

# INSPECTION REPORT

## **HOLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL**

Holbrook, Belper

LEA area: Derbyshire

Unique reference number: 112874

Headteacher: Mr A Davies

Reporting inspector: Mr M Newell  
10638

Dates of inspection: 14<sup>th</sup> – 16<sup>th</sup> October 2002

Inspection number: 247284  
Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Moorside Lane Holbrook Belper Derbyshire
Postcode:	DE56 0TW
Telephone number:	01332 880277
Fax number:	01382 882609
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev'd Michael Fenton
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Holbrook, about 3 miles from the town of Belper in Derbyshire. The majority of pupils live close to the school and there is a low level of pupil mobility. There are currently 139 pupils on roll with an almost identical number of boys and girls. Most pupils are of white ethnic origin and no pupil who attends the school speaks English as an additional language. The percentage of pupils eligible for free school meals stands at approximately 5 per cent, which is below the national average. The percentage of pupils identified as having special educational needs is well below the national average, and the percentage of pupils with a statement of special educational need is close to the national average. The attainment levels of children when they start school are generally above average. Attainment levels in children's communication skills and knowledge and understanding of the world are generally stronger than their mathematical skills and knowledge.

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

This is a good school with a number of significant strengths. The good quality of teaching, together with the very good attitudes, behaviour and desire to do well, shown by the pupils make a powerful and significant combination. It is a combination that contributes much to the well above average standards attained by pupils in English, mathematics and science by the time that pupils leave school. The school provides a good range of learning opportunities that add much to pupils' personal as well as academic development. The quality of leadership and management provided by the headteacher is good. In his short time in post he has accurately and astutely identified the school's strengths and areas for development, and he plays an important role in ensuring that pupils achieve well. There is a high level of parental satisfaction with the quality of education that the school provides. Taking all factors into account, the school provides good value for money.

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

- Pupils attain well above average standards in English, mathematics and science by the time that they leave school.
- Teaching is good.
- Pupils have very good attitudes to learning and to school, behave very well and show a real desire for new knowledge and skills. Pupils clearly enjoy coming to school. Relationships throughout the school are excellent.
- The school provides a good range of learning opportunities both within and outside the formal curriculum that add much to pupils' learning experiences and to their personal development.
- The school is most successful in ensuring the welfare and well being of pupils and in assessing and tracking pupils' academic progress as they move through the school.
- The headteacher provides good leadership. He has an excellent grasp of the school's strengths and areas for development. All staff work together most effectively to provide a good quality of education for all pupils.

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

- How subject co-ordinators and governors monitor the work of the school.
- The manner in which pupils' work is presented and how well pupils' work is marked.
- The standard of accommodation.

*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 good progress since the time of the last inspection in 1998. Standards in English, mathematics and science have improved. The good quality of teaching identified at the last inspection has continued. Many of the strengths of the school previously identified have been maintained and in a number of instances built upon and developed. In terms of the specific key issues that were identified for improvement, the assessing and recording of pupils' progress is now more consistent and of a better standard than at the time of the last inspection; day to day assessment is now used more effectively to identify what pupils need to learn next; and resources for children in the Foundation Stage, and resources for information and communication technology, music and physical education are now better in terms of quantity and quality. The very good team spirit that exists within the school and the readiness of all staff to reflect critically on their own performance indicates that this is a school that is well placed to continue to develop and 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				<b>Key</b>
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A	B	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 2001. In 2001 the standards were well above the national average in English, mathematics and science. When the results are compared to similar schools, attainment is well above average in mathematics and science and above average in English. The school was one of the top 200 schools in the country on the basis of its 2001 National Curriculum test results. The unvalidated data from the 2002 National Curriculum test results shows pupils' attainment remaining at this high level with a high percentage of pupils attaining beyond the level expected of 11-year-olds in all three subjects. Results over time show that the school's trend of improvement is similar to that found nationally. Inspection findings indicate that standards continue to be well above average in English, mathematics and science with a continuing and high number of pupils on track to attain at a level beyond that expected of 11-year-olds. Pupils of all abilities achieve well and make good progress.

Inspection findings show that standards at the end of Year 2 in English, mathematics and science are above average with a significant percentage of pupils on track to achieve beyond the level expected of 7-year-olds. The good quality of teaching makes an important contribution to how well pupils achieve and progress. Pupils in Years 1-2 also have very positive attitudes to work and to school in general, which are reflected in their desire to give of their best. Challenging targets are set for pupils throughout the school and invariably pupils rise to the high expectations that are set for them.

The attainment of children soon after they start school is generally, above the national average. Children's communication skills and their knowledge and understanding of the world are usually better than their level of mathematical skills and knowledge. Children of all abilities benefit from good quality teaching in the Foundation Stage and as a result make good strides in their learning. By the time that children start in Year 1 many have exceeded the nationally recommended Early Learning Goals in all areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning and to school. Pupils show a thirst for new knowledge and skills and are very keen to do well.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in class and around the school. Pupils are polite, helpful and always ready to lend a helping hand to their classmates. These factors all help to create a very positive learning environment.
Personal development and relationships	Relationships between pupils and with adults are excellent and add much to the family ethos of the school. The school provides well for the personal development of pupils.
Attendance	Very good. Attendance rates are well above the national average and are a good indicator of how much pupils enjoy coming to school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 good across the school and makes an important contribution to the quality of pupils' learning and to the good progress that pupils of all abilities make. The quality of teaching in the Foundation Stage is good. The children are taught together with some Year 1 pupils, but the teaching takes careful account of the needs of the Foundation Stage children. Opportunities are provided for children to learn through practical and investigative activities as well as through more formal teaching activities which enhance children's early reading, writing and mathematical skills. Throughout the school the teaching of English and mathematics is generally of a good and at times very good standard and this impacts positively on how well pupils learn. Much emphasis is given to the direct teaching of reading and writing skills. Pupils are taught how to write for a variety of audiences and purposes. Early reading skills are taught in an effective manner, and these skills are then systematically built on as pupils move through the school. The oldest pupils in school are taught the importance of higher order reading skills such as skimming and scanning, and reading and understanding beyond the literal level. This good teaching ensures that by the time that pupils leave school many are accomplished readers and writers.



