

# INSPECTION REPORT

**ST PETER'S CHURCH OF ENGLAND  
(AIDED) PRIMARY SCHOOL**

Wymondham,  
Nr Melton Mowbray

LEA area: Leicestershire

Unique reference number: 120208

Headteacher: Mrs Anne E G Boyce

Reporting inspector: Mr P Edwards  
21069

Dates of inspection: 30<sup>th</sup> June – 2<sup>nd</sup> July 2003

Inspection number: 248112

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

School category: Voluntary aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Glebe Lane  
Wymondham  
Melton Mowbray  
Leicestershire

Postcode: LE14 2AF

Telephone number: 01572 787 658

Fax number: 01572 787658

Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Palframan

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Peter's Church of England Primary School is situated in the village of Wymondham, approximately 6 miles from Melton Mowbray in Leicestershire. The school, which is much smaller than average, has 50 pupils on roll, 19 girls and 31 boys. Five boys and three girls attend full time in the Reception class. Most pupils are from white ethnic backgrounds and none are learning English as an additional language. The percentage of pupils eligible for free school meals (12%) is below the national average. Most of the pupils come from the school's catchment area with a small number coming from outside. The percentage of pupils with a statement of special educational needs (4%) is well above the national average but the percentage of pupils identified as having special educational needs (12%) is similar to the national average. Attainment on entry to the school is broadly average. The school gained an achievement award in 2002.

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

This is a good school. The pupils make good progress in English and mathematics as a result of the consistently good teaching and by the end of Year 6 standards are generally above average in these two subjects. In her short time at the school, the headteacher has demonstrated clear, decisive leadership and she manages the school well. The school provides good value for money and the capacity for further improvement is good.

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

- The pupils make good progress in English and mathematics throughout the school as a result of the consistently good teaching.
- Attainment in art and design is good and the pupils make good progress throughout the school.
- The pupils are provided with a good range of learning opportunities that are enhanced by a range of visits and visitors.
- The provision for the pupils' spiritual, moral, social and cultural development is good.

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

- The standards pupils attain in science by the end of Year 6.
- Overuse of worksheets in some subjects.

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

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

The school was last inspected in February 1998 and has made good improvement since that time. The staff have a clear understanding of their roles in subject leadership and schemes of work have been developed for all subjects. The standards in art and design and design and technology have improved as a result of improved teaching and coverage in these two areas. Standards attained in the National Curriculum tests have been maintained. The good quality of teaching has been maintained as has the quality of leadership and management.

### **STANDARDS**

This part of the report normally contains a table showing the attainment of pupils in the last set of national tests for eleven-year-olds. However, because the number taking the tests is so small – ten last year – the table can be very misleading and is, therefore, omitted.

The children in the Foundation Stage achieve well and are on course to attain the Early Learning Goals in all the areas of their learning by the time they enter Year 1. By the age of seven, standards attained in National Curriculum tests in reading, writing, mathematics are well above the national average. The teachers' assessments and the analyses of the pupils' performance in the national tests over the past four years reflect this picture of standards. Inspection evidence confirms the findings of the tests and shows that pupils of all abilities achieve well.

Inspection evidence indicates that by the age of eleven, standards in English and mathematics are above the national average. In general, there are no significant differences in the standards attained by boys and girls. In the national tests for eleven-year-olds, the pupils' performance in National Curriculum tests over the past four years has varied significantly with the different abilities of the respective very small groups. There have been years when standards have been higher and years when they have dipped. This is also true when analysing the performance of boys and girls. These variations are directly related to the pupils' attainment on entry to the school. Inspection evidence indicates that the pupils achieve well in speaking and listening and reading. Pupils write in a good range of styles, most spelling is accurate and handwriting is generally neat, although few pupils develop a fluent style. In mathematics, pupils make good progress in applying their skills to problem solving. The pupils attain broadly average standards in science by the age of eleven but they could do better. Throughout the school, work in science has not been sufficiently challenging and some aspects have been covered too superficially. As a result, pupils of all abilities, but particularly the more able, do not achieve as well as they should in this subject. In all year groups, pupils who have special educational needs are fully integrated into all aspects of the school's work and achieve well. The classroom assistants support them effectively with their individual work programmes. The school has set appropriate targets in English and mathematics for 2003 and is likely to achieve them.

