

# INSPECTION REPORT

## **PRIORS WOOD PRIMARY SCHOOL**

Ware

LEA area: Hertfordshire

Unique reference number: 117271

Headteacher: Ms Janet Williams

Reporting inspector: Chrissie Pittman  
18275

Dates of inspection: 4<sup>th</sup> - 5<sup>th</sup> November 2002

Inspection number: 247755

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Cozens Road Ware
Postcode:	SG12 7HZ
Telephone number:	(01920) 464135
Fax number:	(01920) 466540
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Glen Baker
Date of previous inspection:	3 <sup>rd</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18275	Chrissie Pittman	Registered inspector
1166	Rosemary Hussain	Lay inspector
22790	Jane Pinney	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>8 - 11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>11</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>12</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>13 - 17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is a popular school situated on the outskirts of the rural town of Ware in Hertfordshire. It has established a very good reputation for achieving high standards in creative and performing arts. The school caters for 244 boys and girls between the ages of three and 11 in mixed ability classes and has a special emotional and behavioural difficulties (EBD) unit attached. It is about the same size as other primary schools and admits 30 pupils every year. Most of its pupils come from the immediate catchment area, which is a mixture of owner-occupied homes and social housing. Pupils come from a wide range of socio-economic backgrounds. The percentage of pupils eligible for free school meals is below average. The number of pupils whose mother tongue is not English is a bit higher than in other schools. The percentage of pupils with a special educational need (SEN) is below average, but the proportion with statements is above average. Baseline assessments show that pupils' attainment on entry to the school is below average.

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

The school provides a very good education for its pupils and has some excellent features. Pupils generally achieve very well in relation to their prior attainment on entry to the school. The teaching is very good. This is having a very positive impact on pupils' learning. The school responds very well to the challenges it faces. It has made considerable improvement and generally sustained high standards since the last inspection. The headteacher provides excellent leadership and is very well supported by her senior staff. Their aims and objectives are firmly targeted on raising standards. The school is well governed, self-critical and cost effective. It knows what it does well, where its weaknesses are and how to improve them. It provides very good value for money.

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

- Pupils achieve very well because there are clear targets set for them all.
- The school is very well led and managed at all levels, including the involvement of senior staff and governors, who regularly monitor and support the school. The headteacher's leadership is excellent.
- The teaching is very good, well organised and planned and meets the needs of all pupils.
- The school is very successful in improving pupils' attitudes, behaviour and personal development, as a result of its very good provision for their spiritual, moral, social and cultural awareness. There is a very good level of care provided for all pupils.

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

- The Foundation Stage curriculum is not sufficiently well planned to ensure that children of all abilities make good progress in the reception class.

*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 very good improvement since its previous inspection in 1997. Overall standards for eleven-year-olds have been well above average for the past three years. This year's results are lower because of the low starting point of these pupils and the high proportion in the group with special educational needs (SEN). Attainment has also been significantly improved for seven-year-olds. Their results have improved from well below average three years ago to well above in 2002. Teaching is now very good overall, so pupils are achieving very well. The quality of teaching in music is now good. However, more could be done to improve the provision for children in the reception class, although the school has identified this as an area for improvement through its very effective monitoring of standards. All the major criticisms raised at the time of the previous inspection have been addressed and those weaknesses relating to the school's management have been changed into strengths. Curriculum

planning, teaching and learning are now well monitored by senior managers, co-ordinators and governors and there are very good procedures for assessing pupils' achievement. Given the excellent quality of its leadership and the commitment of its staff, the school is well placed to develop even further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with					Key
	all schools				similar schools	
	1999	2000	2001	2002	2002	
English	B	A	A	C	D	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	D	E	
Science	A	B	B	B	C	

Most children, when they start school, are achieving standards below expectations, although some are achieving well below. By the time they reach Year 1, their attainment is at the expected standard in most cases and for some it is above average. By the age of 11, trends show that pupils are usually attaining standards that are well above average in comparison to those in all schools and above average overall for similar schools.