Teaching also ensures that pupils are provided with many opportunities to problem solve and carry out investigations in both mathematics and science. In response, pupils use a variety of methods and strategies to find answers in their mathematics work and use their scientific knowledge to good effect when making predictions or explaining why things happen as they do when carrying out experiments. Teachers often use their own subject knowledge and enthusiasm in other subjects of the curriculum, such as history and music, to good effect. This enthusiasm motivates pupils and significantly enhances pupils' learning. The marking of pupils' work demonstrates good practice, where the teachers' comments clearly outline what pupils need to do to improve. This good practice is not as consistent across the school as it should be. The manner in which pupils present their work or the way in which it is displayed does not consistently do justice to the content of the work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum that is enhanced by a good range of learning opportunities provided outside the formal curriculum.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. Good quality individual education plans are in place and the work that is set for pupils is closely matched to their individual needs. These factors help to ensure that pupils make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral social and cultural development and the provision makes an important contribution to pupils' personal and social development.
How well the school cares for its pupils	This is a caring and supportive school where the welfare and well-being of pupils is given much importance. The individuality of pupils is recognised and celebrated. Good procedures are in place for assessing and tracking pupils' 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. The headteacher provides good leadership and management. He has an excellent grasp of the school's strengths and areas for development and has set a clear and accurate agenda for improving the school further. He is well supported by the deputy headteacher and a committed teaching and non-teaching staff who share his desire to provide a good quality of education for all pupils.
How well the governors fulfil their responsibilities	Satisfactory. The governing body meets its statutory responsibilities. It is very supportive of the work of the school, but it is not sufficiently active in holding the school to account for the quality of education that it provides.
The school's evaluation of its performance	Satisfactory. The headteacher has put in place good procedures for analysing test and assessment data and for setting targets for improvement. Although the headteacher has monitored teaching and learning the school has rightly identified the need for subject co-ordinators to play a more active role in this process.
The strategic use of resources	Good use is made of the skills of individual teachers and support staff to enhance pupils' learning. Financial planning is of a good standard and the principles of best value are applied well when purchasing goods and services.

## 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 children enjoy school.</li> <li>• The quality of teaching and the good progress that children make.</li> <li>• The good behaviour of children</li> <li>• The approachability of the school.</li> <li>• The expectations that the school sets and how the school helps children to become mature and responsible.</li> <li>• The partnership between the home and school.</li> <li>• How the school is led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework that is set.</li> <li>• Information about their child's progress.</li> <li>• The range of activities that are provided outside lessons.</li> </ul>

The parents are very appreciative of the school and greatly value the quality of education it provides. They play a very important role in supporting and enhancing their child's education and the school recognises and values parents' contributions to the children's learning. Inspection findings support the very positive views held by a great number of parents. The range and amount of homework is similar to that found in most primary schools and is judged to be satisfactory. The school provides good information about the children's progress and parents are more than welcome at any time to visit the school to discuss their child's progress. Given the small size of the school, it provides a good range of activities outside lessons, which are well attended and bring an added dimension to their educational lives and personal and social development.

## **PART B: COMMENTARY**

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

**Pupils attain well above average standards in English, mathematics and science by the time that they leave school.**

1. The school is committed to achieving and sustaining high standards. The school often achieves results that are well above the national average and pupils achieve well when their results are compared with pupils in similar schools. Inspection findings show that the consistently good teaching and the very good attitudes that pupils have to learning form a powerful combination that help to ensure that by the time that pupils leave school they consistently attain well above average standards in mathematics and science. Pupils of all abilities make good progress and achieve their potential. Evidence suggests that standards are set to stay at this same high level in future years.
2. Standards in speaking and listening are well above average by the time that pupils leave school. From an early age pupils are encouraged to listen attentively and to value the contributions made by their classmates. This occurs as early as the Foundation Stage where the teacher clearly respects and values the contributions of all children. Children are encouraged to talk about their own experiences and to speak with an expressive vocabulary. Pupils continue to develop their speaking and listening skills at a good rate as they move through the school. Pupils thoroughly enjoy the question and answer sessions that are a feature of many lessons and take part with high levels of interest and motivation. Whether discussing the story plot of "Hitler's Daughter" or evaluating newspapers for the distinction between fact and opinion, pupils are ready to offer their views and opinions in an articulate manner, knowing that teachers and classmates alike will respect their contributions. Throughout the school pupils are expected to listen attentively and pupils show that they do this by quickly getting on with their work after a whole class introduction knowing full well what is expected of them. In assemblies, despite the less than ideal setting of the dilapidated village hall, pupils listen attentively, follow the gist of a story with enthusiasm and join in animatedly when asked to do so. The good quality of teaching expects pupils to use a good level of technical vocabulary in different subjects of the curriculum and also expects pupils to use an expressive vocabulary when justifying their views and opinions. Pupils invariably rise to the challenge.
3. Standards in reading are high by the time pupils are eleven. In the Foundation Stage and in Years 1 and 2, pupils are taught a good range of reading strategies to help them tackle unfamiliar words and phrases. Pupils put these strategies to good use and tackle quite complex texts with ease. They are encouraged to read with fluency and expression and they do so, often making very effective use of punctuation to make the text come to life. Pupils are provided with lots of opportunities to read aloud and pupils thoroughly enjoy doing this showing high levels of confidence. Pupils in Years 1 and 2 show a good level of understanding when reading and are able to re-tell the main events of a story and explain why they like a particular character in a book. Pupils throughout the school receive high levels of support from parents, which enhances their reading skills. Throughout Years 3-6 pupils continue to develop their reading skills. By Year 6 pupils are very confident and expressive readers. Teaching in Years 3-6 continues to introduce pupils to a wide range of writers and pupils have developed a genuine interest and love of literature. Pupils may read the work of modern writers such as J K Rowling, Jacqueline Wilson, Berlie Doherty or Dick King Smith but are as likely to be reading and enjoying the works of Shakespeare, the work of Robert Burns or W B

