

INSPECTION REPORT

THE MEADOWS PRIMARY SCHOOL

Oswestry

LEA area: Shropshire

Unique reference number: 123452

Headteacher: Mrs Sandie Pare

Reporting inspector: Paul Bamber
15064

Dates of inspection: 1st – 2nd April 2003

Inspection number: 248456

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: 5-11

Gender of pupils: Mixed

School address: Harlech Road
Oswestry
Shropshire

Postcode: SY11 2EA

Telephone number: 01691 656080

Fax number: 01691 676 169

Appropriate authority: The Governing Body

Name of chair of governors: Graham Barker

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15064	Paul Bamber	Registered Inspector
9880	Tony Comer	Lay Inspector
22434	Sandra Bradshaw	Team Inspector

The inspection contractor was:

Quality Assurance Consultants
The Hucclecote Centre
Churchdown Lane
Hucclecote
Gloucester
GL3 3QN

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Meadows Community Primary School serves a large and relatively new housing estate on the outskirts of Oswestry. Many families are on low incomes and the area is designated as an Education Action Zone due to its rural isolation. There are 249 pupils on roll and children enter the reception class at the beginning of the term in which they are five. Overall, their attainment on entry is just below average. The proportion of pupils with special educational needs is around the national average and the number of pupils who have a statement of special educational need is below the average. Around eight per cent of pupils take a free school meal (below average). Most pupils come from white British backgrounds and less than one per cent uses English as an additional language.

Since the previous inspection there has been a substantial turnover in staff. The school has received Basic Skills Awards and gained Investors in People status. Substantial improvements have been made to the school's accommodation.

HOW GOOD THE SCHOOL IS

The Meadows is an excellent school. Pupils make very good progress and reach high standards by the time they leave. The quality of teaching is very good. Pupils have a rich and varied curriculum and their attitudes and behaviour are excellent. The school is extremely well led and managed and offers excellent value for money.

What the school does well

- Pupils achieve very well as they progress through the school and attain high standards by the time they leave Year 6.
- The quality of teaching is very good overall.
- The rich and varied curriculum contributes significantly to the high standards pupils attain and to their love of learning.
- Pupils' attitudes to school and their behaviour are excellent.
- The school is extremely well led and managed.

There were no major areas for improvement identified during the inspection.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1997, improvement has been very good. Standards have risen significantly in Year 6. The quality of teaching is now very good. Governors have successfully addressed all the key issues identified in the last report. The addition of an annexe to the reception classroom has considerably improved provision for the youngest children. The new spacious music room has complemented the already excellent accommodation available to pupils.

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	D	A	A
mathematics	B	C	A	A
science	A*	C	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table indicates high standards in the 2002 national tests in English and mathematics, both when compared nationally and with similar schools. In science, standards were in the top five per cent of schools in the country. Boys consistently outperform boys nationally in the tests. The 2001 results reflect a Year 6 group that contained a higher than average proportion of pupils with special educational needs. Data indicate that last year's Year 6 pupils made very good progress compared with their performance in their Year 2 tests. Presently pupils in Year 6, a higher proportion of whom have learning difficulties than last year's Year 6, are attaining standards above those expected for their age in all subjects. These standards indicate that the challenging targets the school has set for its performance in the 2003 national tests will be met. Standards in writing are particularly good. As a result, the pupils use a wide variety of styles of writing to support their work in subjects such as science, history and religious education.

The 2002, Year 2 national test results show that standards were above average in writing and average in reading and mathematics. This represented good progress for a year group who entered the school with below average standards.

All pupils achieve well, with pupils in Years 3 to 6, making very good progress. Pupils with special educational needs and those whom the school has identified as having special talents, have individual teaching programmes which ensure that their needs are very well met. On average, children enter the reception class with low standards and then make good progress. This enables most of them to meet the targets nationally set for them by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are proud of their school and show their love of learning through their rapt attention in lessons and keenness to succeed in their work.
Behaviour, in and out of classrooms	Excellent. The school is an extremely orderly place and pupils behave very sensibly in lessons, in the playground and in the dining hall.
Personal development and relationships	Excellent. Pupils relate to each other very well. They co-operate very well in class and look after each other thoughtfully around the school.
Attendance	Very good. The attendance rate is well above average and there is very little unauthorised absence.

Pupils' excellent attitudes to school and behaviour make a significant contribution to their very good progress and high standards. Pupils are polite and welcoming. They respond very positively to the excellent environment the school provides by highly valuing its premises and resources.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning is very good. All teachers promote pupils' literacy and numeracy skills very well, encouraging them to apply the knowledge and skills they learn to a range of subjects. Teachers very effectively promote writing throughout the school. Teaching in Years 3 to 6 is particularly strong and promotes high achievement amongst all pupils in those classes. Because teachers have very high expectations, pupils produce very good quality work. Most teachers encourage the pupils' wide use of information and communication technology to support their learning. This results in pupils confidently and independently researching information to use in many subjects and topics.