Standards in information and communication technology are satisfactory overall and are getting better overall as a result of improved confidence amongst the staff. Standards in art and design are good, the result of the good emphasis placed on this subject since the time of the previous inspection.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Most pupils have positive attitudes towards work and school
Behaviour, in and out of classrooms	Good. Behaviour is good in class and during playtimes and lunchtimes.
Personal development and relationships	Good. Relationships between pupils and between staff and pupils are very good. All pupils get on very well together and respect the feelings of others. Independence is encouraged and pupils take on responsibility willingly.
Attendance	Satisfactory.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
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.*

Overall, the quality of teaching and learning are good and meets the needs of all pupils well. There was no significant difference in the quality of teaching between the Foundation Stage, the infants and the juniors. Children in the Foundation Stage learn quickly and securely because activities are planned to take account of their particular needs. Watching and learning from the older pupils in the class enhances their progress. They receive very good support from the ancillary support assistant.

Across the school, most aspects of literacy and numeracy are well taught and, as a consequence, pupils of all abilities achieve well most of the time. Lessons have a good structure and pupils are managed very well. As a result, pupils work at a good pace, maintain concentration and work well independently and as part of a small group. Reading is well taught, pupils enjoy books and develop good strategies for reading unfamiliar words. Pupils learn to write in a good range of styles and for different purposes. Pupils learn well across almost all aspects of mathematics and their quick recall of times tables facts helps them in their everyday mathematics. The teachers make satisfactory use of information and communication technology across the curriculum.

Pupils receive good levels of individual support from teachers and support assistants and this helps them acquire good skills, knowledge and understanding in their work. This is particularly so for those pupils who have special educational needs, where support from teachers and learning support assistants ensures that they make progress in line with their peers. There are a few occasions, in subjects such as science, when the pupils' learning could be extended further. The use of mundane worksheets inhibits these opportunities. Pupils identified as being talented are provided with more challenging activities through the opportunity to work with older pupils. Relationships are very good across the school and develop pupils' self-confidence and enjoyment in learning. Pupils are developing a satisfactory knowledge of their own learning through the planning of personal targets.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Children in the Reception class are provided with a good range of activities, giving them a good start to their education. The curriculum meets statutory requirements. All of the subjects are given appropriate coverage and there is a very good range of visits and visitors that enhance the curriculum.
Provision for pupils with special educational needs	Good. The needs of pupils with special educational needs are identified early and they are provided with a good level of support ensuring they make progress in line with their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are very good opportunities for the pupils' spiritual and cultural development and the provision for their moral and social development is good.
How well the school cares for its pupils	Good. Child protection procedures are well established and there are good procedures to ensure pupils are well cared for. The staff know the pupils very well and this enables them to provide pupils with strong support. Assessment procedures for English and mathematics are good and used effectively to plan work.
How well the school works in partnership	The parents think well of the school and there are good links between staff and parents.



with the parents.	
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. In her short time at the school the headteacher has identified key areas for development. The three staff share all of the subject responsibilities and they fulfil their duties well.
How well the governors fulfil their responsibilities	Good. The governors comply with statutory requirements and fulfil their duties effectively. They have a clear understanding of the strengths and weakness of the school and are keen to ensure it provides a good level of education for the pupils.
The school's evaluation of its performance	Good. The small number of pupils in each year group enables the school to monitor the performance of individual pupils very effectively. This information is used well to determine how effective the school is and the progress made by individual pupils.
The strategic use of resources	Good. Specific grants are used very effectively. Spending on those pupils with special educational needs is efficient and additional grants for teaching and information and communication technology have been used well.

The school has good teaching spaces and sufficient room for dining. The hall is a little small for physical education activities, particularly for the older pupils. However, it has a spacious grass area and a good hard play area and it makes good use of these for physical activities. The school is conscious of the need to ensure spending decisions give the best value for money and actively seeks competitive quotes to ensure this happens. The non-teaching staff make a significant contribution to the positive and happy ethos of the school.