Yeats and the teacher encourages pupils to read classic novels. Pupils are encouraged to read poetry and do so with a sense of enjoyment and achievement. Rather than simply taking part in mundane tasks during wet-playtimes pupils are provided with a good range of newspapers to read. The strong element of teaching is that it continues to develop pupils' reading skills. Teachers teach skills such as skimming and scanning which enable pupils to locate required information at speed and to get the gist of the text without a full laborious read. Pupils are expected to use these skills in other subjects of the curriculum such as history and geography. Teaching for the oldest pupils is effective in drawing pupils' attention to how writers use nuances in the text and this heightens pupils' awareness to try and understand text beyond the literal level. Pupils continue to be provided with lots of opportunities to read out loud as well as reading silently to themselves. Pupils continue to recognise the importance of punctuation in text and they respond to it, helping the text to leap off the page and hook and maintain the attention of the listener.

4. Standards in writing are above average and inspection evidence indicates that standards are set to continue to rise. The main factors contributing to these high standards are the wide range of audiences and purposes that pupils across the school are asked to write for, the development of pupils' writing skills across the curriculum and in home based topics and in particular the manner in which writing skills are taught in an effective and progressive manner as pupils move through the school. In the Foundation Stage and in Years 1 –2 the pupils are expected to write news, letters and creative stories. The pupils are taught techniques of how to start and end a story effectively and how different styles of writing are necessary for different audiences or purposes. The pupils are taught phonic skills through their writing as well as through their reading and this impacts positively on their learning. Teachers stress the importance of pupils transferring the vocabulary and style of writing that they experience through their reading activities into their own writing tasks as well as an appropriate emphasis being placed on the development of a good range of spelling strategies. Good progress continues in Years 3-6. The pupils continue to be taught in a manner that enables them to develop the ability to write extended pieces of writing that capture the interest and attention of the reader. The pupils write imaginatively, expressively and sustain a plot or a character that does not fizzle out at the first hurdle. The pupils are taught, for example, the importance of including metaphors, similes or idiomatic phrases. Pupils write letters, poems, original stories, and autobiographies. They are directly taught how to set the scene, or how to differentiate between fact, opinion or speculation. The pupils then transfer this knowledge well to their work whether it be writing biographies, analysing property sales adverts or simply writing a creative or imaginative piece of writing.
5. Standards in mathematics are well above average by the time that pupils leave school. Pupils' numeracy skills are well established from an early age and as a result pupils are confident and accurate when handling numbers. In the Foundation Stage the children are provided with opportunities to engage in practical as well as formal mathematical activities which allow them to gain a good grasp of number and shape in everyday life. The considerable emphasis that the school places on developing pupils' numeracy skills results in pupils of all ages being able to check the reasonableness of their answers using their impressive knowledge of number facts. Many lessons throughout the school start with quick-fire mental calculations. The pupils thoroughly enjoy these sessions and the good quality of teaching is effective in encouraging the pupils to explore and explain how they arrived at their answers. These strategies are then often used by pupils to solve more complex written problems which they tackle with high levels of interest and success. Pupils are expected to use their numeracy skills in other subjects such as science and geography. The teaching ensures that all elements of

mathematics are covered in depth which means that by the age of 11 pupils not only have very good number skills but they also have attained high levels of understanding of probability, data handling and draw and measure angles accurately.

6. Standards in science are well above average by the time that pupils leave school. From an early age children are encouraged to find things out for themselves and in the Foundation Stage children take part in practical investigations and learn about life cycles and healthy eating. By the end of Year 2 pupils have a good level of understanding of materials, know what plants and other living things need to have to survive and that different habitats are more suited to some animals than others. Pupils are already able to outline factors that are necessary to ensure that a test is fair with the highest attaining pupils using their scientific knowledge well to make accurate predictions. As pupils move up through school much emphasis remains on developing pupils' ability to carry out investigations alongside the acquisition of scientific knowledge. Pupils enjoy their role as scientific enquirers and their very positive attitudes to learning together with the good quality of teaching help to ensure that pupils of all abilities make good progress. All elements of the subject are covered in depth at both key stages. By the end of Year 6 pupils predict, confirm and draw conclusions. They have a very good appreciation of what constitutes a fair test. Pupils have a very secure knowledge base of what is needed to keep fit and healthy. They fully understand what happens to the body after exercise. Pupils have a very secure understanding of materials and their properties and use a good level of scientific vocabulary when explaining their work. The good quality of teaching at Years 3-6 ensures that pupils use their very good scientific knowledge to help them predict what might happen and to explain clearly and lucidly why things happen as they do.

