

INSPECTION REPORT

LITTLE HILL PRIMARY SCHOOL

Launceston Road, Wigston

LEA area: Leicestershire

Unique reference number: 120093

Headteacher: Lesley Turner

Reporting inspector: Ms B. Pollard
OFSTED Inspector Number: 1838

Dates of inspection: 1st – 3rd October 2002

Inspection number: 248088

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 10

Gender of pupils: Mixed

School address: Launceston Road
Wigston
Leicestershire

Postcode: LE18 2GZ

Telephone number: 0116 2811963

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Appropriate authority: Governing Body

Name of chair of governors: Len Mitchell

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1838	Ms. B. Pollard	Registered inspector
9327	Mr. S. Vincent	Lay inspector
3609	Mrs. M. Hulme	Team inspector
29995	Mrs. M. Walker	Team inspector

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Little Hill is an above average sized primary school with 344 children on roll. Children enter school at age four years and transfer to the local high school at age ten. The building is in an urban environment and is modern with spacious grounds. The school is popular and half the children come from outside the immediate catchment area. There are some pockets of deprivation in the area. Assessments undertaken soon after children start school show a wide variety in ability but overall, attainment is below the average for the age group. There are 67 (19 per cent) children from mixed ethnic groups and 22 (6 per cent) have English as an additional language although none of them are at the early stages of learning English. This is above the national average. The number of children entitled to free meals is 13 (4 per cent) and this is below the national average. The number of children on the school's register of special educational needs is 52 (15 per cent) of whom seven have statements of particular need; this is broadly average. The school has received a School Achievement Award and a Basic Skills Quality Mark for the standards of work reached by children. It has recently received Investors in People recognition. At the start of the new term, almost a third of teachers were new to the school.

HOW GOOD THE SCHOOL IS

This is a highly successful school with some outstanding features in important areas such as teaching, leadership and management. Children achieve high standards by the time they leave at the end of Year 5 and the school's results are consistently well above those typically found in other schools in English, mathematics and science. The dynamic leadership and high quality management provide clear direction for improving the quality of provision year on year and all staff are committed to doing their very best for the children in their care. The school regularly meets or exceeds the challenging targets it sets for itself and provides very good value for money.

What the school does well

- Standards in English, mathematics, science, art and music are very good and very effective use is made of information and communication technology skills.
- The excellent leadership and management provide clear direction for the work of the school.
- The quality of teaching is very good and is a great strength of the school.
- Provision in the Foundation Stage is very good.
- The personal development of children is very good; by the time they leave they are confident, active, independent learners.

What could be improved

- There are no significant issues that the school is not already addressing as identified in the school's development plan. This focuses on widening boys' reading and the further development of children's thinking skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

All weaknesses identified at the time of the last inspection in February 1998 have been remedied well. Children now have more responsibility for their own learning. They organise their work and show initiative by making important decisions and expressing their own ideas. They set themselves targets for improvement in discussion with teachers.

The higher attaining children are provided with extensions to the basic work through ability groupings within classes and between classes for mathematics. Specialist teaching in subjects such as religious education, art, music and design technology means that faster learners can be challenged because

teachers' knowledge is so good. The success of this is shown by the high proportion of children who reach the higher levels of the National Curriculum. The school is not complacent about its achievements and the focus for development this year is on developing children's thinking skills. There is an agreed homework policy that is reviewed regularly. It is understood by parents because they have been consulted. Homework enriches the work done in classrooms and helps to improve standards.

In addition, resources for history, religious education and physical education have been improved and the school now has an information and communication technology suite which is used very effectively. The quality of teaching has improved because of rigorous analysis of the impact of teaching on children's learning and more training to raise the knowledge and understanding of staff in the subjects of the National Curriculum. At the time of the last inspection, provision for children's spiritual and cultural development was satisfactory; this is now very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on the average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	A	A	B
writing	A	A*	A	A
mathematics	B	A	A	A

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

The school's performance coded A* means that standards are in the top five per cent nationally.

By the end of the reception year, children make very good progress. Nearly all reach the national goals for the age group with a high proportion who begin the National Curriculum before the end of their first year in school.