Because of the pupils' lower starting point this year standards attained are in line with national averages in English, below average in mathematics and above average in science. In comparison to similar schools, attainment is below average in English, well below average for mathematics and average in science. Given the high percentage of pupils with SEN in the group and taking the EBD unit into account, pupils have done very well to achieve these standards. The school has significantly improved pupils' standards at the age of seven in relation to all schools and those in a similar context. Results over the last four years show that girls outperform boys in English and science but achieve similarly in mathematics. Pupils with SEN achieve well. Pupils in the EBD unit make very good progress because they are receiving high-quality support. Standards of work seen, in both infant and junior classes, confirm the standards suggested by the trend over the last four years and most pupils are making very good progress. Although children in the Foundation Stage make satisfactory progress, overall, the climate for learning is better in the nursery. The school, appropriately, sets challenging targets for its performance and is usually successful in achieving them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning, to school and to each other are very good. They try hard, enjoy learning and are eager to take part in all school activities.
Behaviour, in and out of classrooms	Very good. Most behave very well in lessons and around the school. They are polite, well mannered and show respect for people and property. There is very little evidence of any bullying or disruptive behaviour. This is helping to create an orderly and positive learning environment. There were no exclusions in the last year.
Personal development	Very good. Relationships throughout the school are very positive and older children support the younger ones. Most are patient and courteous,

and relationships	with a well-developed sense of right and wrong.
Attendance	Attendance is good. Pupils are punctual and lessons start on time.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery & 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 is very good overall. Nearly all the teaching is good or very good, with a very small amount that was satisfactory. There was no unsatisfactory teaching. There is a positive ethos for learning in most classrooms. The best teaching is in the nursery and Years 2 to 6, where it is particularly effective in meeting the needs of all pupils. Teaching is least effective in the reception class and Year 1, where work is not always well matched to pupils' abilities, particularly the higher attaining pupils. Teachers are very knowledgeable and learning targets are clear and understood by the pupils. Teaching in English and mathematics is better because pupils are grouped by prior attainment and the teaching focuses on their needs more effectively. Teachers take good account of the progress already made by pupils and build on the work done. The skills of literacy and numeracy are taught well throughout the school and very well in Years 2 to 6. This enables a large proportion of pupils to achieve higher than expected standards for their age, although most pupils are well challenged to achieve the standards they are capable of.

The result of the teaching is very good learning. Pupils gain new knowledge and understanding at a rate that is much better than would usually be expected. Pupils usually work hard and concentrate well on what they are doing, even when the teaching is not of the best quality. Overall they have a good knowledge of their learning and know what to do to make it even better.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There are a good range of practical and relevant tasks in all subjects and good opportunities for pupils to use ICT to support their learning. It is a rich and balanced curriculum that includes high quality art and design work, music, orchestra and dance, as well as competitive and non-competitive sports and games outside school hours.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive effective support in lessons and make good overall progress in relation to the targets on their individual education plans. Higher-attaining pupils identified with particular aptitudes are provided with effective support.
Provision for pupils with English as an additional language	A very small number of pupils speak an additional home language. Good assessments of their needs are made and they are supported well in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development. Pupils are developing a very good understanding of life in a multi-cultural society. They are able to reflect on their feelings and develop a very good respect for themselves and others. Pupils' spiritual, moral, social and cultural development is very good.
How well the school	The school cares very well for all its pupils. There are very good



cares for its pupils	procedures to assess how well pupils are doing. Teachers use these assessments to set realistic and measurable learning targets for pupils to achieve.
----------------------	--