### **Teaching is good.**

7. The good quality of teaching makes an important contribution to the high levels of attainment and to the good progress that pupils of all abilities make during their time at the school. The good teaching ensures that pupils learn and achieve well. During the week of inspection teaching was good or better in almost eight out of ten lessons. No unsatisfactory teaching was observed.
8. The quality of teaching in the Foundation Stage is good. The children in the reception class are taught with some pupils in Year 1, although at times Year 1 pupils from this class are taught with other Year 1 pupils for subjects such as literacy. A strength of the teaching for children in the Foundation Stage is that teaching consistently takes account of the learning needs of these younger children alongside those of the older pupils. Teaching encourages children to learn through investigative and practical activities alongside more formal activities where the skills of reading, writing, calculating or cutting are taught in a direct and systematic manner. When learning about what constitutes a healthy diet, making cards for different special occasions or making a list of ingredients to bake a cake, every opportunity is seized to develop and enhance children's communication skills. Activities that are set up have specific learning objectives and staff are vigilant in assessing and recording if these objectives have been met or exceeded by individual children or groups of children. The information is then used to guide and inform future curriculum planning. The teaching consistently ensures that reception-aged children take a full and active part in question and answer and discussions that are a regular feature of lessons. This helps the children to develop their confidence, improve their speaking skills and ensures that they are fully included in all aspects of learning. Children in the Foundation Stage benefit from good levels of support from teaching assistants and other adult helpers in addition to the class

teacher. All adults work well together to provide an effective learning environment where children feel valued and respected and where the individuality of the children is recognised. The good quality of teaching and learning helps to ensure that children get a good start to their educational lives in the Foundation Stage.

9. The teaching of literacy and numeracy is of a good standard throughout the school and this makes an important and significant contribution to how well pupils learn and achieve. In most instances the contribution made by teaching assistants and other adult helpers is of a good standard and makes an important and valued contribution to how well pupils learn. The main strength of the teaching is that pupils are directly taught reading and writing skills in a systematic and progressive manner. By the end of Year 2 pupils can call on a number of different strategies to help them with unfamiliar words. By the time that pupils leave school they have acquired higher order reading and writing skills that enable them to retrieve information at speed, read beyond the literal level and write extended pieces of writing that sustain a real sense of characterisation or plot. The teaching ensures that pupils are provided with a range of opportunities to write for many audiences and purposes. The strength is that pupils are then directly taught the skills to enable them to complete the tasks successfully. When pupils are asked, for example, to write letters, extended stories, autobiographies or character studies they are provided with the criteria that are necessary to write successfully. In a lesson for pupils in Years 4/5 the teacher carefully explained the difference between fact and opinion before setting the pupils the challenging task of differentiating between the two in broadsheet newspapers. By the end of the lesson the pupils had a much deeper understanding not only of how to interpret fact and opinion but also a greater awareness of how newspapers report events and happenings.
10. In lessons throughout the school texts are chosen well and the manner in which they are introduced or read enthuses the pupils who are then more than ready to discuss and ask and answer questions. What is to be learned in the lessons is shared with the pupils and as a result pupils take more responsibility for their own learning. In many lessons teachers set time deadlines and pupils are only too ready to meet them. Throughout the school pupils are taught different spelling strategies well and they put these to good use when completing their work. Good opportunities are used to extend pupils' speaking and listening skills. Question and answer sessions and discussions are a feature of many lessons. A good example was observed in a lesson for pupils in Years 1/2 where their work in design and technology provided an excellent opportunity for pupils to listen to and discuss one another's views and preferences. The teacher used the session skilfully to encourage pupils to justify their views, to evaluate the responses of their classmates and also to challenge in a sensitive manner an issue relating to stereotyping when a boy stated that he did not like the choice of colour of material because, 'Pink is for girls.'
11. The teaching of numeracy is good. A feature of many lessons is the quick fire question and answer sessions at the start of lessons to sharpen pupils' mental agility skills. These are successful because they present the pupils with a challenging but fun range of tasks and activities. The pupils are always motivated and look forward to the sessions with enthusiasm. The quality of whole class teaching that follows the initial mental openers is of a good standard and is often challenging and demanding. In a good lesson for pupils in Years 5/6 the teacher set up a range of practical and meaningful activities using playing cards and dice to enable pupils to gain a better understanding of the difference between ratio and proportion. By the end of the session the pupils had learned a great deal on proportion as well as putting their numeracy skills to the test when asked to put all their answers in the lowest terms and in making good links with the concept of probability. In many lessons the good quality of teaching

encourages pupils to examine different strategies to solve problems of increasing complexity. These strategies are then shared with the rest of the class and as a result the learning of the whole class is enhanced.

12. A strength of teaching across the school is that pupils are given many opportunities to learn through investigative and problem solving activities. In mathematics pupils are expected to transfer their good number skills to help them solve quite complex problems. They investigate number and pattern and analyse and interpret data effectively. In science pupils over time are taught all elements of the subject in depth. By the end of Years 2 and 6 the pupils have acquired a very good level of scientific knowledge. Teaching however also ensures that pupils learn through practical and investigative work. Whether learning about materials, healthy living or habitats in Years 1-2 or reversible and irreversible changes in Years 3-6 the pupils are expected to use their scientific knowledge to hypothesise, to explain why things happen as they do or to carry out a fair and accurate test. Teaching places a great emphasis on the development of scientific vocabulary and because of this pupils explain their work or express their views with a good level of clarity and accuracy. Pupils are encouraged to find things out for themselves in every aspect of the curriculum. This is further enhanced when the older pupils in school are asked to carry out home- based topics and projects. The pupils have to write a project containing six chapters, an index and a bibliography. The aim is to develop pupils' research and study skills. Good examples are also in evidence of pupils' literacy and numeracy skills being enhanced in other subjects of the curriculum such as history, religious education, science and design and technology.
13. In other subjects of the curriculum the teachers use their own subject knowledge and enthusiasm to help motivate the pupils and to sustain a high level of interest. In a very good history lesson for pupils in Year 4/5, the teacher used an excellent range of historical evidence such as census data, photographs, death certificate and log books to build up an atmospheric picture of the life and times of a local man. The pupils were totally engrossed and were desperate to find out more about the times in which the man lived. Pupils' knowledge was significantly advanced, their independent research and study skills were put to the test and there were collective groans of disappointment as the lesson ended. In other lessons, for example in music for pupils in Years 1/2 and information and communication technology for pupils in Years 3 and 5/6, the teachers' secure subject knowledge means that any misconceptions are dealt with effectively and the enjoyment of the teachers rubs off onto the pupils. As a result pupils learn a great deal whilst finding learning fun.

