

# INSPECTION REPORT

## **PALM BAY PRIMARY SCHOOL**

Margate

LEA area: Kent

Unique reference number: 118583

Headteacher: Michael Clayton

Reporting inspector: Brian Espiner  
30600

Dates of inspection: 13 –14 January 2003

Inspection number: 247923

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Palm Bay Avenue Margate
Postcode:	CT9 3PP
Telephone number:	01843 290050
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W Mountain
Date of previous inspection:	9 – 13 February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Palm Bay is a very popular, happy and successful mixed community primary school with 328 pupils on roll. Thirteen pupils are from ethnic minorities, and 15 pupils have English as an additional language, four of whom are at an early stage of learning English. Eighty five pupils (26 per cent) are on the register of special educational needs (SEN), a slightly above average proportion, and two pupils have Statements of Special Educational Need, which is about average. Attainment on entry is about average. There are many more applications for entry than the school can accommodate, as entry numbers are fixed at 45.

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

This is a very effective school. Standards are high, teaching and learning are good and often very good, and leadership and management are very good overall. The school provides very good value for money.

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

- The headteacher is an excellent leader and a very good manager. He is more than ably supported by the senior management team, staff, governors and parents. The monitoring and evaluation of the school's performance is very good, and action taken to meet the schools' targets is excellent.
- Standards are well above average in English, mathematics and science, reflecting very good teaching in these subjects.
- The quality and range of learning opportunities are very good. The provision for pupils with SEN and for those who are gifted or talented is excellent.
- The procedures for monitoring and supporting personal development are excellent. Pupils' attitudes and behaviour are very good and personal development and relationships are excellent.
- Parents, justifiably, have extremely positive views of the school.
- The school's aims and values are reflected extremely well in its work. There is a genuine shared commitment to improve and an excellent capacity to succeed.

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

There are no major recommendations for improvement.

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

The school was last inspected in February 1998, and there were no key issues for action. This is still the case. Since 1998, standards have improved, and other areas remain very good. The school has successfully responded to various government initiatives such as the National Literacy and Numeracy Strategies. Several other initiatives, such as *Brain Gym*, are being explored in order to improve pupils' thinking. The school has improved the provision for gifted and talented pupils to such an extent that no member of the inspection team has seen better in any of over 300 schools, all over England, that they have inspected between them. Accommodation, although it is still satisfactory overall, is not as good as it was then; for example, the staff room is no longer big enough to accommodate the large increase in learning-support staff. Improvement since the last inspection has been good overall. This is no mean feat, as many areas of the school were already very good or excellent when the last inspection was carried out. With its committed team and excellent leadership, the school has an excellent capacity to improve 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			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	B
mathematics	A	A	A	B
science	B	C	B	C

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

In the 2002 national tests and tasks for Year 2, standards in reading, writing and mathematics were well above the national average, well above the average for similar schools in English, and above this average in mathematics. Over time, standards are rising in line with the national trend. Results this year are likely to be slightly lower than last year, as last year's pupils in Years 2 and 6 were slightly more able on average. However, there are some particularly able Year 6 pupils this year, so the school will score highly in the higher levels of the National Curriculum. Because of the school's very good concentration on practical mathematics and science, there is particular strength in scientific enquiry, which is not tested nationally, and in using and applying mathematics. Standards in other subjects inspected by the team – music, design and technology (DT) and information and communication technology (ICT) - are at least in line with national expectations and, in some areas, above. In consultation with the local education authority (LEA), the school sets challenging targets for the proportion of Year 6 pupils reaching the expected Level 4 of the National Curriculum. These targets are usually reached, but this year they are too ambitious. All pupils make good progress, and many make very good or excellent progress, particularly in English and mathematics. They come into the school with average attainment and leave it with above or well above average attainment. Most pupils with SEN reach Level 4, so they make very good or excellent progress, given their needs and difficulties. Able pupils reach the higher levels of the National Curriculum, and the very able make excellent progress. Those with English as an additional language make very good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Pupils like school and enjoy learning. The inspection team found them delightful.
Behaviour, in and out of classrooms	Behaviour is very good. This is largely due to the very good control and management by the staff, and an atmosphere in which pupils expect to behave with courtesy and consideration towards others. There have been no exclusions since the school opened in 1995.

