

# INSPECTION REPORT

## **WOODVILLE PRIMARY SCHOOL**

South Woodham Ferrers, Chelmsford

LEA area: Essex

Unique reference number: 115253

Headteacher: Mr R Leeke

Reporting inspector: Ms A Coyle  
20603

Dates of inspection: 6<sup>th</sup> – 7<sup>th</sup> May 2003

Inspection number: 1247545

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:	Foundation
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	Brent Avenue South Woodham Ferrers Chelmsford Essex
Postcode:	CM3 5SE
Telephone number:	(01245) 321 755
Fax number:	(01245) 328 418
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Chiverton
Date of previous inspection:	16 <sup>th</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20603	Ms A Coyle	Registered inspector
14347	Mrs J Lindsay	Lay inspector
21103	Mrs V Ives	Team inspector
27426	Mr T Aldridge	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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London  
WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Woodville Primary School is situated in South Woodham Ferrers, near Chelmsford, Essex. It serves the surrounding area, which consists of mainly owner-occupied properties. The school is much bigger than other primary schools nationally and the number of pupils on roll has remained fairly steady over the past few years. There are currently 395 girls and boys in the school. Children are admitted to one of the two reception classes in the year of their fifth birthday and attainment on entry is above average overall. Very few pupils are from ethnic minority backgrounds and less than one per cent speak English as an additional language, which is a much lower figure than in most other schools nationally. The language spoken at home by pupils, other than English, is Bengali. Two per cent of pupils are known to be eligible for free school meals, which is very low compared to the national average, and a lower than average figure of six per cent have been identified as having special educational needs. One pupil has a statement for their needs.

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

This is a very good school, which has improved well since it was last inspected. It has many features of excellence and is a highly effective learning environment in which pupils attain very good standards in English, mathematics and science by the time they leave at the end of Year 6. The good teaching means that pupils make rapid progress in learning. The excellent leadership of the headteacher and very good management by the senior managers and the governing body help to ensure that very good value for money is achieved.

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

- The oldest pupils in the school achieve very good standards in English, mathematics and science by the time they leave Year 6. Standards are good in all other subjects of the curriculum.
- Standards of behaviour are very good throughout the school. Pupils have outstanding attitudes to learning and excellent relationships with their peers.
- The teaching is good in the reception and infant classes. It is very good in the juniors.
- The curricular provision is very good. It is supplemented with an exceptionally wide range of extra-curricular activities and very good parental support.
- The school is led and managed exceedingly well by an outstanding headteacher, who is supported closely by the very good senior management team and the governing body.
- The very good school improvement plan gives a strong focus for future improvements.
- The provision for increasing pupils' moral and social development is very good.
- The school takes very good care of its pupils and provides well for their personal, social and health education. The procedures for guiding, supporting and assessing pupils are very good.

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

- Information to parents in the prospectus and governors' annual report.

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

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

The school was last inspected in 1998. Since then, it has grown from strength to strength under new leadership and made good progress. The monitoring procedures have been improved to an excellent level and this has had a positive effect on the quality of teaching. In addition, standards of attainment have risen to the extent that pupils now attain very good standards by the time they leave at the end of Year 6 and the most capable pupils do very well indeed. The school has made improvements to its provision for information and communication technology, including the installation of a new computer suite, and the old mobile classrooms have been removed. Overall, the school has improved well and it now has very good capacity to improve further. It has just received the 'School Achievement Award' for having improved its test results substantially between 1999 and 2002.

## STANDARDS

The table shows the standards achieved by 11-year-olds, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	A
mathematics	A	B	A*	A
science	A	A	A*	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that standards of attainment have been consistently above or well above the national averages in English, mathematics and science over the last two years by the end of Year 6. Trends show an overall steady picture, with the school's results well above those of similar schools. The inspection evidence concurs with these latest results and shows that, by the time they leave the school at the end of Year 6, pupils achieve very good standards in the core subjects of English, mathematics and science. The school has set sufficiently high targets for the current cohort of pupils in these subjects and these are being promoted well. The oldest pupils in the school achieve good standards in all other subjects of the curriculum. At the end of Year 2, the standards attained in 2002 were well above the national average. They were in line with the results of similar schools in reading and mathematics, but above average in writing. The teacher assessments for science were also above average.<sup>1</sup> The inspection evidence shows that pupils in Year 2 currently achieve very good standards generally. The youngest children in the Foundation Stage<sup>2</sup> are supported well to help them make good progress in their learning and they exceed the Early Learning Goals<sup>3</sup> in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative and physical development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are eager to come to school and keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and at play.
Personal development and relationships	Very good. Pupils are tolerant and play happily together. They have excellent relationships with each other.
Attendance	Very good. Pupils are very keen to attend school and do so punctually.

