

# INSPECTION REPORT

## **HOMELANDS PRIMARY SCHOOL**

Torquay

LEA area: Torbay

Unique reference number: 113231

Headteacher: Mrs E Rigby

Reporting inspector: Mr L Lewin  
22330

Dates of inspection: 13<sup>th</sup> – 14<sup>th</sup> January 2003

Inspection number: 247330

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Westhill Road
Postcode:	Torquay TQ1 4NT
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Email:	admin@homelands.torbay.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Ewen
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Homelands Primary School is situated on the northern side of Torquay. The number of pupils at the school has increased over the past few years due to the school's change in 1998 from being a nursery and infant school to a primary school. The roll is currently 233 boys and girls. The percentage of pupils who join or leave the school other than the usual times of admission or transfer is lower than that found in most schools nationally. In September 2002, through its involvement in a Private Finance Initiative (PFI), the school moved into new purpose built accommodation. Pupils are taught in eight single year group classes by nine full-time teachers (including the headteacher) and one part-time teacher. One class caters for 51 nursery age group children, half of whom attend the morning session and half in the afternoons. Nearly all of the pupils are from white heritage backgrounds with two pupils from other cultural backgrounds. At 21 per cent, the proportion of pupils receiving free school meals is slightly above the national average, while the proportion of pupils with special educational needs, at 18 per cent, is similar to the national average. The proportion of pupils with Statements of Special Educational Need is slightly higher than that found in other schools nationally. The school has received DfES excellence awards for its national test results for seven year olds over the last two years. The attainment of children starting school is wide ranging, but below average overall, with a significant minority, who are well below average. No pupils in the school speak English as an additional language.

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

This is a good school. Very good leadership and management ensure that improvement is maintained at a rapid pace. As a result of high quality teaching, pupils achieve very well and attain above average standards in English, mathematics and science by the time they are seven. These improved standards are now moving through the junior classes. This means that the school is well placed to raise standards by the end of Year 6 where, for the current cohort, attainment is below average in writing, mathematics and science. The school provides good value for money.

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

- Very good leadership and management have helped the school to improve rapidly.
- Teaching in the nursery and infant classes is very good and good in the junior classes. As a result, pupils attain above average standards in English, mathematics and science by the age of seven and standards are now improving rapidly in the junior classes.
- The very effective way in which the school promotes pupils' moral and social awareness ensures that pupils have very positive attitudes, behave very well, relate very well to adults and each other and show very good personal development.
- The school provides a high standard of care for its pupils so that academic and personal development are very closely monitored and guided. In this way the school ensures that all groups of pupils and individuals are fully involved in all activities.

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

- Within its improvement plan, the school has identified rightly the need to further improve standards attained at Year 6 in writing, mathematics and science and, in particular, increase the number of pupils reaching the upper levels.

*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 thoroughly resolved the key points for development identified in the last inspection of February 1998 by ensuring religious education is given enough time and status, providing full planning and documentation for the curriculum, fully developing the roles of the co-ordinators, and upgrading the governors' annual report to the parents. In addition, it has moved forward at a rapid pace with implementing a wide range of school-based and national initiatives. The provision of new high quality accommodation and facilities from last

September is an impressive development. The whole of the school community show pride in their 'new school'. The resulting motivation and enthusiasm shown by pupils, staff and governors, to make the best use of these new facilities, indicates that the strategy of working with the PFI initiative is an exciting and successful one. The school has improved and strengthened all areas of its provision and shows much energy and momentum to continue developing in this way in the future.

## STANDARDS

The table shows the standards achieved by pupils by the time they are eleven years old based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/A	N/A	B	A
Mathematics	N/A	N/A	C	B
Science	N/A	N/A	D	C