Personal development and relationships	These are both excellent. Independence is encouraged from Reception. Relationships are excellent between pupils and staff and amongst pupils themselves, in an atmosphere of obvious and almost tangible mutual respect and happiness.
Attendance	This is above average. There is no unauthorised absence.

### TEACHING AND LEARNING

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

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

Although teaching and learning were judged to be good overall from lesson observations, over time they are very good in English, mathematics, science, and the basic skills of literacy and numeracy, enabling the very good progress that pupils make in these subjects. There are no real weaknesses in teaching anywhere in the school. No observed lessons were less than satisfactory, and the vast majority were good or very good. There is a universal strength in pupil management. Teachers plan sensitively and well for individual and group needs. Pupils work hard and willingly, concentrating well, and they are justifiably proud of their efforts and achievements.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	These are very good. The provision of extra-curricular activities is excellent, supporting and extending learning opportunities extremely well. All statutory requirements are met very well.
Provision for pupils with special educational needs	Provision is excellent, both for those with learning difficulties and for those who are very able.
Provision for pupils with English as an additional language	This is very good. The LEA has recently doubled the time given to the school by a specialist teacher to one day a week. Teachers are very aware of the needs of these pupils and plan accordingly.
Provision for pupils' spiritual, moral, social and cultural development	Provision is very good in every area. The school uses the families of ethnic minority pupils to enrich the curriculum and prepare all pupils for life in a multicultural society, whilst retaining a good emphasis on indigenous culture. Spiritual, moral and social development is built into every area of pupils' experiences in the school.
How well the school cares for its pupils	Educational and personal support and guidance are very good, as is the monitoring of pupils' academic performance and personal development.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good. The headteacher is an excellent leader and an inspiration to his staff and pupils. The highly competent senior management team give him very good support.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors have a very good understanding of the school's strengths and where it could improve. They are dedicated and hard-working.
The school's evaluation of its performance	The school is very good at analysing its performance and uses the information very well in order to improve.
The strategic use of resources	The principles of best value (competition, comparison, challenge and consultation) are applied very well. Financial planning supports educational priorities well, although governors are sometimes too cautious in spending money, and the annual carry-forward is too high.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects children to work hard and achieve their best.</li> <li>• The teaching is good.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is helping children become mature and responsible.</li> <li>• The school is well led and managed.</li> <li>• Behaviour in the school is good.</li> <li>• Children like school.</li> <li>• Children make good progress at school.</li> <li>• The school works closely with parents.</li> <li>• Children get the right amount of work to do at home.</li> <li>• Parents are kept well informed about how their children are getting on.</li> <li>• The school provides a range of interesting activities outside lessons.</li> </ul>	<p>There is nothing that a significant number of parents would like to see improved.</p>

The inspection team is pleased to agree with parents' positive comments. This is a very good school, and parents play a major part in its success.

## **PART B: COMMENTARY**

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

**The headteacher is an excellent leader and a very good manager. He is more than ably supported by the senior management team, staff, governors and parents. The monitoring and evaluation of the school's performance are very good, and action taken to meet the schools' targets is excellent.**