The very good progress is maintained in the infant classes and in 2001, by the end of Year 2, children's performance in reading, writing and mathematics was well above the national average. Over 95 per cent of children achieved at least Level 2 in the National Curriculum tests for reading and writing and in mathematics all of them reached it. The percentages achieving the higher Level 3 (over 40 per cent) was also well above the national average. When compared with schools with similar characteristics, based upon entitlement to free meals, the school also does well as its results are above, or well above average. Trends over time show the school consistently performs better than other schools. This year's National Curriculum tests for Year 2 also show high standards. There is, as yet, no national data available for comparison.

Progress continues to be very good in the juniors so that children leave at the end of Year 5 with high levels of achievement in English, mathematics and science.

Standards in art and music are high and information and communication technology skills are used very well to raise attainment in other subjects such as geography, history, science, numeracy and literacy. This is because of the very good facilities for information and communication technology; the expertise

of teachers and the organisation of lessons in the junior classes that enable specialists to teach these subjects. It was only possible during the inspection to see a few lessons in all the other National Curriculum subjects and therefore judgements cannot be made on attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children are eager to learn and work very hard.
Behaviour, in and out of classrooms	Very good. Children are obedient and considerate of others.
Personal development and relationships	Very good. Children are mature, responsible and independent. They work very well together.
Attendance	Very good. Attendance is well above the national average and there is no unauthorised absence.

In the past year no children were excluded. However, there was one exclusion at the time of the inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Very good	Very 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 and is a major strength of the school. It makes a significant contribution to the high standards achieved by children. In all the lessons seen teaching was good, very good or excellent. It was of the highest quality in one out of every four lessons and excellent teaching occurs in the reception, infant and junior classes. Teachers' expectations are high and they provide work that ensures children have to work hard and fast. Assessments of what children can do and what they need to do next are excellent. Information from these is used very effectively to plan activities for children so that high attainers reach higher levels of achievement and those who find learning difficult take important, if small, steps towards their targets. Teachers are constantly reviewing the effectiveness of the teaching and are currently focusing on how best to develop children's thinking skills. Staff enjoy very good relationships with children. The praise given to children means that they are confident to participate in discussions and answer questions. Teachers are successful at making work realistic and practical. Marking provides very useful guidance on how children can improve their performance and homework reinforces the work done in class. Teachers are very knowledgeable and use their expertise very effectively to organise a very rich and well planned curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The broad, balanced curriculum is enriched by a wide range of educational visits and activities both within classes and outside the normal school day.
Provision for pupils with special educational needs	Very good. Children make very good progress towards their targets helped by the high quality support from teaching assistants.
Provision for pupils with English as an additional language	Very good. Those who need help are supported by outside agencies and children take a full part in lessons.

Provision for pupils' personal, including spiritual, moral, social and cultural development	All these aspects are very good. Children learn to respect the values and beliefs of others; their behaviour is very good; their personal and social skills are developed very effectively
How well the school cares for its pupils	Very good care is taken of children, staff know them well and care about them.

The rich and varied curriculum maintains the children's interest and provides many opportunities to reinforce basic skills in literacy and numeracy in other subjects. Personal development is another great strength of the school. Parents hold the school in high regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership and teamwork provide clear direction for the work of the school. Those with management responsibilities are confident in their roles.
How well the governors fulfil their responsibilities	The keen and active governing body makes an excellent contribution to the management of the school.
The school's evaluation of its performance	A wide range of strategies for monitoring and evaluating the school's performance are applied rigorously and are improving the quality of education.
The strategic use of resources	Resources are used very effectively and efficiently to raise standards.

The extremely high quality of management is a very significant factor in the school's success. The headteacher, senior managers and governors work together very productively and have a shared vision and sense of purpose. The principles of best value are fully understood and developments are monitored carefully to ensure they have a positive impact on standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Expectations are high • Children make good progress • They are helped to become mature and responsible • Parents are well informed about children's progress • Parents are comfortable approaching the school • The school works closely with parents • Teaching is good • Behaviour is good • The school is led and managed well 	<ul style="list-style-type: none"> • No statistically significant issues were raised by parents

Inspectors endorse the findings of the parental survey. In all the above responses in the section on what pleases parents most, over 90 per cent of participants responded positively.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics, science, art and music are very good and very effective use is made of information and communication technology skills.