Curriculum planning in the infant and junior classes is very good. However, the curriculum for the Foundation Stage is variable. It is very good in the nursery, where every activity is matched to the different ages and capabilities of the children. In the reception class planning lacks focus, work is not well matched to the children's capabilities and the more able children are not always sufficiently challenged.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides excellent leadership and has established an ethos of always striving to improve; there is no complacency. The deputy headteacher and senior staff are a cohesive unit and work well together to monitor lessons and pupils' work. The management of the school is extremely well focused on improving standards and supporting all pupils.
How well the governors fulfil their responsibilities	Very good. Governors have a comprehensive understanding of the school's strengths and weaknesses. They are very supportive of the school and take an informed interest in forward planning and its day-to-day work. The governors fulfil their statutory duties very well.
The school's evaluation of its performance	Very good. The school uses data very well to monitor performance. Actions to bring about improvement are planned and implemented rapidly. Good systems are in place for managing the performance of teachers. The School Improvement Plan is very well conceived. It identifies the right priorities, establishes success criteria and has effective review procedures.
The strategic use of resources	Very good. The targeting of funds to areas where there is the most need of improvement has been very effective. The management always seeks to provide the best possible value for the money that the school receives.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents are happy with almost all aspects of the school.</li> </ul>	<ul style="list-style-type: none"> <li>The range of activities provided outside lessons.</li> </ul>

Inspectors agree with parents' views. This is a very good school. Although most parents expressed no real concerns about the performance of the school, they would like to see more activities outside lessons, particularly in Years 1 and 2. The school has already targeted this as an area for development. Inspectors do not agree that this is a necessity but admit that improved provision in this area would enhance the school's very good ethos.

## **PART B: COMMENTARY**

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

#### **Pupils achieve very well because there are clear targets set for them all.**

1. When children join the school in the nursery many are achieving standards below what is normally expected for children of this age in most areas. For some children, areas such as language and literacy and social, emotional and physical development are particularly under-developed. However, they make very good progress in the nursery. They make substantially less in the reception class, but overall their progress is good and by the time they enter Year 1 attainment is at the expected standard for most children. From a slow start in Year 1 pupils make significant progress in Year 2 and are attaining standards that are well above average in reading and writing and above average in mathematics. In the last three years overall standards have risen from well below average to well above for pupils aged seven. Pupils achieve similarly by the age of 11. With the exception of the group taking the tests in 2002, where a considerable number of pupils had special educational needs, pupils usually achieve results that are well above both the national average and that of schools in a similar context to their own. Given that the pupils start from a relatively low baseline on entry to the school and the large majority manage every year to consistently achieve well above average standards by the end of Year 6, this is very good achievement.
2. Part of the reason for this very good level of achievement is the secure way that teachers and senior staff monitor and target every pupil. There are very effective assessment procedures in place that enable teachers and support staff to measure how well each pupil is doing so that realistic targets are set for them. These targets are shared with the pupils, so that they and their parents understand what is expected and at what stage in the year. For example, the pupils are assessed at the end of each year using nationally standardised tests. In addition to this, teachers keep assessment diaries in their classrooms which can be accessed by other teachers and support staff. Their lesson plans have assessment information or planned activities that aim to assess how well a group of pupils are doing in one aspect of a curriculum subject; for example, using graphs to present information in mathematics, or more specific targets like the use of alliteration in descriptive writing. Reading and spelling tests are undertaken regularly and results are recorded for every pupil so that they can be grouped by attainment for their English lessons. Similarly, in mathematics and science a standardised test is administered at the end of each unit so that the pupils can be grouped by attainment on a stage-by-stage basis. The headteacher and staff regularly hold meetings to look at the pupils' books so that every teacher and learning assistant understands how to measure National Curriculum levels in, say, writing or numeracy. All of these ongoing assessments are recorded. In this way what the pupils are expected to achieve and at what stage in the year is clear to the pupils, to all the staff who teach and support them and to their parents.
3. In a very good English lesson in Year 6, for example, the teacher used her assessments of the pupils' writing to illustrate a point, "This is what I have noticed about some of your work." Her use of constructive criticism encourages pupils to experiment with powerful imagery such as describing the dawn as the "sun buttering the rooftops." The teacher provides good challenge in the objectives she sets for the lesson and pupils respond well. The aim of the lesson is clearly reflected in the targets set for all the pupils; namely, to comment critically on the style of language used in certain types of non-fictional literature. In another very good English lesson in Year 2, a group of lower attaining and SEN pupils made very good progress in learning to read instructions and sequence in the right order. The strength of the lesson was the teacher's knowledge of every pupil, which was informed by her excellent record keeping and monitoring of their progress. The planning clearly demonstrated what is typical of most of the planning across the school: the attention given to individual targets, set for all pupils and the close scrutiny of their progress. In this way the teachers are able to measure each pupil's progress and help him or her to achieve their targets.