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

Children start school showing below average attainment overall, with a significant minority of them performing at a well below average level. Due to very good teaching they progress rapidly and achieve very well – showing average attainment by the end of the Foundation Stage and above average attainment in reading, writing, mathematics and science by the time they are seven. With its expansion from a nursery and infant school to a primary school, 2002 saw the school's first Year 6 cohort taking national tests. The table above shows that the results were above average in English, average in mathematics and below average in science. In both mathematics and science, the number of pupils reaching the expected level was slightly above the national average. However, results in these subjects were not as good as English due to the fact that too few pupils reached the upper levels of attainment in the tests. Compared to other similar schools the results were well above average in English, above average in mathematics and average in science. As in all schools of this size, results will vary from year to year. Pupils in the current Year 6 cohort are on course to attain mostly average levels in English and below average levels in mathematics and science. The school has worked very hard in recent years to improve standards. The good standards attained by age seven, and good progress currently being made by junior age group pupils is clear evidence that these improved standards are working up through the school. Very well refined assessment procedures enable the school to set challenging yet realistic targets for pupils' performance. Staff are successful in helping pupils reach these targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive and enthusiastic. They show much pride in their new school.
Behaviour, in and out of classrooms	Very good. Pupils are polite and friendly. They behave very well in the classrooms and around the school.
Personal development and relationships	Very good. Pupils develop a keen insight into developing independence and social responsibility and respond well to the school's strategies to help them in these areas. Relationships are very good throughout the school.
Attendance	Satisfactory. Pupils enjoy coming to school.





## TEACHING AND LEARNING

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

High quality teaching in the nursery, reception and Years 1 – 2 enables pupils to move forward with their learning at a rapid pace. Similarly the good teaching for Years 3 – 6 helps pupils to progress well. Staff are very alert to identifying the needs of all individuals and have well-tuned procedures to set targets that accelerate the progress of pupils. Such procedures are especially well refined in the nursery and reception and Years 1 – 2 so that as soon as children start school they are put onto programmes of work that engage them thoroughly and motivate them to do their best at all times. This very good practice is now working its way through the relatively new established junior section of the school, putting the school in a strong position to continue the momentum of raising standards. The school has identified rightly the need to place greater emphasis upon boosting the performance of more able pupils – especially in the junior classes - as part of its overall campaign to keep driving standards up. In this way the school is adding a further upgrade to the already very inclusive approach it has towards catering for the needs of all groups of pupils. Throughout the school, teachers show a confident approach towards teaching the skills of literacy and numeracy and they are especially good at promoting pupils' speaking and listening skills, so that by the time they are eleven, individuals show much confidence and enthusiasm with expressing their ideas and with asking questions. Learning support assistants make a powerful contribution towards enhancing pupils' progress in learning throughout the school. They work very closely with the teachers and often show intuitive skills of encouraging individuals, raising their confidence and keeping them interested and attentive. The key ingredient in all of the very good lessons seen was the very strong relationships established between pupils and adults, which provided pupils with a strong motivation to succeed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curricular provision is broad and balanced with good links made between subjects and good opportunities provided for pupils to extend their literacy skills in areas such as religious education and history.
Provision for pupils with special educational needs	Good. The school identifies pupils' difficulties at an early stage and has a proactive approach towards ensuring that they are closely monitored and given work that precisely matches their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' spiritual and cultural awareness well and has especially effective strategies for promoting moral and social awareness, so that individuals develop a strong sense of teamwork and social responsibility.
How well the school cares for its pupils	Very good. Staff take a lot of trouble to ensure they have a clear knowledge of pupils' individual needs and they monitor their personal development and academic progress very carefully.
How well the school works in partnership with the parents	Parents have a high regard for the work of the school. They are kept well informed by the detailed information sent out to them and through the close working relationship maintained between home and school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is very well led and managed. The headteacher, staff and governors work together as a highly effective team. They show a determined approach towards continually striving to improve the quality of education offered for the pupils in the school. The headteacher shows a particularly skilful approach towards motivating all members of the school team to carry out their roles enthusiastically and efficiently.
How well the governors fulfil their responsibilities	Very good. Governors provide strong support for the headteacher and staff. Their energy and commitment have been key factors in helping the school move forward with the PFI initiative and other developments in recent times. The chair of governors in particular has shown a high level of dedication in carrying out her role.
The school's evaluation of its performance	Very good. Staff and governors have a clear insight into the strengths of the school and areas that need developing. They are well informed through close monitoring of all on-going developments and their evaluation of the school's results.
The strategic use of resources	Very good. The school's involvement in the PFI initiative has helped it to ensure that the best value is obtained from all available funding. Governors have very efficient systems to help them oversee and check the running of the budget.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The parents have a high regard for the school. In particular they feel:</p> <ul style="list-style-type: none"> <li>• The school is well led and managed, works closely with the parents, and staff are very approachable.</li> <li>• Teaching is good and children are expected to work hard. Children make good progress and enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular school activities.</li> </ul>