1. The last inspection described the leadership of the headteacher as 'strong and perceptive'. A great strength of the school at that time was the exemplary and purposeful ethos that pervaded all aspects of school life. This ethos is still there, still exemplary, and still purposeful. It owed much then, and owes much now, to the experience, deeply held convictions, and commitment to continuous improvement which the headteacher brought to the school when it opened in 1995.
2. The senior management team is made up of the headteacher, deputy headteacher and infant leader, and they work purposefully in harmony to improve provision in all areas. Together they provide extremely clear educational direction, fully supported by the enthusiastic and hard-working staff. Subject co-ordination is good, even though some teachers are in the early stages of their careers. One reason for the school's success is that there has never been room for complacency. What is expected of staff is clearly stated in the comprehensive and very good staff handbook. As a result of this and other very clear and good policies, staff are given very good guidance and support from the moment they are appointed. This ensures that new staff fit into the team very easily. Only two class teachers remain from those working at the school at the time of the last inspection, but the change has been virtually seamless, and teamwork is very apparent. To a large extent this is due to the inspired leadership of the headteacher. He has a real talent for appointing good staff, which is particularly important since the number of applications for appointment is reducing as the teacher shortage bites.
3. Although the governing body is fully behind the headteacher, they are by no means just a "rubber stamping" organisation. Governors have a very good knowledge and understanding of the working of the school, what it does well and what it could do to improve, and they are effective in fulfilling their responsibilities. The school applies the principles of best value very well, not just in putting contracts out to tender, but in a genuine consideration of where money should be spent to obtain the maximum benefit for the pupils. For example, it was decided that the provision of teaching assistants was a priority, and this was acted on. The school considers this a very efficient use of money, and the inspection team agrees.
4. Governors examine the comprehensive school improvement plan very carefully before agreeing to fund it. The present school improvement plan is very good and financial planning supports it well. Items are prioritised sensibly and all are timed, with responsibility and success criteria. While financial planning is good, the governing body is too cautious in maintaining its annual surplus, which this year is expected to exceed ten per cent of the annual budget, and last year was over 15 per cent. There are some very good reasons why schools underspend. Quite often it is not clear when the budget is set exactly what the school will have to pay for – perhaps an extra teacher that the LEA has decided to withdraw funding from, or exactly what the school's contribution will be to a new classroom (the situation last year). Furthermore, schools often get quite large amounts of extra money at very short notice at different times of the year. However, they are given money to spend on

today's pupils, not tomorrow's, and should try to plan for no more than a five per cent carry forward, unless the excess is clearly earmarked for something specific and minuted. Although the governing body is discussing extending the staffroom, there are as yet no concrete plans. There are plans to provide much-needed shelter for parents waiting for their children on a site that is so exposed that trees never reach full size, but this would not amount to five per cent of the annual budget. Apart from this oversight, the governing body's finance committee is astute and prudent. All specific grants are used for their intended purposes. The last LEA audit, which had only minor recommendations, was acted on swiftly and well.

5. The school monitors and evaluates its performance very well. NFER (the National Foundation for Educational Research) tests are taken by pupils every year, and Key Stage 2 pupils have annual tests on verbal and non-verbal reasoning. National tests are taken in Years 2 and 6. All this information is analysed meticulously: for individual pupils to provide information on what they need to know in order to improve; for groups of pupils to highlight any differences (for example, the school knows that there are no measurable differences between boys' and girls' attainment); and for the whole school, to show up any weaknesses in provision in different parts of the curriculum. Having got the necessary information, the school sets about with a purpose making things better for the pupils. This process contributes very well to their learning and progress.
6. The school uses the NFER tests rather than the optional government-produced tests because it has found that NFER tests are more useful in diagnosing what needs to be done, rather than just saying what pupils can do. This is another good example of the school's very good application of the principles of best value, and it helps the school reach its targets.
7. Because the school is always oversubscribed, accommodation is now no better than satisfactory. The hall is too small and does not offer the opportunity for all parents to attend special assemblies should they wish to do so. Storage space is limited, with the consequence that the usable area of the hall is further reduced in order to store gymnastics equipment against the walls. With the increase in learning support staff, the staffroom is now too small. The cloakroom areas, although very attractive, were not designed for the swift throughput of 60 or more pupils. Classrooms are relatively small and sometimes cramped, and sometimes there is noise pollution from one to another. This is not unnecessary noise, just pupils getting on with the business of learning, which cannot be done effectively in silence. The school has already built one wall between the Year 5/6 and the Year 6 class, but the problem remains in other areas of the school. There is no food technology area with cooking equipment, and the school was built without a dedicated room for a library. The school has increased the library area in the main corridor by building a mezzanine floor (with a structural beam only just more than a metre from the floor at one end), but there is little space for pupils to choose a book and linger. On the other hand, resources are very good and in some cases excellent; for example, the equipment in the playground and resources for pupils with SEN.

**Standards are well above average in English, mathematics and science, reflecting very good teaching in these subjects.**

8. For several years, the school's results in national tests and tasks have been above or well above average in English, mathematics and science. Inspection evidence confirms this. Pupils are well above average in scientific enquiry, which up to now has not been tested nationally. They are also well above average in using and

applying mathematics. This reflects the sensible emphasis on the practical side of these subjects, and the school's philosophy of educating pupils for learning and understanding rather than teaching simply towards examination success. Year 6 pupils told the inspection team how much they enjoy scientific experiments, and investigations and problem-solving in mathematics based on budgets for parties or how to get somewhere, given real timetables and costs. Throughout the school, pupils reported how much they enjoyed learning, and mathematics is the favourite subject of many of them.