**The school is very well led and managed at all levels, including the involvement of senior staff and governors, who regularly monitor and support the school.**

4. The headteacher provides excellent leadership. She is highly valued by the parents, admired by the pupils and much respected by her staff. This is one of the main reasons for the success and popularity of the school and its very good reputation in the community. She provides inspirational leadership through her warm and positive personality and determination to raise standards. The deputy headteacher provides very good support and helps the headteacher to monitor lessons and support teachers and pupils. The headteacher, her deputy, staff and governors are a cohesive unit. Monitoring reports, prepared by the headteacher, show that the school is self-critical and evaluative of its teaching. The staff believe that they are very well supported by senior staff in their efforts to raise standards. The school is inclusive in all its policies.
5. Effective monitoring is clearly defined by the headteacher and governors. It is aimed at helping the school to be clear about how well the pupils are doing and how well the teachers teach. This has involved staff who lead subjects of the curriculum or aspects of the school. There is a good balance of expertise amongst the staff and their very good subject knowledge enables them to review the impact each subject is having on the pupils' achievements and progress. Curriculum co-ordinators produce 'position statements', which are then put into the school's improvement and management plan, so that priorities can be established over the long and short term. A thorough review of the school's curriculum planning has led to improvements in the standards of ICT and music. Good resources dealing with citizenship have recently been effectively introduced into the PSHE programme. The headteacher, senior staff and governors have undertaken a school-wide evaluation, with a focus on improvement. This has given a clear educational direction for the work of the school.
6. Parents are pleased with the school's good reputation for achievement. All the staff, both teaching and non-teaching, pull together as a team and this is effective in developing a strong sense of purpose and self-worth amongst pupils and parents. The positive and supportive family ethos, which is encouraged and nurtured by the headteacher and staff, is a characteristic of the school which pleases the parents most.
7. The school is successful in promoting the arts and has an established and deserved reputation for the high quality of its creative art and performing arts such as music and dance. Together with a local secondary school it is currently seeking recognition by the Department for Education and Skills (DFES) and Arts Council of England and hopes to achieve its "Arts Mark".
8. The governors are knowledgeable, experienced and very committed to the needs of the school and its pupils. They are provided with regular reports by the headteacher. This helps the governors to monitor the work of the school, which gives them a clear insight into the work being done and the progress that the pupils are making. The resources of the school are good overall. They are well used and easily accessible. In particular, the resources for ICT have been improved so that all the pupils have regular access to computers, although the school recognises that this is an area that needs further development. Accommodation is satisfactory overall, although there is insufficient outdoor play space for children under five in the reception class. The school is cleaned and maintained to a very high standard by a hard-working caretaker.
9. Financial planning is very good and the budget is used very well. The school development and strategic improvement plan is very well set out. It identifies the right priorities, establishes success criteria and has effective review procedures. These priorities have been arrived at through careful audits, reviews and monitoring led by the headteacher and guided by local and national initiatives. The headteacher and governors, together with senior staff, set appropriate targets for improvement, which are costed with clear terms of reference for the governors and staff to be able to measure how well each area is progressing. The targeting of funds to areas where

there is the most need of improvement has been very effective. In this way the school makes efficient use of its budget, ensuring that spending provides very good value for money.