1. Standards in English, mathematics and science are very good by the time children leave the school at age ten years. At age seven, the school's results in National Curriculum tests are well above the national average. Standards in art and music are also high and very effective use is made of information and communication skills to extend the work in other subjects such as literacy, numeracy, geography and history.
2. Although there are some very capable children starting school at age four, assessments show that, overall, the majority are below average ability for their age. They make rapid progress because of the very good quality of education they receive in the reception classes. Many reach the national early learning goals in communication, language and literacy and mathematical development well before the end of their first year in school. Some have already begun the National Curriculum by the start of Year 1. Literacy and numeracy are given a high priority and children are provided with very secure foundations in these basic skills that enable them to continue their very good progress.
3. In the infant and juniors classes, this early work is built on in a very carefully structured way that helps children to reach high standards at the end of Year 2 and Year 5. In Year 2, children speak articulately and they have well developed listening skills. Reading skills are very good and this means that children can read instructions for tasks. They understand basic punctuation and have very good knowledge of spelling patterns. Children write stories, diaries, and recipes neatly and legibly as seen in samples of work on animals and the retelling of traditional stories such as *The Three Little Pigs*. By Year 5, children participate in debates and discussions to a high level putting forward their ideas and opinions coherently and sensitively. They are reading a wide range of fiction and non-fiction books both for pleasure and for information. The school has identified in its development plan an intention to broaden the scope of boys' reading. Their writing is very good; they can change styles effectively from imaginative stories, plays and poetry to pamphlets and instructions that provide information for others to read. They make very good progress in their personal writing as they understand the techniques required to hold the attention of the reader: for example, writing from the viewpoint of one of Cinderella's ugly sisters and a playlet about breakfast time. They use descriptions and characterisations very effectively because of their wide vocabulary and accurate punctuation and spellings. Attractive and neat presentation adds to the overall pleasure of the reader.
4. A significant factor, in the high standards achieved by children, is the way in which teachers try to make the work relevant to children's experiences. In a Year 5 lesson children were examining the style of a well-known television chef and trying to produce their own recipe in a similar way. Teachers are skilled at breaking down techniques into small steps so that children gradually accumulate the necessary skills, in a series of carefully planned lessons, that culminate in a major piece of work such as, producing a holiday brochure.
5. Children develop a very good understanding of the patterns and relationships between numbers in mathematics and they confidently apply their numeracy skills in a variety of situations such as collecting information and producing graphs from the data. The development of skills in mental arithmetic begins in the infant classes through daily exercises which have to be completed within a time limit. By Year 5, children can handle data and solve complex problems because they are

familiar with a range of techniques that help to shorten the time they need to do calculations. Children are taught strategies for handling concepts such as accurate mental arithmetic in addition and multiplication; subtraction and division. The school has organised the daily numeracy hour in the juniors so that children are grouped across year groups according to their abilities. This means that the faster learners can move forward quickly, while the slower learners can take more time and receive more individual attention because their groups are smaller. This is raising attainment as seen in lessons where children were measuring and converting centimetres into metres and back again. Other significant factors in the very good standards reached by children in mathematics are the high expectations and demanding work set by teachers.