Pupils are enthusiastic, hard working and co-operative. Relationships between them are excellent.

<sup>1</sup> **LEVELS:** By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

<sup>2</sup> **FOUNDATION STAGE:** This stage refers to children in the reception year.

<sup>3</sup> **EARLY LEARNING GOALS:** From September 2000, QCA (Qualifications and Curriculum Authority) have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the areas of learning: language, literacy and communication; mathematics; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

The quality of teaching and learning is very good overall and sometimes excellent. In the 27 lessons observed, teaching was good or better in almost all of them. This accounts for the good learning taking place and the high standards achieved by pupils. The teaching of basic skills in literacy and numeracy is very good indeed. Teachers are conscientious and work hard for the benefit of all their pupils. They plan their lessons very carefully, with clear objectives for what pupils are to learn, including those who have special educational needs or are very able. These objectives are made very clear to the pupils at the start of the lessons and reinforced throughout. Teachers use resources imaginatively to motivate and interest pupils. They draw well on a wide range of contexts and resources to help pupils learn, including computers, and they make very good references to pupils' previous learning and excellent use of cross-curricular links.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a rich curriculum that includes all subjects of the National Curriculum and religious education, as well as the areas of learning for children in the Foundation Stage.
Provision for pupils with special educational needs	Very good. This aspect is efficiently managed and pupils progress very well because the school responds efficiently to the Code of Practice. <sup>4</sup> Pupils are supported carefully and their individual education plans have clear targets for learning.
Provision for pupils with English as an additional language	Good. The procedures for supporting these pupils are clear and pupils are identified quickly.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils are provided with plenty of opportunities to develop their moral and social awareness. Their cultural development is promoted very well and spiritual development is good.
How well the school cares for its pupils	Very good. The school takes care of its pupils within a supportive learning environment.

The school works very well in partnership with parents. The very good curriculum is enriched significantly by an exceptionally wide range of extra-curricular activities and very good care is taken to ensure the welfare and protection of pupils.

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<sup>4</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The outstanding leadership provided by the headteacher gives very clear educational direction for the school and he is supported very well by a conscientious senior management team and the subject co-ordinators.
How well the governors fulfil their responsibilities	Very good. The governors are knowledgeable and involved closely with the work of the school. They act as good, critical friends and provide very clear strategic management.
The school's evaluation of its performance	Excellent. The school regularly evaluates pupils' achievements. It has exceedingly good procedures for monitoring and evaluating teaching.
The strategic use of resources	Very good. The school's finances and resources for learning are used well to promote learning.

The exemplary leadership of the headteacher and the hard work of the highly committed members of staff are key factors in the high standards achieved by pupils and the good improvements over the past five years. The accommodation is very good and the school applies best value principles very well in the purchase and use of resources.

## 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>• Children enjoy school.</li> <li>• The teaching is good.</li> <li>• Teachers have high expectations of pupils.</li> <li>• The school is led and managed well.</li> </ul>	<ul style="list-style-type: none"> <li>• Too much homework.</li> </ul>

The inspection team agrees with the positive views of the parents. Children enjoy coming to school and are keen to do so. The quality of teaching is very good overall and teachers expect their pupils to achieve well. Leadership is excellent. The inspection evidence does not agree with parents' comments regarding homework, but finds that the amount of homework given to pupils is appropriate to their age and ability. However, the inspectors judge that parents would benefit from additional information in the prospectus and the governors' annual report.