## 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>• Their children like school and are making good progress.</li> <li>• The teaching is good.</li> <li>• They find it easy to approach the school to discuss issues.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount and range of homework provided for their children.</li> <li>• The information provided by the school identifying how their children are progressing.</li> <li>• How closely the school works with the parents.</li> <li>• The number and range of out of school activities.</li> </ul>

The inspection team agrees with the parents' positive views of the school. The amount and range of homework is similar to that seen in most other primary schools and is therefore satisfactory. The quality of reports outlining the pupils' progress is good. The school has identified the need to improve the information provided to parents about the work that pupils are covering during the term. The school welcomes help from parents and there is an active Parents' and Teachers' Association. For the size of school, there is a very good range and number of out of school activities.

## **PART B: COMMENTARY**

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

#### **The pupils make good progress in English and mathematics throughout the school as a result of the consistently good teaching**

1. There is a commitment to raising standards in English and mathematics throughout the school and to providing the pupils with a good quality education. There is a good team spirit amongst the staff, many of whom are new to the school. The staff work very co-operatively and provide pupils with a good range of interesting and challenging activities. The good quality of teaching and the good attitudes towards work shown by the pupils ensure that most make good progress and achieve well. Pupils who are new settle quickly to the school routines and make the progress of which they are capable because of early and clear identification of their needs. The school gained an achievement award from the government in 2002 because of the improvement in standards. National Curriculum test results at the end of Year 6 vary from year to year because of the small number of pupils in each year group. There are years when results are well above average and years when they are lower. However, these variations are due to differences in cohorts and the ability of the pupils when they enter the school. Inspection findings indicate that the current Year 6 pupils are on track to attain above average standards in English and mathematics and this is confirmed by the provisional 2003 test results.
2. National Curriculum test results for children in Year 2 are well above average in reading, writing and mathematics. When compared with similar schools, pupils' attainment is well above average in reading and mathematics and very high in writing. Over time, pupils' attainment has been well above average in reading, writing and mathematics, with the school at times achieving results in the top 5% of schools nationally. Inspection findings show that standards in reading, writing and mathematics are above national expectations. Work is well planned to meet the needs of the more able pupils and discussions and an analysis of their work show they are making good progress. The less able pupils are well supported and these pupils are attaining standards that are in line with national expectations in English and mathematics.
3. The children in the Reception class are given an appropriate introduction to both literacy and numeracy, with activities that are very well matched to their maturity and attainment. This gives the children a good foundation for further learning. The children are taught alongside some Year 1 and 2 pupils and this enables them to observe and participate in a range of activities in addition to those recommended for children in the Foundation Stage. The classroom assistant is very well briefed and has a clear understanding of what it is the children are learning. As a result, when working with groups of children, she is able to implement the challenging activities and respond to their questions with a good level of knowledge and expertise, pushing them to do their best. When children start school, their attainment covers the full ability range and is average overall. Because of the good teaching, children of all abilities make good progress which results in almost all attaining the nationally recommended Early Learning Goals and a small minority exceeding them in communication, language and literacy, mathematical development, personal development, knowledge and understanding of the world, creative and physical development by the time they enter Year 1.
4. Reading standards are above average at the end of Year 2 and Year 6. The pupils are taught the basic skills of reading at an early age and provided with access to a good range of books. Throughout the Foundation Stage, books are shared with the children,

encouraging them to develop a love of books. This love of books is developed throughout the school and by the end of Year 6 pupils are reading fluently and expressively. They read widely and name a number of their favourite authors, prominent amongst which is J K Rowling. The pupils use a wide range of strategies for identifying unfamiliar words. They read regularly both at school and at home and this helps develop their confidence. The school library, although small, contains a good range of books and this resource is supplemented by the Local Education Authority's library service, particularly for books for topic work. The pupils have good library skills and are able to quickly locate information through the accurate use of indexes, appendices and contents pages.