Twelve parents attended a meeting with the registered inspector prior to the inspection and 68 parents returned a questionnaire indicating their views about the school. Inspectors agree with the positive points raised by the parents. Compared to most other schools the range of activities provided is satisfactory. However, the school has already identified this as an area of its provision that it wishes to improve further in the future.

## **PART B: COMMENTARY**

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

**Very good leadership and management have helped the school to improve rapidly.**

1. Discussions with the headteacher, staff and governors show that they work together as a highly effective team. The headteacher has a very clear overview of the overall effectiveness of the school. Roles of the senior management team and subject co-ordinators are clearly defined. The headteacher shows a particularly skilful approach towards motivating all members of the school team to carry out their roles enthusiastically and efficiently. Parents commented on the enthusiastic leadership of the headteacher and said they felt it was good that she was always accessible and always present at the school gate. The headteacher promotes an atmosphere whereby all members of the school community feel valued and, therefore, work with their full energy. It is this very positive approach that has enabled the school to move forward through significant difficulties in the past and to very efficiently push ahead with the PFI initiative. The high quality accommodation and facilities now available as a result of the school's positive actions are an inspiration to the staff and pupils. Discussions with pupils show that they feel proud of their new school and share the motivation of the staff to get the best out of the new facilities. For example, Year 6 pupils were excited to be taking up their new roles as librarians in a 'proper library'.
2. The headteacher shows a clear vision of the educational direction of the school, which is expressed clearly in the school's comprehensive and realistic improvement plan. The plan is a very good one, containing a suitably prioritised range of initiatives, which are supported by detailed action plans that show the costs involved, who will be leading each task, time schedules and the means by which success will be gauged. Another strength of the school's strategic planning is the way in which performance management and staff training all neatly dovetail with the school's 'key priorities for improvement'.
3. The headteacher is very well supported by her deputy headteacher. He liaises closely with her on a daily basis and leads the staff very well through the example of his own very good teaching. Similarly, other members of the senior management team make full use of their experience and work very effectively to support the headteacher and all staff.
4. The school is fortunate to have a group of energetic and very supportive governors. They have been strongly led by their chair whose dedication and determination have played an important part in helping to keep the school's plans on course. All of the governors provide strong support for the headteacher and staff and their energy and commitment have been key factors in helping the school move forward with the PFI initiative and other developments in recent times. They have a clear insight into the strengths of the school and areas that need developing. They are very well informed through their own close monitoring and the headteacher's reports to them. Through this information and their scrutiny of the school's results, they evaluate the school's performance very carefully. In particular, governors have very effective procedures for overseeing the school's budget and place a strong emphasis rightly on targeting available funding on the school's key priorities for improvement. Their landmark decision to move forward vigorously with the PFI initiative has fully supported the principle of getting the best value for money and has placed the school in a very strong position to move forward in the future.

**Teaching in the nursery and infant classes is very good and good in the junior classes. As a result, pupils attain above average standards in English, mathematics and science by the age of seven and standards are now improving rapidly in the junior classes.**