6. Lessons seen in Year 2 show that children are learning how to be “scientists” as they carry out investigations into reversible and irreversible changes in materials. They are developing an understanding of what a *fair test* means through carefully planned lessons and excellent guidance from teachers. By Year 5, children can plan and carry out investigations into pulse rates and sounds independently. They are clear about what constitutes a *fair test* and can discuss variables that might affect the results of experiments. Teachers encourage children to think for themselves and make predictions about what might happen before starting investigations. The practical nature of much of the work motivates them.
7. In art, by the time they leave the school at age ten, children reach high standards. Children can communicate their feelings in a wide range of media from drawings and paintings to fabric and clay. They study the work of famous artists and artwork from around the world and produce their own efforts using similar techniques. Displays in school show the very good range and quality of art from traditional to modern. Teachers are very successful at helping children to develop a variety of techniques and children show their commitment to presenting their work in the best possible way through their thoughtful application in art lessons. This was seen in a Year 5 lesson where children chose their materials carefully and evaluated the success of their efforts in a final session at the end.
8. Music standards are high because of specialist teaching and the very good opportunities to learn to play instruments and to sing together. Teacher knowledge is excellent and contributes very significantly to very good standards. Children in Years 4 and 5 were prepared very effectively for a singing session through a series of breathing exercises and individuals took turns at leading the singing. Children listened intently to the teacher and showed a very good understanding of pitch and tone as they sang sweetly and tunefully. Parents expressed their appreciation of the high quality of concerts and performances at a meeting before the inspection.
9. Children make very effective use of information and communication technology (ICT) skills in a wide range of subjects. The provision of an ICT suite in school is raising standards as the facilities are used very well to teach whole classes keyboard and mouse skills, how to use the Internet and how to present work. There are very good examples of ICT being used for word-processing in literacy, collating and producing graphs in mathematics and measuring temperatures in science. By Year 5, children can carry out independent research for subjects such as geography, history and religious education by using the Internet. ICT is also used very effectively to produce attractive booklets and brochures on, for example, a visit to a sea-life centre, animals and Ancient Greece which are enhanced by computer generated illustrations. A significant factor is the ready access to computers that children have because of the good ratio of computers to children, which already meets the national target. There are computers in all classrooms and in the ICT suite there are sufficient machines for each child; the network system allows teachers to make a presentation to the whole class or individual computers.

The excellent leadership and management provide clear direction for the work of the school.

10. The school is led by a dynamic headteacher who is determined to provide the highest possible quality of education. She is supported by an extremely competent senior management team and a very committed staff and governing body. Team spirit is excellent. There is a shared vision and sense of purpose that leads to consistent provision across classes. Staff and governors have high expectations and a very good understanding of their roles and responsibilities in achieving the demanding targets for improvement. These targets, which are identified in a very detailed school development plan, are usually reached or exceeded but the school is not complacent and constantly strives to do better.
11. The excellent governing body fulfils its statutory duties and is well aware of the school's strengths and weaknesses. Governors help to shape developments in the school by actively engaging in monitoring standards through regular meetings, visits and workshops where they are kept well informed of progress towards the school's annual targets for improvement. They have a long-term strategic plan for the school. This identifies future goals and governors are not afraid to make important financial decisions to achieve those goals. For example, they secured a loan to fund the ICT suite so that children benefit from enhanced facilities. There are very rigorous and extensive procedures for the recruitment of new staff in order to maintain the high quality of teaching. So far, these strategies, while time-consuming, have been very successful.
12. Monitoring and evaluation of the school's performance are outstanding and target setting is very well developed. This ensures that all children, whatever their gender, ethnic background or ability make the best possible progress. The school analyses test results rigorously through excellent assessment procedures and then examines teaching methods and organisation to overcome any identified weaknesses. Also teaching is organised to make the best use of particular expertise to raise children's attainment in some of the foundation subjects in the juniors such as art, design and technology, music and religious education. Children's learning is enhanced through whole school initiatives which focus on making them more independent and developing their ability to think and solve problems. These key skills are among the reasons why the children achieve such high standards.
13. The school has very good resources to carry out its work. Very good quality equipment and materials, and high calibre support staff make a significant contribution to the rate of progress made by children. Management of the provision for high attaining children, those with special educational needs or with English as an additional language is very good. These children achieve the best they can because of the very effective support they receive. Grants are used for the purposes for which they were intended and the school understands how to obtain best value through the monitoring of standards, comparisons with other schools and consultations with parents over aspects such as homework. Where appropriate, external consultants are brought in to evaluate initiatives to determine their impact on attainment.

The quality of teaching is very good and is a great strength of the school.