**The teaching is very good, well organised and planned and meets the needs of all pupils.**

10. The overall quality of the teaching is very good. There is no unsatisfactory teaching. The teaching in most of the lessons seen (over three quarters) during the inspection was good or very good. A small percentage of the teaching was satisfactory. Parents are pleased with the progress their children make and say that the teachers do well to help them become mature and responsible in a supportive and positive learning environment. The curriculum is planned to match the needs of all year groups and most teachers monitor and adapt their planning to take account of pupils' progress and capabilities. In addition to the subjects taught the school's ethos and purposeful learning environment are helping pupils to respond very well to the teaching. All the teachers and support staff expect pupils to behave well, contribute to class discussions and respond to others with courtesy and respect. This expectation is consistent throughout the school and, as a result, pupils make very good progress, show very good attitudes to learning and behave very well.
11. The teaching is well organised and resources are well prepared. In a very good Year 3 literacy lesson, pupils made very good progress, talking, listening and communicating ideas in a range of situations. The class had individual targets in their books and the lesson's objectives were clearly outlined on the board to help them reach their targets. In other subjects, including those that were identified as areas for improvement in the last inspection, the teaching was usually very effective. In a good Year 6 music lesson, for example, pupils learned to differentiate between different musical styles. The teacher constantly referred to the lesson's objectives, which were primarily designed to develop listening skills and to enable pupils to identify different types of rhythm and a range of percussion instruments. The brisk pace and good organisation of the lesson ensured that no time was wasted and pupils make good progress in their learning. The pupils were clear as to what was expected of them and the teacher had effectively arranged the lesson so that they could perform and listen to each other at the end, in order to refine and improve their own performance.
12. The teachers also use resources very effectively in their lessons. This is best illustrated in the nursery. Here the planning encompasses all the areas of learning and the work children have to do is disguised very effectively as 'having fun'. The activities are interesting and the children are totally captivated. All areas of the nursery are well used; resources are inventive and make the pupils' learning more meaningful. In all the lessons seen during the inspection it was clear that teachers' planning is based on a secure understanding of the subject being taught and that teachers have a very good understanding of the needs of their pupils and the progress they are making.

**The school is very successful in improving pupils' attitudes, behaviour and personal development, as a result of its very good provision for their spiritual, moral, social and cultural development. There is a very good level of care provided for all pupils.**

13. The school very successfully promotes pupils' personal development and ensures that all are well cared for, monitored and supported. This impacts very positively on pupils' attainment and progress. Relationships across the school are very good and there is a positive working environment throughout. The school has a strong social moral code that is respected by all pupils, staff, parents and the community. Pupils throughout the school show the ability to distinguish right from wrong and make responsible judgements on moral issues. Teachers and learning-support assistants, with their sensitive and caring attitude towards the pupils, provide very good role models. The procedures for ensuring the welfare of pupils are very good and the school has been successful in maintaining them since the last inspection. The school is inclusive. All the pupils have equal access to the school's curriculum and teachers and support staff plan activities that involve and encourage their full participation. The staff are very successful

in improving the confidence of those pupils who would not otherwise participate in class discussions. Teachers are also effective in improving pupils' self-esteem and developing speaking and listening skills. In assemblies pupils enjoy celebrating their achievements and performing for the rest of the school.

14. Older pupils support younger ones during reading sessions, using computers or helping on school visits. These "monitors" are very good at taking responsibility for a variety of tasks around the school and for supporting and helping other pupils, particularly younger ones, so that no one is isolated or neglected when playing outside. Most understand that they depend on one another. The school also runs residential visits where the pupils participate in team building, outdoor adventure or other activities. Computers are used well to enable the pupils to e-mail other groups or pupils from different schools. Access to the Internet opens the wider world to all the pupils. Spiritual and cultural development is enhanced through a rich arts and music curriculum, religious education, visits to places of cultural interest and visitors like the Ghanaian and Nigerian craftsmen who recently spent the day working with the children in art workshops and entertaining them with African drumming and dance. Many pupils show the ability to understand each other's feelings and emotions and know the likely impact of their actions on others. All pupils are willing to participate and respond to the various artistic and cultural activities that the school provides. Older pupils express a sense of personal enrichment through these encounters. This very good provision in all aspects of the pupils' spiritual, moral, social and cultural development creates a rich learning and caring ethos where all the pupils flourish.