5. The standard of writing is above national expectations by the end of Year 2 and 6. Pupils write for a good range of purposes and, because of the good teaching, show a good understanding of the different styles of writing. There are good opportunities for the pupils to practise their writing skills in most areas of the curriculum. For example, in geography the Year 6 pupils write a clear account of the water cycle and in history they write at length comparing the lives of rich and poor Victorian people. Diary entries are used imaginatively, with the pupils expressing their feelings when Jacob left home and when they met again. Younger pupils are effectively encouraged to develop a more interesting vocabulary and in letters to the editor of a newspaper, responding to previous letters, they accurately use words such as 'despairingly' and 'transported'. Links with art and design and music are used effectively to develop the pupils' writing skills throughout the school. For example, they construct biographies of Gustav Holst and Vincent Van Gogh.
6. Punctuation of the pupils' written work is good, with skills being taught well in all classes. Pupils in Year 2 use capital letters and full stops accurately and the more able are beginning to use speech marks with some accuracy. Their skills are developed well throughout the juniors and, by the end of Year 6, most are accurately using a good range of punctuation, including commas, question marks, exclamation marks and speech marks. Poetry features strongly in the pupils' writing and they are taught to write in a good range of poetic formats, including haiku and limericks. The pupils' understanding of poetry is well promoted by the teachers in the lessons. For example, in a good Year 5 and 6 lesson, the pupils demonstrated a good insight into the feelings of a person who had written 'Four o'clock on Friday', about a pupil who had been bullied. Skilful questioning by the teacher encouraged the pupils to offer their views on the feelings of the author. The school provides the pupils with opportunities for extended writing and their writing skills are effectively developed through the use of story planners, enabling them to organise their thoughts. Skills of editing and drafting are taught and the school is beginning to make effective use of computers for this process.
7. Standards in mathematics are above average by the end of Year 6. In the Foundation Stage and in Years 1 and 2, the pupils are taught how mathematical skills are used in everyday life. Times tables skills are very well taught and the pupils enjoy this aspect of mathematics, which provides them with a very secure foundation for solving mathematical problems. In a good Year 3 and 4 lesson, the introductory session was used very effectively to develop the pupils' knowledge of times tables. The activity was well matched to the different ages and abilities, and younger pupils made good gains in their learning because of the opportunity to work alongside their older classmates. Most pupils demonstrated a very secure knowledge of both the eight and nine times tables. Throughout the school, the teaching ensures that all aspects of mathematics are covered in depth and this ensures they have a good understanding of number, shape, space and measures and data handling. The good progress is evident throughout the school and this is because of the consistently good teaching and the effective implementation of the National Numeracy Strategy. Older pupils are very confident when

working with larger numbers and all pupils are taught a range of strategies to develop their multiplication and division skills. Pupils understand when there is a need to use calculators and when conventional methods should be used. By the end of Year 6, pupils measure accurately, interpret data appropriately and record information using a range of different graphs. They understand positive and negative numbers and work in all four quadrants. The pupils recognise and name the properties of a wide range of two- and three-dimensional shapes.

### **Attainment in art and design is good and the pupils make good progress throughout the school**

8. Standards in art and design are above average by the age of eleven. Raising standards and improving the pupils' progress was an issue at the time of the last inspection and this has been addressed very effectively through a range of strategies. The subject is taught regularly and systematically throughout the school and this provides the pupils with opportunities to build on skills they have previously learned.
9. Pupils in Year 1 and 2 use a good range of materials. They have worked with pre-school children, painting a dragon's head as part of the Chinese New Year celebrations. The pupils demonstrate good observational skills when they use pastel crayons to create pictures of shells that are of a high standard. The skills of printing are taught well and, as a result, the pupils develop a good understanding of the various processes when they produce lino prints of fish as part of their seaside topic. Pupils look at the work of famous artists and produce portraits in their style.
10. The good start the pupils make in the infants is developed well throughout the juniors. Drawing skills are well taught and the pupils develop good observational skills as a result, as seen, for example, in their drawings of leaves and feathers which are mounted very attractively with the original. The skills of drawing self-portraits are developed well to include relationships and emotions. The school makes very good use of the expertise of visitors, and pupils produced good sculptures depicting rural life, as part of a project looking at sculpture under the guidance of a professional sculptor. Year 4 pupils produce some good clay sculptures of faces. Considerable emphasis is placed on studying the work of famous artists, such as Lowry, Klee, Hokusai, Archimboldi and Jan van Eyck. There are good links with literacy, with the pupils carrying out research using books and the Internet to locate information about the life and times of these artists. As a result of their study of these artists, the pupils produce some very good work in the different styles. The pupils gain an appreciation of Japanese artists when they draw and colour work in the style of Katsushika Hokusai. Skills of sketching and shading are developed very effectively when the pupils draw figures and buildings in the style of Lowry.