5. High quality teaching in the nursery, reception and Years 1 – 2 enables pupils to move forward with their learning at a rapid pace. The progress of children starting in the nursery is accelerated by the precise organisation of a wide range of interesting and enjoyable activities and experiences. These activities are designed to stimulate the children and give the adults very good opportunities to draw on and expand the speaking and listening and knowledge and understanding of each individual. The nursery teacher and teaching assistants show a very skilled approach, with continual probing questions and comments designed to keep the momentum of the talking and interest going. The nursery teacher utilises all opportunities to the fullest extent – even discussions at register time are used very effectively to promote children’s understanding. A particular feature of the nursery is the excellent way in which children are encouraged to develop independence almost from the moment they first walk in the door. For example, one new child arriving was immediately guided to the plimsoll rack where he needed to identify the name place where his plimsolls were stored. High quality planning and detailed ongoing assessment techniques ensure that the quality of teaching is sustained at this level.
6. The very good progress that children make in the nursery is sustained in the reception class where the teacher’s very calm approach coupled with precise explanations helps all individuals to get the most from their activities. For example, in a physical education lesson in the hall, this approach ensured that all of the children listened carefully and carried out the instructions for their exercises as requested. Support staff worked very well with the teacher to support individuals experiencing difficulties co-ordinating their movements properly. As in the nursery, a very well planned range of activities in the classroom enables the children to raise their attainment to an average level, for example, with most learning how to count and recognise numbers to 10, gain knowledge of positional language such as ‘between’, begin to write letters and copy their own name, cut and stick items with care and talk with an adult about stories.
7. As in the nursery and reception classes, lessons for pupils in the Year 1 and 2 infant classes are based on very thorough planning and preparation and the provision of a wide range of interesting and challenging activities. Teachers know their pupils very well and are especially good at managing them so that all time is used to its maximum value. For example, in a Year 1 science lesson, the pupils worked intensively on a range of practical activities exploring the use of their senses. The teacher then drew these ideas together through skilful questioning so that by the end of the session all of the pupils had a good understanding of the main senses in their bodies. The teachers use a good range of strategies to engage the pupils and by careful choice of activities and resources they make the work fun. For example, Year 2 pupils worked at an above average level while discussing and describing the characters and events in a humorous version of the Cinderella story. The teacher’s expressive reading of the parts and her encouragement of the pupils to enter into the role-play of the characters in the story made the session a very enjoyable and stimulating experience. As a result of the very good teaching, pupils reach above average levels in reading, writing, mathematics and science and this clearly signifies very good progress from the below average levels of attainment when they start school.
8. The teaching in the junior classes is good overall and helps the pupils to make good progress with their learning.
9. ‘Our teacher is really good ....makes everything fun ... makes even the most difficult lessons interesting and enjoyable...’

10. The above extract of a discussion with Year 6 pupils gives a good insight into an example of how the teachers are becoming increasingly successful at Key Stage 2. It shows the strong relationships that have been established, the respect and trust that have been generated and the confidence developed so that pupils are not afraid to express their ideas. These attitudes to learning were verified in lessons seen in Year 6 and many other good and very good lessons across the school. For example, in a Year 6 literacy lesson, one pupil confidently suggested to the teacher that it would be useful to introduce personification into the writing while another pupil articulately suggested another approach to completing the task. Whilst the writing of many pupils showed as being below average, there were clear indications of the teacher's success in 'switching on' both boys' and girls' enthusiasm for writing. This boosting of pupils' progress was also apparent in other lessons in the junior classes, showing that the impact of the good work in raising standards lower down the school is now clearly working up through the classes. For example, in numeracy lessons seen in Years 3 and 4, the teachers' confident approaches, clear expectations and good explanations helped pupils acquire good skills in carrying out mental and written calculations and helped them acquire a good grasp of using place value in these calculations.
11. Learning support assistants make a very significant contribution towards supporting pupils' progress in learning throughout the school. They work in close partnership with the teachers, are thoroughly briefed and show a very conscientious and skilful approach towards encouraging individuals and groups of pupils.
12. A particular feature of the teaching across the school is the successful emphasis that teachers place upon developing pupils' speaking and listening skills. Pupils' skills and confidence are promoted very well through precise questioning and by very well run discussion work.