## **WHAT COULD BE IMPROVED**

### **Improve curriculum provision in the Foundation Stage to ensure that children of all abilities, particularly in the reception class, make good progress.**

15. When they first come to the school, many children are attaining standards below average. Children make very good progress from the time they start school in the nursery and by the time they go into the reception class they are attaining standards in line with expectations. Achievement slows down in the reception class and most pupils are still attaining in line with expectations when they move up to Year 1. The pace of their learning is slow until Year 2, when they make very good progress again.
16. One of the reasons for this is that the Foundation Stage curriculum is of variable quality. It is very good in the nursery, where the teacher plans according to recent guidelines. For example, work planned for the children becomes increasingly difficult, in line with the new recommendations for the Foundation Stage curriculum. The nursery planning includes all the areas of learning and is well matched to the children's individual needs, reflecting their different ages and abilities. In the reception class, planning lacks focus and depth and work is often not well matched to the children's capability. For example, some of the planning for areas such as knowledge and understanding of the world was very limited and did not challenge pupils sufficiently. On one occasion pupils completed the required task in 15 minutes; the pace of learning then slowed down markedly as many children lost interest. Similarly, in an otherwise satisfactory lesson in the same class, the work planned did not differentiate between pupils of different ability. Activities are often not structured enough in terms of time, resources and challenge to stretch all the pupils. A reason for this is that there are too few classroom assistants to enable the teacher to ensure that the pupils' time is used more productively.
17. Given the siting of the nursery and reception classrooms, the co-ordinator has insufficient time to adequately monitor the teaching and learning throughout the Foundation Stage.
18. Children in the nursery complete a baseline assessment when they come to the school and when they enter the reception class. However, they are not targeted and monitored as systematically and consistently throughout the Foundation Stage as they are in the main school. Assessment opportunities are not planned into lessons so that teachers can evaluate whether the children are making incremental progress lesson by lesson. Teachers use questioning well to ascertain what

the children have understood, but this is not used effectively to change what is taught next, particularly in the reception class.

19. There are insufficient opportunities provided for pupils in the reception class to play on climbing equipment and large wheeled toys in a secure area. (The school is aware of this weakness and has already begun to take steps to rectify it.)

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

To raise further the standards of work and the quality of education provided, the governors and senior management team should:

- (1) improve the curriculum provision for children in the Foundation Stage to ensure that children of all abilities, particularly in the reception class, make good progress by:
  - improving how the activities are planned to reflect recent guidelines for the Foundation Stage curriculum,
  - improving the monitoring and evaluation of teaching to achieve consistency,
  - improving assessment to monitor achievement more rigorously; and
  - provide a safe play area for reception children.

*(Paragraphs: 15-19)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	8	5	2	0	0	0
Percentage	0	53	33	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 more than six percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	296
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	1	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	13	13	13
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	90 (81)	93 (84)	93 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	13	13	13
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	90 (81)	93 (81)	93 (84)
	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	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	17
	Girls	14	9	15
	Total	26	24	32
Percentage of pupils at NC level 4 or above	School	79 (94)	73 (94)	97 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	15
	Girls	11	12	14
	Total	25	28	29
Percentage of pupils at NC level 4 or above	School	76 (90)	85 (94)	88 (97)
	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**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	173	3	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	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	1	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	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	20.4
Average class size	28

### Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	153 EBD 27.5

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29
Total number of education support staff	2
Total aggregate hours worked per week	35.5
Number of pupils per FTE adult	9.6

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	2001-2002
----------------	-----------

	£
Total income	583,023
Total expenditure	576,319
Expenditure per pupil	2,225.16
Balance brought forward from previous year	3,104
Balance carried forward to next year	9,808

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	125
Number of questionnaires returned	92

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	0	2	0
My child is making good progress in school.	62	30	5	0	2
Behaviour in the school is good.	46	48	4	0	2
My child gets the right amount of work to do at home.	36	51	8	1	4
The teaching is good.	64	33	0	0	3
I am kept well informed about how my child is getting on.	34	47	18	0	1
I would feel comfortable about approaching the school with questions or a problem.	85	14	1	0	0
The school expects my child to work hard and achieve his or her best.	61	34	4	0	1
The school works closely with parents.	38	52	3	1	5
The school is well led and managed.	68	28	0	0	3
The school is helping my child become mature and responsible.	62	36	0	0	2
The school provides an interesting range of activities outside lessons.	32	41	16	5	5