**Pupils have very good attitudes to learning and to school, behave very well and show a real desire for new knowledge and skills. Pupils clearly enjoy coming to school. Relationships throughout the school are excellent.**

14. The pupils have very good attitudes to learning and to school in general. They show a thirst for new knowledge and learning and are keen to do well. The attitudes that pupils have and their desire to do well play a very important part in the high levels of attainment that are achieved by pupils.
15. In the Foundation Stage children quickly adapt to the routines of school life. Teachers and support staff set high expectations both in terms of behaviour and the amount of work children are expected to complete. The children respond to the challenge and are often seen working very productively and showing high levels of concentration. Once children have had a task explained to them they are eager to get on with their work and take a real pride when they have completed a task successfully. They respond well to the praise and constructive criticism that is provided by all members of staff. The children work together well and are always ready to share resources, or help one another when the need arises. The children are keen to do things for themselves and recognise this as an important part of their learning.
16. Pupils in Years 1-6 continue to have very positive attitudes to learning. Many pupils recognise the importance of a good education and many are ready to play their part in ensuring that they fulfil their potential. Pupils take a full and active part in all lessons. They are always prepared to join in the question and answer sessions that are a feature of most lessons. The pupils are confident in doing so because they know staff and classmates alike will respect their views and opinions. Pupils work well in groups or individually and are willing to help one another if the teacher is dealing with other pupils or issues. Pupils show a real desire to achieve well. In many lessons the teaching is interesting and enjoyable and the pupils respond with high levels of interest, enthusiasm and motivation. The teaching also provides lots of opportunities for pupils to learn through investigative activities. The pupils clearly enjoy these activities and are more than happy to experiment, investigate or simply find things out for themselves. The pupils are equally enthusiastic about more creative activities and, for example, sing with great gusto and a good level of skill in assemblies and choir practices or performances. Pupils need little prompting to use a dictionary or a reference book to find a word or retrieve a certain piece of information. The school asks pupils to complete home-based topics. The pupils put a great deal of time and effort into these topics. They clearly know that their efforts will be valued and appreciated by their teachers. Pupils clearly enjoy coming to school and in taking a full and active part in all that the school has to offer. Their obvious love of school is reflected in the attendance rate, which is well above the national average. These very positive attitudes and the strong work ethic displayed by pupils contribute significantly to the quality of life in the school.
17. Behaviour across the school is very good. The school makes it clear to pupils, as soon as they start school, what is required in terms of behaviour. The school stresses the importance of self-discipline and is clear 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. Staff and



pupils treat one another with respect. The quality of relationships between pupils and with all adults in the school is excellent. Adults and pupils feel relaxed and comfortable in one another's company. Pupils and adults are often seen and heard sharing humorous moments whilst at the same time pupils know that should they have any concerns whatsoever staff will deal with them sensitively. Discussions with the pupils reveal that pupils feel that there is "a great atmosphere in school where everybody gets on; staff and children are all one big team."

18. The pupils are provided with opportunities to develop a sense of responsibility by carrying out tasks around the school. They value the trust and responsibility that staff place in them by working productively and by carrying out jobs around the school in a sensible and mature manner. Throughout the school the pupils are expected to play a pivotal role in putting out and putting away resources. The older pupils help prepare and run assemblies and they add much to the community feel to the school by helping and caring for the younger pupils in the school. The school expects the pupils to show initiative for their own learning and the pupils rise to the challenge, often extending at home, work they have done in the classroom, with little or no prompting from the teachers. The pupils are very ready to help those less fortunate than themselves and this shows in the different charitable causes that they support. All of these initiatives bring an added dimension to pupils' learning as well as doing a great deal to enhance their personal development.

**The school provides a good range of learning opportunities both within and outside the formal curriculum that add much to pupils' learning experiences and to their personal development.**

19. The school provides a broad and balanced curriculum that ensures that all subjects of the formal curriculum are covered in sufficient depth and that skills and knowledge associated with these subjects are taught in a systematic and progressive manner. The curriculum that is provided in the Foundation Stage takes account of the nationally recommended Early Learning Goals and provides children with ample opportunities for imaginative and structured role-play, to learn through first hand experiences and to learn through the direct teaching of specific skills. Throughout the school the curriculum that is provided has a positive impact on how well pupils learn and achieve.
20. The depth of curriculum coverage means that by the time that pupils leave school they have, for example, studied a range of world religions such as Hinduism, Sikhism, Judaism and Buddhism in addition to Christianity. Pupils have learned about the wider world in their geographical studies, have a good knowledge of cities and physical and geographical features whilst at the same time recognising the moral as well as geographical effects of issues such as pollution and conservation. The setting up of a computer suite in school, whilst not ideal in size, has allowed the systematic and direct teaching of a good range of computer skills. In history pupils acquire the ability to research as young historical enquirers through their comprehensive studies of Ancient Greece, Ancient Egypt, the Victorians, The Tudors and World War 2. The school is eager to promote the more creative aspects of the curriculum and provides pupils with a good range of opportunities to make, perform and appraise music, to study the work of famous artists and to produce their own work in the style of famous artists and to make a range of products in design and technology lessons. The school is equally keen to promote pupils' literacy skills across the curriculum. Such provision is at its best when, for example, pupils are asked to write instructional pieces of writing in design and technology, to write descriptive and analytical pieces of writing in history or to write up scientific investigations in a structured and concise manner. Pupils'

numeracy skills are often promoted in subjects such as science, design and technology and geography through well-planned activities that seize upon opportunities to advance pupils' learning. Alongside this the school makes sure that pupils learn in an effective manner about healthy eating and is becoming increasingly effective in the manner in which it promotes drug awareness, social awareness and citizenship through its programme of personal, social and health education.