**The very effective way in which the school promotes pupils' moral and social awareness ensures that pupils have very positive attitudes, behave very well, relate very well to adults and each other and show very good personal development.**

13. The school is very successful in promoting pupils' moral awareness so that individuals have a clear understanding of what is acceptable and what is unacceptable behaviour. This was evident in all of the lessons and an assembly seen that showed teachers adopting a consistent approach towards encouraging good attitudes and behaviour. For example, during a whole school assembly, the behaviour of pupils was exemplary, with no need for any intervention on the part of the headteacher or staff. The pupils simply knew what was expected of them and behaved accordingly. Another example of the consistent approach is that in every class, from the youngest to the oldest, teachers insist upon pupils putting their hands up and taking turns to speak. The strong relationships that exist throughout the school also help to amplify these points with pupils being sensitive to the views and opinions of the teachers and showing enthusiasm to please and do their best for them. On the odd occasion when pupils' behaviour moves out of line, this is usually due to momentary forgetfulness and they rapidly correct themselves. Overall, it is clear that pupils respond to the high expectations of good behaviour set for them by their teachers. Throughout the school, pupils behave very well. They listen carefully to adults and each other in lessons. Pupils are friendly and polite and this helps to induce an ethos across the school of everyone working together. In lessons, pupils are enthusiastic and show very positive attitudes towards their work. They usually concentrate well and try hard.
14. The school is very good at promoting pupils' social awareness. As with behaviour, there is a consistent approach adopted across the school. For example, in the nursery and reception classes,

the idea of children working independently and taking responsibility for their own actions is emphasised strongly, with children carrying out responsible jobs, such as taking the register to the school office, as well as many other small tasks around the classroom. In this way, they learn the social responsibilities of carrying out tasks that help others as well as themselves. A good range of responsibilities is provided for pupils throughout the school. The oldest pupils are given important responsibilities, such as being 'peer mediators' responsible for helping to sort out difficulties in the playground. Older pupils are very kind and sensitive when helping younger ones. Responsibility is also taught, for example, through asking Year 6 pupils to apply for jobs as librarians. Individuals had to write lengthy applications saying why they wanted the job. On receiving their letters to inform them they had been successful, pupils were invited to attend a suitable training session. Conversations with Year 6 pupils confirmed their mature attitudes towards these responsibilities and also showed that, as a result of such tasks, they develop a sensitive awareness towards the feelings of others. For instance they talked about how the school helped pupils with special educational needs and their experiences of working with these pupils. Throughout the school, pupils take all of their responsibilities seriously and, therefore, show very good personal development.

**The school provides a high standard of care for its pupils so that academic and personal development are very closely monitored and guided. In this way the school ensures that all groups of pupils and individuals are fully involved in all activities.**

15. The school ensures that the safety and security of the pupils is given top priority. All necessary procedures are in place and followed. The school works closely with outside agencies where appropriate, for example, inviting the Child Assault Prevention Project Team to talk in an assembly to raise pupils' awareness on 'how to be safe' and 'when to ask for help'.
16. Staff know their pupils very well and cater sensitively for their needs. In particular, the school invests a great deal of time and effort into supporting pupils with special educational needs. The support staff work especially well in helping these pupils, providing very good individual and group support as required. Teachers' detailed lesson plans also ensure that work is matched precisely to the needs of these pupils. Staff are good at ensuring all pupils participate fully in lessons and the very good relationships established between staff and pupils and between pupils and each other create a fully inclusive atmosphere where all pupils feel valued and involved.
17. Pupils have a clear idea of how to obtain help in the school, should they need it. Year 6 pupils talked about their approach to school life in a very mature way and said that they felt they would feel comfortable discussing difficulties with any of the staff, especially their class teacher. The school has a very proactive approach in gauging pupils' understanding of pastoral areas. For example, pupils are asked to complete a questionnaire following the sex education programme, to check their understanding and to provide feedback to the teachers.
18. Teachers monitor pupils' performances very carefully and carry out regular assessments to check their progress. For example, throughout the school pupils maintain a writing progress book and, once a term in this book they carry out a written task, which is carefully evaluated by the teacher. Over a period of time, these samples of writing form a very clear picture of each individual's progress in writing as he/she moves through the school. Assessment procedures are particularly well maintained in the nursery class. For example, amongst the records kept, the teacher also notes significant moments of children's progress with speaking. Teachers use all assessment information well to set targets for pupils' future improvement.

19. The establishment of peer mediators to help look after other pupils at breaktimes and the strong awareness of individuals of the need to look after each other are all part of the fabric of this very caring school.