## **PART B: COMMENTARY**

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

#### **Pupils attain very good standards by the time they leave the school**

1. Standards have risen since the last inspection and are now well above the national expectations by the end of Year 6 in the core subjects of English, mathematics and science. Children enter the reception classes with better skills compared to those of most four-year-olds in many other schools. They make good progress and exceed the Early Learning Goals in personal, social and emotional development, communication, language, literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Children listen very well to adults and to each other, sharing toys and games most willingly. They love to listen to stories about *'Goldilocks'*, *'Rosie's Walk'* and *'Kipper'*. Most speak clearly and write well, spelling words such as *'birthday'* correctly and many read non-fiction books confidently. They enjoy singing songs about *'Five Little Speckled Frogs'*; many count well beyond ten and all children know the names of two-dimensional shapes such as squares, triangles and circles. They use computer programs with confidence, especially when matching shapes and counting numbers. All children are very courteous to each other when balancing on the tricycles and taking turns on the climbing frame outside. They are very tolerant of one another and children with special educational needs are integrated happily with their peers. Most children respond eagerly to the very wide range of imaginative play opportunities, such as mask-making, construction toys, painting and role-play in the *'Travel Shop'*. Outstanding displays of children's work on the life cycles of frogs, butterflies and ducks are highly colourful and the excellent teamwork amongst staff helps children to thrive in a very well organised, happy and caring environment.
2. In English, pupils' performance at the end of Year 6 in the 2002 National Curriculum tests was well above the national average. Their performance, in relation to that of pupils of similar background in other schools, was also well above average; 98 per cent attained the expected Level 4 and a significant proportion (47 per cent) attained the higher Level 5. These results exceeded the school's targets for 2002. Pupils' performance at the end of Year 2 was well above the national average in reading and writing. It was above that of schools with pupils from similar backgrounds in writing, and similar in reading. Trends show that the results for pupils in Year 6 have generally exceeded the expected levels well since 1998; pupils in Year 2 have done well in reading and writing. The inspection findings concur with these results and show that pupils are currently achieving well because basic literacy skills are taught very carefully across the curriculum, with optimum use of computers to help them extend their learning. For example, the pupils in Year 6 strive to excel in lessons when focusing on creative story writing themes such as *'Mr Funnybone's Adventure'*, making excellent use of their scientific knowledge of the human body to help them. As a result of the teachers' very high expectations and excellent rapport with them, the pupils present exciting narratives and write very imaginatively. Standards of handwriting and the presentation of work are very high and pupils show great confidence and maturity when speaking aloud to others. Their completed work on biographical and autobiographical accounts, poetry and report writing are often of a very high standard.
3. In the 2002 national tests for mathematics, the results were well above the national average and those of similar schools at the end of Year 6. The school exceeded its targets well; 96 per cent attained the expected Level 4 and many (57 per cent) attained the higher Level 5. At the end of Year 2, the results were well above the national average with 96 per cent at Level 2 and 43 per cent at the higher Level 3. This was average in relation to the results of similar schools. The inspection findings show that standards are currently well above average for the pupils at the end of Year 6 and Year 2. Basic numeracy skills are taught very well and used extensively across the curriculum, and computers are used frequently to support numeracy. By the time they reach the end of Year 6, pupils calculate percentages, interpret information and produce a good range of block graphs, pie charts and bar charts to represent their findings. They develop their skills very successfully because teachers use assessment information adeptly to help them increase their understanding in plenty of exciting practical activities.

4. In the science results for 2002 at the end of Year 6, the percentage of pupils reaching the expected level was well above the national average and that of similar schools, with 100 per cent attaining Level 4 and 74 per cent attaining the higher Level 5. In Year 2, the teacher assessments indicated that standards were high in relation to the national figures; 98 per cent attained Level 2 and 43 per cent attained the higher Level 3. The evidence gathered during the inspection concurs with these results and shows attainment to be well above average compared with the nationally expected levels at the end of Year 6 and Year 2. Pupils make very good progress overall and literacy skills, as well as numeracy skills and computer technology, are used very well to help pupils increase their knowledge and understanding of scientific concepts. For example, pupils use the correct terminology to describe 'opaque', 'transparent' and 'translucent' surfaces when investigating shadows, setting out their work very neatly. They are eager to conduct investigations when filtering solids and liquids and know about the harmful and beneficial effects of microbes. Pupils understand life processes very well, such as photosynthesis in flowering plants and they have very secure knowledge of the major bones in the human body.
5. Pupils achieve well in all other subjects of the curriculum. Standards are good in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education. Pupils' learning is promoted very well generally and subjects are used extensively to link with topics. From the time children enter the reception class, they learn to build on their skills well, maintaining progress as they move through the infant classes and accelerating learning in the junior classes. There is no significant variation between the progress of pupils with special educational needs or pupils who speak English as an additional language, and those of other abilities, who do equally as well as their peers because teachers and learning support staff work very hard to raise the standards of all pupils.