### **The pupils are provided with a good range of learning opportunities that are enhanced by a range of visits and visitors**

11. The staff work hard to ensure all areas of the National Curriculum are covered effectively and this is helped by the well organised curriculum and effective monitoring by the subject co-ordinators. The curriculum planning ensures that all subjects are taught in sufficient depth. There is a good emphasis on the teaching of skills alongside knowledge, enabling the pupils to build successfully on their previous learning. The school ensures that the pupils are effectively taught about healthy lifestyles, sex education and drug misuse. This good curriculum balance ensures that the pupils leave

school at the end of Year 6 with good personal and social development in addition to their academic achievements.

12. The curriculum provision that is made for children in the Foundation Stage is good. These children are educated alongside Year 1 and 2 pupils. The quality of provision ensures that the learning activities with which they are presented are well-matched to the children's level of maturity and ability. They are provided with a good range of interesting activities and they are supported effectively in their learning by the teacher and the ancillary support worker. The children are provided with good opportunities to learn through role-play, construction work and through a good range of practical activities. The children are encouraged to develop their independence from an early age and this results in them gaining significant confidence as they grow older. There is a good balance between activities that the children choose themselves and those which are teacher directed, ensuring that they make systematic progress. The children enjoy learning and are keen to take part in the activities that are on offer.
13. As the pupils move into the infants and the juniors, the good quality of the curriculum provision is maintained. There are visits to places of interest and also many opportunities for visiting speakers to come into school to share their expertise. For example, a local archaeological dig has recently discovered the remains of a Roman mosaic floor and the leader of the dig was invited to speak to all of the pupils about the find. As a result of their interest, the pupils then visited the site and much was added to the pupils' understanding of the Roman era as a result of their questions and the responses from the archaeologists on site. Regular visits by both the infant and junior pupils to the Ecocentre at the King Edward VII upper school helps to develop their work in science, geography and information and communication technology. The school recently organised an 'Arts Week' and this provided an opportunity for professionals to share their expertise with the pupils in a wide range of activities, including dance, art and craft, music and literacy. The school has recently introduced French lessons for pupils in Years 5 and 6 and this is providing them with a good introduction to the language for when they move on to the next stage of their education.
14. For a small school, a very good range of extra-curricular activities is offered to the pupils at various times throughout the year. Mathematical skills are enhanced cleverly through the pupils' participation in 'mini-bridge', and ball skills and art and craft activities are also currently on offer. In addition, coaches from the Leicester Tigers Rugby Club have provided tag rugby sessions. A range of musical and other sporting activities also takes place.

### **The provision for the pupils' spiritual, moral, social and cultural development is good**

15. The school's provision for spiritual, moral, social and cultural education is good overall. The school makes very good provision for the spiritual development of pupils. All pupils join in with prayers and hymns in school assemblies. The programme of assembly themes is designed to provide a stimulus for the pupils' spiritual awareness and self-knowledge. Well-planned lessons in all areas of the curriculum stimulate the pupils' interest and create moments of excitement. Of particular note is the work the pupils are undertaking on the growth of plants throughout the school and where staff see regular moments of amazement, for example, in Years 3 and 4 when the wheat seeds donated by a local farmer almost all germinated and in the infants when they witness and measure the growth of sunflowers. The teachers receive the pupils' ideas and through skilful questioning lead them to think seriously about other people's ideas and beliefs.

The school makes good use of cross-curricular links to extend the pupils' sense of awe and wonder at the world in which they live, and develop their spirituality.