## WHAT COULD BE IMPROVED

**Within its improvement plan, the school has identified rightly the need to further improve standards attained at Year 6 in writing, mathematics and science and, in particular, increase the number of pupils reaching the upper levels.**

20. Over recent years the school has successfully continued to raise the standards attained by pupils by the time they reach the age of seven. Inspection observations show that these improved standards are working their way through the newly established junior section of the school, with pupils in Years 3, 4 and 5 achieving well and beginning to attain good standards in aspects of their English, mathematics and science work. In the 2002 national tests for eleven year olds, although the number of pupils reaching the expected level in science was slightly above average, results overall were below average because too few pupils reached the upper levels of attainment. Despite the good progress they are currently making, this year's cohort of pupils look set to attain below average results in writing, mathematics and science. Whilst they are beginning to create good ideas and learn about a wide range of different writing styles, they are often hampered by weak spelling ability, and many of the pupils struggle to extend their work using complex and properly structured sentences. In mathematics, they gain a sound knowledge of using place value to multiply and divide numbers by 10 or 100 but most have significant gaps in their knowledge of the multiplication tables and, therefore, struggle with mental calculations work. In science, pupils do not yet have a clear idea on how to structure their investigations or how to apply the principles of fair testing.
21. The school has identified rightly the need to place greater emphasis upon boosting the performance of more able pupils – especially in the junior classes - as part of its overall campaign to keep driving standards up. In this way, the school is adding a further upgrade to the already very inclusive approach it has towards catering for the needs of all groups of pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to maintain the very good progress the school has made in raising standards, the headteacher, staff and governors should now follow through on the initiatives identified in its school improvement plan:
- ❑ To raise standards in writing, mathematics and science for pupils by the time they reach the age of eleven by:
    - improving their spelling, basic writing skills, mental calculation skills and investigative skills in science. (*Paragraphs 20 – 21*)
  - ❑ Ensure that procedures are put in place to carefully identify more able and gifted and talented pupils and ensure that, once these pupils are identified, they are provided with work that extends them and gives them the opportunity to reach the higher levels of attainment. (*Paragraphs 20 – 21*)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	7	3	0	0	0
Percentage	5	50	32	14	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 five percentage points..*

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	207
Number of full-time pupils known to be eligible for free school meals	46	

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	6	50

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	14

### *Attendance*

<b>Authorised absence</b>	%
School data	6.0
National comparative data	5.4

<b>Unauthorised absence</b>	%
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 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	14	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	16	16	16
	Total	27	28	30
Percentage of pupils at NC level 2 or above	School	90 (96)	93 (96)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	11
	Girls	16	16	14
	Total	27	29	25
Percentage of pupils at NC level 2 or above	School	90 (96)	97 (96)	83 (93)
	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	20	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	17
	Girls	12	11	11
	Total	27	25	28
Percentage of pupils at NC level 4 or above	School	84 (N/A)	78 (N/A)	88 (N/A)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	15
	Girls	11	12	11
	Total	25	29	26
Percentage of pupils at NC level 4 or above	School	78 (N/A)	91 (N/A)	81 (N/A)
	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	167	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	26	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)	9.4
Number of pupils per qualified teacher	23.3
Average class size	29

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

Total number of education support staff	9
Total aggregate hours worked per week	225

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### ***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	1.4

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.*

### ***Financial information***

Financial year	Ending 31/3/02
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*Based on school roll of 262 in 2002	£
Total income	497323
Total expenditure	498720
Expenditure per pupil	1904
Balance brought forward from previous year	28108
Balance carried forward to next year	22374

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

### **Questionnaire return rate**

Number of questionnaires sent out	221
Number of questionnaires returned	68

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	0	1	1
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	50	49	1	0	0
My child gets the right amount of work to do at home.	46	35	12	0	7
The teaching is good.	68	29	3	0	0
I am kept well informed about how my child is getting on.	56	34	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	18	3	1	0
The school expects my child to work hard and achieve his or her best.	71	28	1	0	0
The school works closely with parents.	62	31	6	1	0
The school is well led and managed.	66	32	1	0	0
The school is helping my child become mature and responsible.	53	44	0	1	1
The school provides an interesting range of activities outside lessons.	37	25	25	6	7