21. The provision that is made for pupils with special educational needs is good. Procedures for identifying pupils with special educational needs are effective and ensure that needs are identified at an early stage. The special needs co-ordinator maintains up to date records which clearly show what progress pupils have made and what the ongoing strategies are for ensuring that their needs are met. The pupils' individual education plans are of a good standard because they set targets that are both challenging and achievable. Teachers' weekly planning sheets show that they plan work specifically to meet the individual needs of the pupils. The provision that is made for higher attaining pupils is good and tasks and activities that are set are usually sufficiently demanding to consistently stretch and challenge the pupils.
22. The school brings an added dimension to the curriculum and to the quality of pupils' learning experiences through the range of activities that it offers outside the formal curriculum. Teachers provide pupils with the opportunity to visit museums and art galleries and other places of historical and artistic interest. Pupils have visited a local mosque and synagogue to support teaching and learning in religious education. The school has arranged many visits within the locality including visits to churches, to local sites of historical interest and to local supermarkets, and has used the local environment to develop and enhance pupils' mapping skills. Pupils visit the secondary school they are to attend for science events and have visited a local university for a technology day. The school is keen to capitalise on the skills and experiences of members of the local community and have invited them into school to talk about the locality and the Second World War. The local vicar is also a regular visitor to the school. Representatives of local football and cricket clubs regularly visit the school and not only provide coaching sessions but also on occasions take assemblies reinforcing, for example, the importance of reading within pupils' social as well as academic lives. The school is small yet it provides a good range of extra-curricular activities. These include football, cricket, athletics, hockey, country dancing, recorders, a computer club and a choir. The school choir has performed at a local music festival as well as village and school fetes. The school takes part in a number of inter-school sporting competitions with recent successes enjoyed in a hockey competition. Older pupils are provided with the opportunity to attend a residential visit to the Peak district every two years. The school provides opportunities for pupils to learn to play musical instruments on a fee-paying basis. The pupils and parents appreciate and value all these additional learning and educational experiences that are provided which add a great deal to pupils' personal and social development as well as their academic and sporting skills and knowledge.

**The school is most successful in ensuring the welfare and well being of pupils and in assessing and tracking pupils' academic progress as they move through the school.**

23. The school is not merely concerned with the academic development of its pupils. It provides a caring and supportive environment where pupils' well being is fostered and nurtured alongside their academic development. The school seeks to ensure that the personal and emotional needs of pupils are met alongside their educational needs.
24. Effective procedures are in place to promote good behaviour and attendance and the effectiveness of these systems is reflected in the high attendance rates and the very good standards of behaviour that are evident within school. Appropriate procedures are in place to monitor and track pupils' personal development. This enables teachers to provide good quality information for parents about their child's personal and social development alongside their academic achievements. The information also means that the school can care for pupils in a most effective manner and to ensure that the needs of the individual are met and that any obstacles to learning are dealt with in a sensitive manner. The headteacher has introduced the initiative of meeting on a regular basis with the mid-day supervisors so that any issues relating to the organisation of lunchtime, which may impact on the welfare of pupils, are identified at the earliest opportunity and appropriate strategies to deal with them put in place.
25. The school secretary is the appointed health and safety representative and together with the headteacher carries out regular health and safety risk assessments which are then related to the governing body and appropriate action taken where necessary. The school is part of the local education authority's initiative 'school safety zone' which is geared towards making areas in and around schools safer places. The school also uses representatives from local sporting clubs to make pupils more aware of issues such as 'stranger danger', and the 'health caravan' visits school to inform and educate pupils about issues relating to healthy living and lifestyles. The school has good procedures in place for child protection and all staff are fully aware of the procedures to be followed and instigated. The school has good links with other outside agencies that visit the school on a regular basis to support pupils' personal and social development. The school nurse visits the school to support the teaching of sex education for the oldest pupils in school. Discussions with pupils show that they greatly appreciate and value the care and concern that is shown for them by all members of the school community. The school has good systems in place for rewarding good behaviour and for rewarding caring actions and good citizenship. The emphasis is on rewarding the positives. Pupils appreciate this greatly. In addition to formal recording systems, the quality of relationships that exist within the school means that pupils know that they can approach any member of staff should they have a problem. Discussions with 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. This level of care and concern within the school helps the pupils to feel confident and secure and enhances the quality of the learning environment.
26. The school has good procedures in place for assessing and tracking pupils' progress as they move through the school. Children are assessed soon after they start school and the information is used well in the Foundation Stage to identify children that may have special educational needs and then target additional support where necessary. Ongoing assessments in the Foundation Stage continue to build up a picture of how well children are progressing with information being used to guide and inform future curriculum planning.