9. The school has always had between 30 and 50 per cent of its pupils (depending on the usual variation in ability from one year to the next) being accepted for grammar school, in an area where 22 per cent acceptance is average. Given that attainment on entry to the school is average, the number with SEN is slightly above average, and socio-economic circumstances are below average, pupils' progress over time is very good in the core subjects. This can happen only if teaching is very good over time, producing very good learning.
10. During the inspection, the team also looked at DT, as it was the only area in the last inspection where some attainment was not reaching expected levels. Pupils spoke knowledgably about the 'design – make – review' cycle, and enthusiastically about making things, including food technology. Two lessons were observed, and several impressive models were seen, including a large crane and a working *Anglepoise* lamp. Standards here are at least in line with national expectations, and certainly above expectations in these examples. The team also looked at ICT and music, as they are in the school improvement plan. Not enough music was seen to make an overall judgement on lessons alone, but in the two observed lessons standards were in line with national expectations, and singing was good in assembly, with older juniors singing confidently in two parts. Taking into account teachers' planning and other school documents, and discussions with pupils and teachers, it can be concluded that standards in music are at least in line with expectations. The school has already increased its provision in computer control, the area mentioned in the school improvement plan, and Year 6 pupils showed a good knowledge and understanding of it. They use floor robots lower down the school and a screen LOGO in juniors, moving from the concrete to the more abstract. They spoke enthusiastically about making their own robots and controlling them last term, as a direct result of the application of the school improvement plan, only months after it was written. This is a good example of the excellent action the school takes to meet its targets.

**The quality and range of learning opportunities are very good. The provision for pupils with SEN, and for those who are gifted or talented, is excellent.**

11. The curriculum is pleasingly broad and particularly well balanced. When the National Literacy Strategy was introduced, the school chose to follow it, but not to adopt the model of the daily literacy hour. The headteacher had confidence in what the school was already doing, which was working well, spreading out literacy over the day and the week. The school's very good English results in the national tests show that the headteacher's judgement at the time has been transparently justified. This is another example of excellent leadership. The strategies for teaching literacy and numeracy skills are very good.
12. The school is very committed to educational inclusion. All pupils are valued highly; to such an extent that nobody has ever been excluded from the school. The headteacher himself takes on the responsibility for the education of damaged pupils

- with emotional or behavioural difficulties who have to be withdrawn from class if they are disrupting the learning of others. Offending pupils know that they are highly valued as people, but their bad behaviour is neither liked nor tolerated.
13. There is very good provision for personal development and learning about citizenship. The school devotes one short session a week to this, but it pervades the rest of the timetable, and is underpinned by everything the school does. The provision for pupils' spiritual development is very good. Collective worship is largely Christian in nature. The local vicar, a governor and parent, sometimes takes, or contributes to, assemblies. As an accomplished pianist, he adds more than just leading prayers, which he does with sensitivity. Several moments of spiritual significance were seen in lessons; for example, in a Year 3/4 lesson on ICT, where pupils were using an art program to create a fish tank, there was a moment of awe and wonder when they realised how small they could make their individually-drawn fish.
  14. The provision for moral and social development is very good. Pupils are very quick to distinguish right from wrong, and there is real social cohesion. Cultural development is taken very seriously, and provision for this is very good. The school uses the parents and grandparents of ethnic minority pupils to enrich the experience of all pupils and prepare them for life in a multicultural society, and traditional English culture is supported very well in all subjects of the curriculum and extra-curricular activities - cricket, Tudor history, Shakespeare, engineering, gardening, etc.
  15. Members of staff go to great lengths to provide an excellent range of interesting extra-curricular activities. These include visits and visitors, school productions and Christian festival services. Some of the clubs, such as the very successful gymnastics club and Saturday morning swimming club, are run by parents. As is normal in primary schools, the clubs are mainly for juniors, although the school runs a very successful design and technology club for infants as well, and would provide more for infants if time and staffing allowed. Other clubs cater for all major team sports, French, drama, dance, art, gardening and Key Stage 2 science and technology. All these capture pupils' interest, extending and enriching their learning.
  16. The provision for pupils with SEN is excellent, and most reach the nationally expected Level 4 of the National Curriculum. Many come off the SEN register as they move through the school. Each class is allocated a trained teaching assistant, whose main role is to support those with difficulties. There is very good liaison between teachers, teaching assistants and the SEN co-ordinator (SENCO), who is the tireless, innovative and dedicated deputy headteacher. The SENCO also withdraws groups for literacy and numeracy, using a variety of techniques and resources dependent on the needs of pupils. The school identifies needs early and well. Any indication of need, any slight concern, is investigated thoroughly. Parents are completely involved from the initial recognition of their child's special needs. Individual education plans are drawn up very carefully and reviewed regularly, and outside agencies are used whenever necessary. The school takes its responsibilities to individual pupils very seriously, as part of its total commitment to educational inclusion. Resources for SEN are excellent.
  17. The SENCO is also the 'able child' co-ordinator. Pupils' gifts and talents are identified early, in a wide range of academic, sporting and artistic areas. One teaching assistant has been trained to help them reach their potential. The deputy headteacher oversees the provision of demanding tasks from teachers up to Year 5, and the headteacher works with very able pupils in Year 6 to extend their knowledge, skills and understanding in mathematics and English. As happened last year, the school expects some of its more able pupils to reach Level 6 of the National