### **The quality of teaching and learning is very good.**

6. The quality of teaching is very good overall. It is never less than satisfactory and almost always good or better. Teaching is notably very good in Years 3 to 6 and occasionally excellent. This represents an improvement since the last inspection in 1998 when teaching was good overall. Additional support for pupils with special educational needs and the higher-attaining pupils are very good and the few for whom English is an additional language are guided well by staff.
7. From the time pupils enter the school to the time they leave, the quality of learning is very good. This is due to a great extent to the scholarly teaching, especially in the core subjects and particularly in the junior classes, where it is sometimes excellent. Lessons are planned conscientiously, with clear objectives for what pupils are to learn. These objectives are made very clear to the pupils at the start of the lessons and reinforced throughout. Teachers' plans take into account the differing needs of pupils, including those with special educational needs and pupils of higher ability. Teachers and support staff work exceedingly well together as an excellent team. They have very high expectations of pupils' work and behaviour. A notable example was observed in Year 3 in an excellent design and technology lesson when the pupils were investigating and designing packaging. The teacher's wonderful sense of fun and her very high expectations of the pupils were transmitted to the whole class, with the result that pupils of all capabilities responded eagerly to the challenge and made very good progress.
8. Teachers of the youngest children in the school are very knowledgeable about the Early Learning Goals and very patient. They provide happy, stimulating and caring environments in the reception classes, where all adults value each and every child equally. Throughout the rest of the school, teachers demonstrate a very secure knowledge and understanding of the subjects they teach. Planning successfully incorporates the areas for learning, the National Curriculum programmes of study and the requirements of the agreed syllabus for religious education. All teachers in the infant and junior classes have implemented the recommended lesson formats for the National Literacy and Numeracy Strategies exceedingly well. High standards of effort, accuracy and presentation are encouraged and pupils often respond with great interest and enthusiasm. Teachers draw well on a wide range of contexts and resources to help pupils learn. They make good reference to previous learning and excellent use of cross-curricular links, for example, in a physical education lesson where pupils in Year 5 were improving their athletic skills. In this lesson, the teacher made very good references to other curriculum areas, reminding pupils to record their sprint-times carefully so that

they could use the information later on computer spreadsheets and in mathematical charts or graphs. In Year 2, the teacher's very good subject knowledge of history and excellent use of information and communication technology led to a very high level of interest and motivation amongst pupils as they studied the life of Florence Nightingale.

9. In English, teachers have a very thorough knowledge of the literacy skills the pupils need. Work is planned very carefully to build on pupils' skills and staff use skilful questioning techniques to develop speaking, listening, reading and writing. All lessons have very clear learning objectives that are focused well from the very good use of assessment information and very good coverage of the curriculum. The very good teaching at the upper end of the juniors is a credit to the school, and presents a strong model of good practice for colleagues to follow. For example, in Year 5, the teacher's very skilful questioning of the Indian story '*Granny's Glasses*' helped to probe pupils' understanding about stories from different cultures. Literacy skills are exceedingly well taught across the curriculum; all teachers focus on precise technical vocabulary in mathematical and scientific terminology, whilst very high standards of written presentation are expected in subjects such as geography and history.
10. In mathematics, teachers use questioning well to assess and guide pupils' learning. They give clear and supportive explanations, with a focus on technical vocabulary. Teachers put a strong emphasis on developing pupils' ability to calculate mentally at the start of lessons and they sum up the learning at the end of lessons effectively with useful plenary activities. For example, the very good investigations of co-ordinates and data handling activities in Year 6 helped pupils to achieve well because learning was reinforced constantly throughout the lesson. Very effective support is provided for higher-attaining pupils because classes are setted, according to pupils' capabilities, and the teaching is based on very good subject knowledge, step-by-step progression through the lessons and very good opportunities for pupils to use and apply their knowledge of number.
11. Teaching in science is very good. The strong focus on scientific inquiry throughout the school enables pupils to make very good progress in learning. For example, the scholarly teaching in Year 6, observed during investigations about separating solids from liquids, was characterised by highly-skilled questioning and direct teaching of technical vocabulary. As a result of the teacher's excellent relationships with pupils, very strong subject knowledge and well-judged references to prior experiments, the pupils' attitudes were outstanding and their level of motivation was so high that learning continued through discussions, even after the lesson had ended. The school provides a very extensive curriculum that covers all the required elements of scientific learning, plus good opportunities for the very capable pupils to benefit from working with a visiting teacher who has excellent subject knowledge. For example, the experiments with bubbles and air pressure, undertaken by a small group of pupils in Year 3, led to great enjoyment and personal discovery.
12. Classroom management skills are very effective; teachers utilise a good range of management strategies and are successful in motivating pupils and encouraging good behaviour. Pupils are very well managed and high standards of behaviour prevail. Teachers are conscientious and they work hard for the benefit of all their pupils. They use resources imaginatively to motivate and interest pupils; for example, pupils in Year 1 composed relief pictures with sand, whilst others moulded dough into three-dimensional sculptures of sea anemones and shells. Support staff are deployed very well; they work very closely with pupils, offering clear guidance and encouragement to them. Most lessons move along at a good pace and teachers change activities frequently to gain and maintain pupils' interest and attention.
13. The teaching of pupils with special educational needs is very good. All teachers are aware of the pupils who have special educational needs and all make reference to providing suitable activities to promote learning. Good attention is given to ensuring that the work set is appropriate and progressive. Teachers and support assistants show great patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the special educational needs register. Pupils learn about school rules and are given very good, skilled assistance from the well-qualified, experienced and committed support staff. For example, in a Year 4 lesson on religious education, pupils discussed the Ten Commandments and related them to their own experiences. The combined attention of teachers and support staff has a most positive impact upon the very good progress that the pupils make in their learning.