14. In all the lessons seen, teaching was good, very good or excellent. It was of the highest quality in one out of every four lessons and excellent teaching occurs in the reception, infant and junior classes. It makes a significant contribution to the high standards achieved by children. Teachers have high expectations of children's capabilities and set demanding tasks which make sure that children have to work hard and fast. Assessments of what children can do and what they need to do next to make progress are extremely detailed and comprehensive. They are used very effectively to set targets for learning, to monitor rates of progress and to plan work in

lessons that meets the needs of all children whether high or low attainers. A notable feature is the monitoring and evaluation of teaching methods to ensure that they match children's learning styles. Staff are constantly reviewing the effectiveness of their teaching on children's learning and they take very effective action as a result to improve standards, as seen in the organisation in the juniors for foundation stage subjects and work done on developing children's thinking skills. Teachers enjoy very good relationships with children and this means that children are not afraid to offer opinions and suggestions because they know they will be accepted sensitively. Praise is used very well to boost children's confidence; marking provides very useful guidance on how children can improve their performance and homework extends and reinforces the work done in class.

15. Teachers provide a very good curriculum; it is broad, balanced and relevant. They put classroom work in the context of daily life where possible to help children appreciate that learning is worthwhile. Tasks are meaningful, for example, Year 2 children were seen making a book giving instructions to reception children on how to plant a bean; Year 3 were making picture frames suitable for a member of their family and Year 5 were comparing the nutritional value and packaging of bread. Wherever appropriate, skills learned in subjects such as literacy or numeracy are applied to work in other subjects so that children write historical reports, carry out research and present findings in various ways using ICT. This means that learning is enhanced and extended and gives children firm foundations in communication skills.
16. Teachers are particularly skilled at questioning children to help them formulate their ideas, express their opinions articulately and check their understanding. Children with English as an additional language and special educational needs are provided with very good support that enables them to make very good progress towards the targets set for them.

Provision in the Foundation Stage is very good.

17. Given the below average starting point of the majority of children on entry to the school they soon catch up and do better than expected because of the very good provision in the reception classes. They are grouped according to ability soon after teachers have checked what they know and can do so that their needs can be addressed quickly. Records of children's achievements show the very good progress they make over a year. This is helped by specific target setting, for example, 85 per cent of children to learn 45 key words for reading.
18. Standards in the area of learning known as communication, language and literacy are good. By the end of the year samples of work show that the majority of children can produce some sentences they have written in a legible print, without the help of teachers, using banks of words to help them spell correctly. They have begun to read and use phonic skills to sound out unfamiliar words. They enjoy listening to stories and know that books have titles, authors and illustrators.
19. In the area of learning known as mathematical development, by the end of the reception year, children can count and record numbers accurately, sometimes up to 100. They are familiar with money and shapes through practical activities like shopping and sorting common shapes according to their characteristics. They have developed a mathematical vocabulary and can explain words such as heavier and lighter. Staff take every opportunity to develop knowledge about numbers in informal ways such as counting those having a packed lunch and the daily reading of the weather chart.
20. Standards in personal, social and emotional development are also good. Staff provide many opportunities for children to mix with one another in role play areas where they might pretend to

be in a doctor's surgery or the Three Bears' House. After only a few weeks in school, children show patience and the ability to listen. They bring items from home for a display of objects that begin with the sounds of the letters they are learning. They have begun simple homework activities with the co-operation of parents. They have settled quickly to the routines of the classroom and are eager to take responsibilities as class helpers. Their behaviour is very good and they are polite. They are confident enough to share in whole school assemblies.

21. Teaching is good or very good and sometimes it is excellent. Assessments are extremely thorough and enable staff to identify early those children with learning difficulties. Relationships are very warm and supportive and children feel happy and secure. Learning is planned carefully so that children take small steps towards their targets without being overwhelmed or losing confidence. The classroom displays celebrate the work of children and makes them proud of their efforts. Staff are very knowledgeable about how young children learn. The Foundation Stage curriculum is presented in a lively and stimulating way that makes learning fun. More demands are made of the children who learn at a faster rate and those who need more help are given very good support. Staff work together very effectively with joint lesson planning to ensure children in both classes are included in all activities.