Curriculum this year – the level expected of pupils three or four years older. At the time of the inspection, two Year 6 pupils were seen busily engaged and interested in Euclidean circle geometry. The school continues to enjoy the success of its pupils in sporting events, up to county level in gymnastics and swimming.

**The procedures for monitoring and supporting personal development are excellent. Pupils' attitudes and behaviour are very good and personal development and relationships are excellent.**

18. In the 25 lessons observed in the inspection, attitudes and behaviour were good or better in 24, and very good in 14. Everywhere around the school, pupils are welcoming, smiling, confident and curious. They move around with due regard for safety. Movement into and out of assemblies, the computer room, the school building and lunch is very orderly and quiet. Whilst in assemblies, pupils are silent, contemplative and attentive. At lunch they are patient and mindful of others' needs. In lessons they work very happily together, and play together in a very friendly manner in the playground. Boys and girls do not choose to work or play separately, and members of ethnic minorities and those with special educational needs are accepted quite naturally as equally valued members of what is a very happy community.
19. Staff, from the headteacher down, provide very good role-models. The headteacher and deputy headteacher know each pupil by name and talk to them about their interests and families. Smiling pupils confidently approach members of staff outside lessons, knowing that the adults are genuinely interested in them. All adults are kind and caring, but not to the point of letting anybody behave inappropriately. The rules about behaviour are there, and all pupils know what is acceptable and what is not, although they sometimes need reminding. However, a reminder is almost always all they need. The fact that each pupil feels valued and secure leads to the ethos mentioned earlier and to the excellent relationships. This has a positive effect on raising academic standards.
20. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are excellent and extremely successful. Like all school documents seen by the team, policies relating to behaviour are sensible and workable. The teamwork of the staff ensures that they work together in a firm, fair, consistent manner. Pupils know that they will be treated fairly and with respect, and this leads to trust, honesty and openness.
21. The obvious confidence and maturity displayed by pupils are encouraged from the time they start school. They are expected to show independence and to become more independent as they get older. They welcome responsibility, from taking registers to the office to membership of the school council and acting as library or lunch monitors. At junior lunches, Year 6 pupils sit at each end of the table and are in charge. Two pupils are appointed each day to give out messages, and the rest quieten down very quickly and listen, without teacher intervention. This independence is also encouraged by the annual Year 5 residential visit to the Isle of Wight. The school plans to introduce residential visits for other years.

**Parents, justifiably, have extremely positive views of the school.**

22. Parents are overwhelming in their praise for the school. In the parents' questionnaire 11 of the 12 questions had over 94 per cent agreement, and four had 100 per cent agreement. There was 89 per cent agreement that extra-curricular activities were good. Comments at the parents meeting with the registered inspector were

extremely positive and supportive. Discussions at the school gates between parents and the lay inspector produced only very supportive comments. Letters and comments on questionnaires were again extremely positive. The few concerns that parents had were of a relatively minor nature, and the school had strong enough explanations for the team to conclude that there were no real worries.