16. The provision for pupils' moral and social development is good. The pupils are taught how to distinguish right from wrong and their behaviour nearly always reflects this. There is an agreed code of conduct and pupils have been involved in drawing up a set of rules. This has had a positive impact on the pupils' moral and social development. Special time is set aside in each class to discuss social issues and help pupils to develop a deeper understanding of personal relationships within the school community. The pupils contribute actively to the life of the school. They are taught to take responsibility from an early age and their help and collaboration ensure classroom and school routines are very smooth. Year 2 pupils read to and supervise younger pupils when they undertake work in information and communication technology. This caring attitude is developed as the pupils grow older and can be seen in the way older pupils look after younger ones. Pupils with special educational needs are well integrated into the life of the school as a result of the provision made by the school. The school provides an appropriate range of activities during playtimes. This results in the pupils interacting very well at playtimes and contributes to their social development. Over the year the school supports several charities.
17. The provision for the cultural development of the pupils is good. The pupils' appreciation of their own and other cultures is furthered by lessons in art and design, music, history and geography. In history and geography they learn about the cultures of different times and places. In religious education the pupils are introduced to the richness and diversity of other cultures through, for example, the study of Islam, Judaism and Hinduism and the school has identified this as an area that could be developed further through links with schools with a more culturally diverse mix of pupils.

## **WHAT COULD BE IMPROVED**

### **The standards pupils attain in science by the end of Year 6**

18. The pupils' attainment in science is broadly in line with national expectations by the end of Year 6. However, they could do better. An analysis of the pupils' work shows that there is generally good coverage of the subject and that most pupils by the end of Year 6 have a satisfactory knowledge of life processes and living things, materials and their properties and physical processes. However, much of the work is at a superficial level and the pupils do not demonstrate a deeper understanding of some aspects of the work that would enable them to attain higher standards. For example, pupils in Years 5 and 6 show a clear understanding of electrical circuits but there are no opportunities for the pupils, particularly the more able, to develop this understanding further through a systematic development of skills. Similarly, the pupils have a satisfactory understanding of reversible and irreversible changes but there are also too few opportunities for the pupils to develop this understanding further. The co-ordinator has only recently joined the school and, as yet, has not had time to monitor teaching and learning.

### **The use of mundane worksheets in some subjects.**

19. There is an overuse of mundane worksheets. Where this is the case it restricts what the pupils write both in terms of volume and of content. It reduces the opportunity for the pupils to decide for themselves how they might set out their work – in science, for example, where the worksheets follow a prescribed format. In literacy activities, the worksheets restrict the volume of work, with boxes only allowing a certain amount to be

written. Occasionally, these worksheets are undated, making it difficult to determine the progress the pupils make over time. The overuse of worksheets results in the handwriting of some pupils not being as good as it should be.

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

20. The headteacher, staff and governors should now:

**1) improve standards in science at the end of Year 6 by;**

- ensuring the subject is taught regularly and systematically throughout the school;
- ensuring activities are sufficiently challenging for all groups of pupils;
- enabling the subject co-ordinator to identify the strengths and weaknesses in the subject;

**2) reduce the use of mundane worksheets where appropriate.**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	5

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	8	3	0	0	0
Percentage	0	0	73	27	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 nine percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Attainment at the end of Key Stage 1 (Year 2)**

*This table has been omitted as there were fewer than ten pupils in the cohort.*

### **Attainment at the end of Key Stage 2 (Year 6)**

*This table has been omitted as there were fewer than ten pupils in the cohort.*

### **Ethnic background of pupils**

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	50	0	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	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	3
Number of pupils per qualified teacher	17
Average class size	17

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

Total number of education support staff	3
Total aggregate hours worked per week	47

### **Financial information**

Financial year	2002/2003
	£
Total income	183 333
Total expenditure	163 668
Expenditure per pupil	3 482
Balance brought forward from previous year	14 013
Balance carried forward to next year	33 678

### **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)	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.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	48
Number of questionnaires returned	31

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	0	0
My child is making good progress in school.	49	48	3	0	0
Behaviour in the school is good.	45	45	10	0	0
My child gets the right amount of work to do at home.	29	36	35	0	0
The teaching is good.	62	35	3	0	0
I am kept well informed about how my child is getting on.	26	42	29	0	3
I would feel comfortable about approaching the school with questions or a problem.	52	48	0	0	0
The school expects my child to work hard and achieve his or her best.	49	48	3	0	0
The school works closely with parents.	42	32	23	3	0
The school is well led and managed.	55	32	3	0	10
The school is helping my child become mature and responsible.	45	39	6	0	10
The school provides an interesting range of activities outside lessons.	32	39	19	10	0