## **The leadership and management of the school are excellent.**

14. The leadership of the school is excellent. This represents a significant improvement since the previous inspection in 1998. The outstanding headteacher is a highly committed, leading professional who has an excellent vision for raising standards and the future development of the school. He is very well supported by members of the senior management team, who are excellent role models for colleagues. Management is very good. Responsibilities are delegated very clearly to the subject co-ordinators, as well as to the senior managers. Since the last full inspection, the co-ordinators have been increasingly empowered to lead and manage their subject areas. Their reviews and input to the very good school improvement plan demonstrate a high level of responsibility and accountability. The formal monitoring procedures are excellent and they are used rigorously to evaluate and improve teaching and learning. Staff also have informal and innovative ways of monitoring the school's provision; for example, the teachers and pupils had great fun when they swapped classes recently for an afternoon.
15. The very good governing body contributes substantially to the effectiveness of the school. Governors share with the headteacher a clear vision for future developments. Reports, given by the headteacher and staff at governors' meetings, keep them well informed about curriculum development and help them to monitor the standards and quality of education the school achieves. School developments are discussed carefully and prioritised very well and many governors are actively involved with the life of the school, visiting frequently and monitoring the quality of teaching and learning formally in lessons. The school has just received the 'School Achievement Award' for having improved its test results substantially between 1999 and 2002.
16. The management of the provision for pupils with special educational needs is very good. The co-ordinator is well qualified, very experienced, enthusiastic and diligent in her co-ordinating role. She ensures that all pupils have access to any necessary support and that their needs are met in lessons. The co-ordinator liaises very well with colleagues and is in regular contact with external agencies, such as the educational psychology service.
17. Staffing in the school is very good. Teachers' qualifications and experience meet the demands and range of the National Curriculum. One of the many strengths of the school is that responsibilities are matched well to the interests and specialisms of the staff. Arrangements for the professional development of staff are very good. Priorities reflect both the identified needs of the school and the personal needs of the teachers and learning support assistants. The school has clear procedures for the induction of newly qualified and newly appointed staff with plenty of help and guidance provided by staff. The secretaries carry out their administrative duties very effectively and are central to the efficient running of the school. The very efficient site supervisor maintains the school in very good order and the cooks, midday supervisors and premises staff all perform their roles in a friendly, capable way and are all highly valued members of the school.
18. The school's very good accommodation and resources are well maintained. Very close liaison between the governors and the headteacher ensures that any concerns are dealt with quickly. The site and buildings are looked after very well and the school is an extremely clean and very attractive learning environment. The good resources help teachers to teach all subjects in the National Curriculum; pupils have plenty of books from which to choose in classrooms and in the well-stocked library and the computer suite is used exceedingly well by pupils.
19. Educational priorities are supported well through very careful financial planning. The school budgets systematically for expenditure and the pupils benefit from these wisely-targeted spending decisions. The school has identified relevant priorities for improvement and spending decisions clearly relate to its priorities. Systems for financial control are unobtrusive and efficient. The headteacher provides very useful, detailed, up-to-date analyses of the school budget for the governors and reports to them on a regular basis. The governing body and senior management team of the school are aware of the best value principles of comparison, challenge, consultation and competition and they apply these principles in their decision-making. The headteacher and governing body actively consider alternative providers for school services, comparing charges and considering alternative solutions where practicable. The school consults well with local education authority financial and curriculum advisors,