The personal development of children is very good; by the time they leave the school they are confident, active, independent learners.

22. Children have very good attitudes to school. The parental survey reveals that almost all children like coming to school and the vast majority of parents and carers feel the school helps children to become mature and responsible. Positive attitudes to learning are encouraged in the reception classes as children are introduced sensitively to classroom routines and they are given responsibility for tasks such as tidying away materials. They learn to play co-operatively with others, to share equipment and take turns. In the infant and juniors, children take on more responsibility for helping the daily life of school to run smoothly. They are encouraged to show initiative, for example, when someone needs help. Children are confident and polite and behaviour is usually very good. Staff have high expectations of how children should conduct themselves and children respond positively to the demands made of them. They work hard and want to do their best. In a Year 4 class, the children were so keen on writing about Vikings they asked for homework on the topic. One of the reasons for children's enthusiasm for learning is the very good curriculum provided by teachers which is interesting, practical and relates to children's experiences where possible. There are many worthwhile visits to places of educational interest, such as a castle and a pumping station, and these include residential ones for Year 5. Visitors to school include an archaeologist, an Indian dancer and theatre groups. The work done by staff on developing children's thinking skills makes a significant contribution to personal development as children gain confidence in solving problems and carrying out investigations. Children successfully plan and organise their work as seen in a design and technology lesson in Year 3 where they were making photograph frames. Children feel good about their achievements and have high self-esteem.
23. The provision for spiritual, moral, social and cultural development is very good and it has a positive impact on personal development. Through acts of worship, religious education lessons, geography and history children learn to appreciate their own background and they show respect for the cultures and beliefs of others. In literacy, they read traditional stories and use a good range of texts from around the world; music and art lessons make them aware of the power of melodies and paintings to convey emotions; in geography they learn about life in India. A good example of the attitudes of children is the way they spontaneously applaud the efforts of others, whether it is a teacher singing to introduce a new song or a child with learning difficulties who

attains a new skill. All staff provide excellent role models so that there is a high level of mutual respect.

WHAT COULD BE IMPROVED

24. There are no significant issues that the school is not already addressing as identified in the school's development plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. Although standards are already high, the school intends to make them even better by:
- Encouraging boys to broaden their reading; *(refer to paragraph 3)*
 - Continuing to develop children's thinking skills *(refer to paragraphs 12 & 14)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

31

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	8	14	9	0	0	0	0
Percentage	26	45	29	0	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

	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	344
Number of full-time pupils known to be eligible for free school meals	N/A	13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y5
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	52

English as an additional language

	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

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
	2001	28	29	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	27	28
	Girls	28	29	29
	Total	54	56	57
Percentage of pupils at NC level 2 or above	School	95 (95)	98 (97)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	29	29	29
	Total	55	57	57
Percentage of pupils at NC level 2 or above	School	96 (97)	100 (93)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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	218	0	0
White – Irish	0	0	0
White – any other White background	23	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	13	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	26	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 – Y5

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y5

Total number of education support staff	12
Total aggregate hours worked per week	256

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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8.4
Number of teachers appointed to the school during the last two years	7.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	809596
Total expenditure	775199
Expenditure per pupil	2314
Balance brought forward from previous year	12405
Balance carried forward to next year	46802

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	344
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	1	0	0
My child is making good progress in school.	74	21	1	0	4
Behaviour in the school is good.	63	29	0	0	6
My child gets the right amount of work to do at home.	29	49	10	0	6
The teaching is good.	72	21	1	0	4
I am kept well informed about how my child is getting on.	62	31	3	1	4
I would feel comfortable about approaching the school with questions or a problem.	74	21	5	0	0
The school expects my child to work hard and achieve his or her best.	71	26	1	0	3
The school works closely with parents.	59	35	5	0	1
The school is well led and managed.	68	22	8	0	1
The school is helping my child become mature and responsible.	64	31	1	1	3
The school provides an interesting range of activities outside lessons.	33	38	5	3	19