27. Throughout the school a good range of tests and assessments are used to find out how pupils are doing in English, mathematics and science. The information is then analysed to set targets for improvement. The headteacher has set up good quality procedures for improving the whole process of target setting still further. Test and assessment data is being increasingly analysed for attainment by gender, by year groups, by similar aged pupils in different classes, and for individual pupils. This is good practice. Teachers set class, group and individual targets on a half-termly basis in literacy and numeracy, with the pupils themselves becoming more involved in setting their own targets for improvement. Good procedures are in place for assessing pupils with special educational needs. The school uses the information well to provide additional support through its "additional literacy and further literacy support" groups, where teaching assistants provide a good input and make an important contribution to how well pupils progress. Good provision is made for some pupils in Years 3/4/5 to take part in "Springboard Mathematics," which is designed to improve pupils' progress and attainment in mathematics.
28. The school is becoming increasingly effective in establishing assessment procedures in other subjects of the curriculum. For example, in history and geography, at the end of each topic an assessment is carried out based on the level descriptors outlined by national guidance. This information is then recorded on each individual pupil's record. Similar procedures operate in music and physical education with staff seeking to adapt similar procedures in other subjects. In information and communication technology the school has adopted local authority procedures to assess and record specific skills. These are proving to be an effective tool in tracking pupils' attainment and progress. At the end of each year teachers pass on the information to the next class teacher and evidence clearly indicates that the information is used well to guide future planning and to match work to the individual needs of pupils. The overall impression is that teachers and the headteacher have a good grasp of assessment and the effect that it can have on pupils' learning. They use the information well to gain a clear perception of how pupils are doing, if they are doing well enough or if there is a need to push them on further. Staff consistently evaluate new ideas and initiatives and show a readiness to reflect on their practice for it to have the biggest impact on how well pupils learn and achieve.

**The headteacher provides good leadership. He has an excellent grasp of the school's strengths and areas for development. All staff work together most effectively to provide a good quality of education for all pupils.**

29. The headteacher has only been in post for a relatively short period but in this time he has accurately and astutely identified the areas that the school needs to address to move the school forward. The headteacher has established an impressive vision of where he wants the school to be. He recognises the strengths that are already apparent in the school and the high standards that the pupils achieve. However he is not one for resting on the school's laurels and shows a great determination to improve the school still further. The headteacher has carried out a number of lesson observations, scrutinised teachers' planning and pupils' work, all of which has given him a good insight into the quality of teaching and learning across the school. He has already begun to sharpen up target setting procedures and to refine the process of data analysis. These initiatives are proving successful in helping the school get an even more accurate grasp of what needs to be tackled to help to raise standards even further. Increasingly the school is analysing data by gender, by class, by the level of pupil mobility and by individual pupils. The headteacher has accurately identified the need for subject co-ordinators to play a more active role in the monitoring of teaching

and learning and of data analysis. This will enable them to use their subject knowledge to best effect on how well pupils learn and achieve. The ethos within the school is very good and there is a very good and effective team spirit where all staff work together in an impressive manner to help provide a consistently good quality of education for all pupils. The headteacher has received very good support from the deputy headteacher and all teaching and non-teaching staff and this has helped his transition as a new headteacher to the school to be smooth and effective. The headteacher's approach to leading and managing the school has quickly gained him the respect of staff, pupils, parents and governors. All these factors have resulted in there being a renewed determination and vigour in the school to make greater strides forward.

30. The school has made good progress since the last inspection in 1998. Importantly, standards have risen and are at a higher level than before. The good quality of teaching has continued with strengths of the school, which were previously remarked upon, being maintained and in many instances built upon. The key issues that were reported have been addressed in an appropriate manner. Under the leadership of the headteacher and a staff who are always ready to reflect on their own performance to secure improvement, this is a school that is well placed to continue to develop and further improve the quality of education that it provides.
31. The headteacher has put in place procedures to ensure that plans for the school's improvement are 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. Governors are now afforded every opportunity to contribute to the process. The plan is an effective document and is seen as a working document where the targets and aspirations of the school are clearly articulated, although at times the costings are a little vague. The plan sets appropriate timescales and outlines effective procedures 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 school operates a tight budget and financial planning is of a good standard to ensure that spending patterns match identified educational priorities. The headteacher and school secretary work together very well to monitor the budget and to make sure that the school gets best value for money when purchasing goods and services. Longer term financial planning is being increasingly used to budget for issues such as building improvements increases in the number of computers or staff changes. The headteacher is keen to link the impact of any major spending decisions on improvements in the quality of learning or improvements in standards. This is good practice. The governing body is very supportive of the work of the school and shares excellent relationships with the school and the staff. The school has accurately identified the need for the governing body to play a more active role in monitoring the work of the school so that it has a greater awareness of the quality of education that is provided. There is a very positive ethos to the school where all members of the staff contribute to bringing to life the aims of the school that are articulated in the school's prospectus. The school is committed to high achievement and the nurturing of pupils' personal and social development alongside their academic development. Considering all factors, this school provides good value for money.

## **WHAT COULD BE IMPROVED**

### **How subject co-ordinators and governors monitor the work of the school.**

32. The headteacher has carried out numerous lesson observations since his appointment. These have centered mainly on literacy and numeracy. In the past subject co-ordinators in these subjects have carried out a limited number of observations. The headteacher has worked with the deputy headteacher in scrutinising pupils' work, but the recency of the initiative has not had time to have its biggest effect on further improving teaching and learning. As the school is small, the staff can easily work together. They discuss the progress of individual pupils and how to teach individual subjects, and some teachers work closely together on lesson planning. The area for development that the school has accurately identified for improvement is the role that co-ordinators play in the process of monitoring and evaluating teaching, learning, and provision in subjects for which they are responsible. At present not all co-ordinators play an active formal role in evaluating the quality of teaching and learning across the school, either through monitoring and supporting lessons, through regular scrutiny of pupils' work, or through analysing the test and assessment data that is available. A more rigorous approach would enable the school to disseminate the good and at times very good practice that exists and to tackle any weaknesses should they occur.
33. The governing body is very supportive of the work of the school and enjoys excellent relationships with the school. Governors fulfil their statutory duties in an appropriate manner. Some governors visit the school on an informal basis, with the chair of governors being a regular visitor to take assemblies. However not all governors are sufficiently active in the formal monitoring of the work of the school and in helping set targets for improvement and then monitoring progress towards these targets. Such an approach would enable governors to have a greater insight into the work of the school and to more effectively hold the school to account for the quality of education that it provides.