keeping them informed about changes to the school's provision. The school provides very good value for money.

## **WHAT COULD BE IMPROVED**

### **Not enough information is given to parents on a few aspects of the school's provision.**

20. The school's partnership with parents is very good. Parents have very positive views of what the school provides and pupils achieve and believe that the school works closely with them. Parents appreciate that they can discuss issues informally with staff. A good number help out in the classrooms and there is a very active parent-teacher association that organises social and fund-raising events. Communication between the school and parents is good. Information is provided through regular newsletters, parents' meetings and annual reports. Several parents who responded to the questionnaire or attended the parents' meeting believed that there was an overload of homework. The inspection evidence does not support this view but finds that the amount of homework is appropriate to pupils' ages and capabilities. However, the inspectors judge that parents would benefit from more detailed information about topics such as homework. The school prospectus and the governors' annual report to parents are uninspiring documents and do not do justice to the many excellent aspects of the school. They also have a few omissions, such as only limited detail about the provision for special educational needs and children in the Foundation Stage.

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

21. The headteacher, staff and governors should:
- i. provide parents with additional information in the prospectus and governors' annual report and review the quality of both documents.

*(Paragraph 20)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

27
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Number of discussions with staff, governors, other adults and pupils

5
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### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	10	11	3	0	0	0
Percentage	11	37	41	11	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 three percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6
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Number of pupils on the school's roll (FTE for part-time pupils)	395
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

#### Special educational needs

YR – Y6
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Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	24

#### English as an additional language

No of pupils
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Number of pupils with English as an additional language	1
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#### Pupil mobility in the last school year

No of pupils
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Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.3

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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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	36	20	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	35	35
	Girls	19	19	19
	Total	51	54	54
Percentage of pupils at NC level 2 or above	School	91 (100)	96 (96)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	36	36
	Girls	19	19	19
	Total	51	55	55
Percentage of pupils at NC level 2 or above	School	91 (100)	98 (96)	98 (100)
	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	25	28	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	24	24	25
	Girls	28	27	28
	Total	52	51	53
Percentage of pupils at NC Level 4 or above	School	98 (92)	96 (89)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	24	25
	Girls	28	27	28
	Total	50	51	53
Percentage of pupils	School	94 (92)	96 (87)	100 (98)



at NC Level 4 or above	National	73 (72)	74 (74)	82 (82)
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Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
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

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
292	0	0
0	0	0
16	0	0
4	0	0
0	0	0
3	0	0
1	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
28	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)	16.2
Number of pupils per qualified teacher	27
Average class size	28

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

Total number of education support staff	19
Total aggregate hours worked per week	392.5

FTE means full-time equivalent.

### **Financial information**

Financial year	2001/2002
	£
Total income	848,950
Total expenditure	866,695
Expenditure per pupil	2,167
Balance brought forward from previous year	65,712
Balance carried forward to next year	47,967

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

#### **Questionnaire return rate**

Number of questionnaires sent out	395
Number of questionnaires returned	214

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	4	0	0
My child is making good progress in school.	61	36	3	0	0
Behaviour in the school is good.	58	39	1	0	1
My child gets the right amount of work to do at home.	43	48	7	1	1
The teaching is good.	67	30	1	0	1
I am kept well informed about how my child is getting on.	46	48	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	64	32	4	0	0
The school expects my child to work hard and achieve his or her best.	71	27	1	0	0
The school works closely with parents.	42	51	6	1	1
The school is well led and managed.	66	30	1	0	1
The school is helping my child become mature and responsible.	56	42	0	0	1
The school provides an interesting range of activities outside lessons.	54	37	5	0	4

#### **Other issues raised by parents**

- Too much homework.