appreciate how fortunate they are compared with others. By taking on responsibilities pupils become aware of how society functions and how everybody has a valuable part to play. A very good example of this is the existence of an environmental committee composed of pupils from Years 4, 5 and 6. These pupils are elected by their classmates to represent the views of the school and to oversee initiatives to improve the school grounds. Recent successes include cleaning the school pond, constructing a maze in the school grounds and planting flowers near the main entrance. This is an ongoing project that involves all the pupils in the school. The pupils are proud of their school and have set up a litter picking rota, so that it is kept tidy. They show great determination once they decide that something needs to be done. Recently, for example, they wrote to the council because the path connecting the two school sites was 'just a mud track'. They were justifiably delighted when the council responded positively by paving the path.
21. The school is aware that provision for pupils' personal development could be improved by setting up a school council to represent pupils' views on other aspects of school life. Wisely, they took the view that it would be better to have one group firmly established before setting up another. The environmental group has now been running successfully for three years, so the school is considering setting up a school council.

## **WHAT COULD BE IMPROVED**

The inspection team did not find any significant areas for improvement. However, the school is aware that a very small minority of parents are not satisfied with the amount of information they receive about how their children are doing. In order to improve further, the school should continue to implement the actions already identified in the school improvement plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
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	2	16	7	0	0	0	0
Percentage	8	64	28	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 four percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	286
Number of full-time pupils known to be eligible for free school meals	n/a	10

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	21

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

### *Attendance*

#### **Authorised absence**

	%
School data	4.0
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.2
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	23	22	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	23
	Girls	20	20	22
	Total	41	40	45
Percentage of pupils at NC level 2 or above	School	91 (100)	89 (97)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	21
	Girls	19	19	19
	Total	39	41	40
Percentage of pupils at NC level 2 or above	School	87 (100)	91 (100)	89 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	25	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	22	21	22
	Total	38	36	38
Percentage of pupils at NC level 4 or above	School	90 (81)	86 (85)	90 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	15
	Girls	19	19	19
	Total	34	35	34
Percentage of pupils at NC level 4 or above	School	81 (83)	83 (81)	81 (87)
	National	73 (72)	74 (74)	82 (82)

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



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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	238	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	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)	11.2
Number of pupils per qualified teacher	25.5:1
Average class size	28.6

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	147

**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
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	£
Total income	609,712
Total expenditure	593,447
Expenditure per pupil	2,046
Balance brought forward from previous year	47,732
Balance carried forward to next year	63,997

**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

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	286
Number of questionnaires returned	99

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	1	0
My child is making good progress in school.	53	44	1	0	2
Behaviour in the school is good.	49	47	1	0	2
My child gets the right amount of work to do at home.	39	44	12	3	1
The teaching is good.	64	33	1	0	2
I am kept well informed about how my child is getting on.	43	38	15	1	2
I would feel comfortable about approaching the school with questions or a problem.	65	28	5	1	1
The school expects my child to work hard and achieve his or her best.	63	36	0	0	1
The school works closely with parents.	42	42	11	1	3
The school is well led and managed.	58	33	3	0	6
The school is helping my child become mature and responsible.	54	42	1	0	3
The school provides an interesting range of activities outside lessons.	39	41	10	0	10

*Percentages are rounded to the nearest integer and may not total 100.*

### Other issues raised by parents

A small minority of parents do not like their children being taught in mixed age classes.