### **The manner in which pupils' work is presented and how well pupils' work is marked.**

34. Pupils in school often achieve high standards where the content of the work is of a high quality. There are occasions, however, when the manner in which work is presented does not always match the quality of the content. In mathematics, for example, some pupils find difficulty in setting out their work neatly and legibly on lined as opposed to squared paper in their exercise books. This leads to some confusion in their working out and final answers. There are some good examples of teachers setting high expectations as to how pupils present their work but this is not as consistent as it could be. A similar situation occurs with the marking of pupils' work in general. Again there are some very good examples of what pupils need to do to improve being clearly stated or a clear explanation as to why a piece of work is of a good standard. Pupils act on this advice and there is a clear improvement in either the quality of the content or the presentation. This good practice needs to be disseminated across the school. Whilst there are some good displays of pupils' work around the school which are not only aesthetically pleasing but also act as a valuable learning resource, there are other displays that do not match this standard.

### **The standard of accommodation.**

35. The school benefits from classrooms that are adequate in size to meet the needs and demands of the curriculum. The school also benefits from good quality outdoor accommodation that includes a large grassed play area that is well used by the school. Over the years, the governing body has constantly sought ways to improve the accommodation to match the rise in pupil numbers and to improve the overall quality of the school buildings. Recently the school has had a good quality library, study area and disabled toilet facilities incorporated into the building. Despite the best efforts of the school, there are still aspects of the accommodation which are not ideal and in some instances are clearly unsatisfactory. These deficiencies have a negative impact on the quality of pupils' learning. Although the school has now installed a computer suite, this is small and not an ideal learning environment for the pupils. It is the very good attitudes and behaviour of the pupils and the good quality of teaching that ensures that pupils make appropriate progress in their learning. The lay out of the building means that some classes in school are only accessible by walking through other classes which at times is a little disruptive for pupils and teachers alike. The main weakness however is that the school does not have a hall. Instead the school has to use a dilapidated village hall, which is next to the school, for physical education, for collective worship and for dining in. The hall is unsuitable for physical education as it seriously restricts the activities that the pupils can take part in, particularly in terms of gymnastics and the development of games' skills. The poor acoustics of the hall present some difficulties in collective worship. There are also occasions when pupils have to move between the school and the village hall three and four times a day, which when the weather is poor, as in the week of inspection, is an unsatisfactory situation. Again it is down to the enthusiasm of the pupils and the commitment of the staff that ensure that physical education lessons are as effective as they can be and that acts of collective worship continue to be uplifting experiences.

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

36. In order to build on the school's many strengths, high attainment levels and the good quality of education that it provides, the governing body, headteacher and staff should:

**1) Improve procedures for monitoring and evaluating the work of the school by:**

- providing subject co-ordinators with opportunities to monitor, support and evaluate teaching and learning in subjects that they are responsible for, so that the good practice can be disseminated and any weaknesses tackled;
- scrutinising pupils' work regularly and rigorously;
- co-ordinators playing a more active role in the analysis of available test and assessment data;
- setting up initiatives and procedures for governors to monitor the quality of education that the school provides more closely and for monitoring progress toward stated targets and priorities.

**2) Improve the quality of the presentation of pupils' work and the quality of marking of pupils' work by:**

- examining the most effective ways to set out work in books and ensuring that there is a consistently high expectation as to how pupils' present their work;
- ensuring that the displays of pupils' work act as an attractive, well presented and informative learning resource;
- ensuring that the marking of pupils' work is used as an opportunity to outline to pupils what is needed to improve or why a particular piece of work is of a good standard.

**3) Continue to examine and evaluate ways in which to improve the accommodation of the school to provide a more attractive, welcoming and effective teaching and learning environment.**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	12	4	0	0	0
Percentage	0	6	71	23	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 five 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	139
Number of full-time pupils known to be eligible for free school meals	N/A	7

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	9

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	4
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
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 Years 1 and 2 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of <b>Years 1 and 2</b> for the latest reporting year	2001	7	13	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95(90)	95(95)	95(95)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	95(95)	95(100)	100(100)
	National	85(84)	89(88)	89(88)

Percentages in brackets refer to the year before the latest reporting year. Figures given are total figures only as the number of boys in the cohort is fewer than 10.

### Attainment at the end of Years 3-6 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of <b>Years 3-6</b> for the latest reporting year	2001	10	11	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	11	11	11
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	100(89)	100(100)	100(100)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	11	11	11
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	100(89)	100(100)	100(100)
	National	72(70)	74(72)	82(79)

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



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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	136		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	1		
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian	2		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

*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)	4.9
Number of pupils per qualified teacher	28.3
Average class size	27.8

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

Total number of education support staff	5
Total aggregate hours worked per week	82

#### **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	317180
Total expenditure	326043
Expenditure per pupil	2233
Balance brought forward from previous year	13983
Balance carried forward to next year	5120

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	139
Number of questionnaires returned	47

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	76	22	0	0	2
My child gets the right amount of work to do at home.	59	32	5	2	2
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	68	23	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	88	10	2	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	73	23	2	0	2
The school is well led and managed.	70	20	5	0	5
The school is helping my child become mature and responsible.	81	17	0	0	2
The school provides an interesting range of activities outside lessons.	39	32	12	2	15