23. The school has a much-appreciated open-door policy. Parents are always welcome, and there is a genuine partnership in pupils' education, helping to raise standards. Links between the school and parents are excellent. Reports are consistent, well written and very informative.
24. The school's Parents, Teachers and Friends Association is very well supported and raises thousands of pounds for the school, providing, for example, the school mini-bus and the excellent climbing equipment in the playground. Many parents help in class, with clubs and with school visits. Parents make a very good contribution to their children's education, and they have a very good impact on the work of the school.

**The school's aims and values are reflected extremely well in its work. There is a genuine shared commitment to improve and an excellent capacity to succeed.**

25. Everything in the school is geared to providing the best for each individual pupil, and every pupil is very highly valued and cherished, as is everybody connected with the school. This 'best' is not just confined to academic progress, although there is always due regard for its importance. But the arts, sport, spiritual, moral, social and cultural development, and the ability to build working models and make a healthy meal are all very important, too. The constant encouragement for pupils to be rounded, confident individuals ensures that they make very good progress in a very secure environment. The inspection team was very impressed by the happiness, good humour, care and mutual respect that are everywhere apparent.
26. There is a constant striving for improvement on all fronts. "No complacency here" was something the inspection team was told several times by different individuals and groups. For example, although the school's results in national tests and tasks are well above average, it has introduced three new initiatives to try to improve pupils' concentration, learning and performance. *Brain Gym* is a system of regular small drinks of water to keep dehydration at bay, and regular small exercises to improve blood flow to the brain and calm pupils down. *Write dance* is a series of exercises designed to improve fine motor skills and hence body control, including handwriting. *Phonographix* is a system of breaking down the constituent parts of words to help progress in, and the connection between, reading and writing. The highly competent and extremely enthusiastic and hard-working deputy headteacher is leading these initiatives, and her enthusiasm has been caught by the rest of the staff and by the pupils. Although it is too soon to say how successful the initiatives will be, the fact that the school is willing to try them is testimony to the outstanding commitment to constant improvement and the absence of complacency. Given this universal commitment, and the great strength of leadership, the school's capacity to succeed is excellent.

#### **WHAT COULD BE IMPROVED**

27. There are no major recommendations for improvement. Governors have already started discussion on how to spend the financial surplus most wisely. A few minor points relating to health and safety have been discussed with the headteacher and governing body.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

25

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

70

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	18	1	0	0	0
Percentage	0	24	72	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	328
Number of full-time pupils known to be eligible for free school meals	0	19

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	85

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	21	24	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	23	23	23
	Total	44	44	44
Percentage of pupils at NC level 2 or above	School	98 (96)	98 (96)	98 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	23	22	23
	Total	44	43	44
Percentage of pupils at NC level 2 or above	School	98 (93)	96 (91)	98 (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	27	22	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	24	25
	Girls	21	19	18
	Total	46	43	43
Percentage of pupils at NC level 4 or above	School	94 (81)	88 (81)	88 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	27
	Girls	22	20	22
	Total	48	47	49
Percentage of pupils at NC level 4 or above	School	98 (90)	96 (83)	100 (91)
	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	296	0	0
White – Irish	0	0	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	10	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	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	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)	13.5
Number of pupils per qualified teacher	24.3
Average class size	29.8

**Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	283

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8

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	2001-02
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	£
Total income	725,540
Total expenditure	706,705
Expenditure per pupil	2,155
Balance brought forward from previous year	93,875
Balance carried forward to next year	112,710

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

**Questionnaire return rate**

Number of questionnaires sent out	328
Number of questionnaires returned	153

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	1	0	0
My child is making good progress in school.	78	20	1	0	0
Behaviour in the school is good.	75	24	0	0	1
My child gets the right amount of work to do at home.	64	31	4	1	1
The teaching is good.	84	16	0	0	1
I am kept well informed about how my child is getting on.	63	31	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	71	25	2	1	1
The school is well led and managed.	85	14	0	0	1
The school is helping my child become mature and responsible.	78	22	0	0	1
The school provides an interesting range of activities outside lessons.	61	28	5	0	6