Children in the reception class develop well, creatively and physically as a result of an excellent balance between the formal teaching of basic skills and the provision of more independent and stimulating activities. All teachers

have very good relationships with their pupils and know them well. As a result, pupils enthusiastically tackle their well-matched tasks, making very good progress. Major strengths in pupils' learning are in their concentration, ability to work well, both independently and co-operatively, and in their knowledge of what they have to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. As a result of their rich and varied experiences, pupils love learning and respond extremely well to the many opportunities provided both in and out of the classroom.
Provision for pupils with special educational needs	Very good. Needs are identified early. Clear and appropriate targets are set for improvement. Parents are fully involved in reviewing their children's progress.
Provision for pupils with English as an additional language	Good. Secure systems exist for supporting any pupil who is at the early stages of acquiring English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. The very good provision has a great influence on the pupils' excellent attitudes and behaviour, their very positive relationships and their ability to value the views and attitudes of others.
How well the school cares for its pupils	Excellent. Procedures for ensuring child protection are fully effective. Pupils are extremely well looked after, with most staff qualified in first-aid.

Pupils receive a well-balanced and integrated curriculum. Very good use is made of interesting visits to support topic work, and of the community to promote the arts. The school works hard, not always with great success, to encourage more parents to support its work. Very good links exist between the school and a local nursery and secondary school, ensuring children have a smooth entry to the school and effective transition to the next stage of their education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Through her determination to achieve the highest possible standards and to provide high quality care, accommodation and resources, the headteacher provides extremely purposeful leadership. The deputy headteacher manages, very well, the provision for pupils with special educational needs and for gifted and talented pupils. Co-ordinators of key subjects work very effectively to raise standards.
How well the governors fulfil their responsibilities	Very well. The governing body is highly committed to continuing improvement. Individual governors closely monitor aspects of the school's provision to ensure that regulations are fully met.
The school's evaluation of its performance	Very good. The school is self-critical and makes sure that individual pupils and members of staff are challenged to achieve their highest standards. Test data is rigorously analysed in order to identify areas for improvement. There is an excellent shared commitment to improvement.
The strategic use of resources	Very good. Astute financial planning and management, ensure that educational priorities are fully met and that the quality of accommodation is excellent.

The headteacher's influence in creating a high achieving, welcoming school, with an excellent ethos, is a major strength. The close monitoring of pupils' progress and the rigorous evaluation of the quality of teaching, promote high standards. Governors are well aware of, and rigorously apply, the principles of best value, particularly when ensuring that excellent value for money is obtained when purchasing goods and services. The school makes very efficient use of new technologies to support learning and in its administration.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils behave extremely well and enjoy school. • Pupils are expected to work hard and to do their best. This means that they make good progress. • The quality of teaching is very good. • Pupils are encouraged to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework. • More information about how their children are getting on. • That the school would work more closely with them.

Inspectors agree fully with the positive views expressed by the parents. The school provides parents with frequent, good quality information to keep them up to date with school events, the curriculum their children will follow and expectations about homework. Homework was set and acknowledged according to the school's policy during the inspection. It is used well to reinforce the basic skills of younger pupils, to encourage older pupils to learn independently and, in Year 6, to prepare for the forthcoming national tests. There are as many opportunities provided for parents to discuss their children's progress as in most similar schools. The school has worked hard to involve parents more fully in supporting their children's learning and the work of the school, but with limited success.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well as they progress through the school and attain high standards by the time they leave Year 6.

1. Overall, pupils enter the school with below average standards. As a result of good teaching they make good progress and reach standards at least in line with national expectations by the time they take the Year 2 national tests, in reading, writing and mathematics. The range and quality of pupils' writing, in Years 1 and 2, enable them to express their knowledge well in a range of subjects, for instance to retell bible stories and to write descriptively about historical events and characters.

2. Very good teaching and a rich and varied curriculum, contribute significantly to pupils' high achievement in most subjects in Years 3 to 6. By the time they reach Year 6, many pupils read fluently, enjoying a wide variety of fiction about which they talk enthusiastically, describing favourite styles and authors. Pupils make extensive use of both the well-stocked school library and of information and communication technology, to find information to help them complete tasks connected with their topic work. For instance, more-able Year 6 pupils researched texts about the bible to put forward theories about why there are many different languages and races in the world.

3. Pupils in Years 3 to 6 write creatively in many different styles and for many different purposes. Many compose interesting poems, both humorous and sensitive. In Year 6, most effectively edit their own and other's writing by omitting words, by changing their order or by shortening sentences. They write interesting character profiles and critical book reviews. Most take useful notes to help them plan and record their work, in subjects such as science, history and religious education, using bullet points, flow charts and spider diagrams. Many pupils write imaginative and funny letters to the 'problem page' of a magazine and reply sensibly to them. More-able pupils write very persuasively to convince fellow pupils of the need to retain the 9.00pm watershed for television programmes.

4. Most pupils in Year 6 have a very good understanding of number facts and apply their knowledge well to solve problems and to calculate quickly and accurately. Through regular practice during numeracy lessons, pupils increase the speed at which they calculate mentally, developing an increasing range of strategies to help them gain more accuracy. In a Year 6 mental arithmetic test for instance, most pupils used their good knowledge of multiplication tables, area, percentages, time and of decimal fractions to correctly answer questions within the given time period. The most-able pupils, in Years 3 to 6, apply their very good knowledge of number patterns and sequences to estimate and predict accurately. In a Year 6 lesson, most pupils identified the correct operations to use when required to work out the cost of painting or wallpapering a room, given its dimensions and the cost of materials.

5. By Year 6, pupils attain well above average standards in science. Their work is well-organised and they have a very good knowledge of plant and human life processes, of the properties of materials and of forces and sources of energy. As a result of a well-planned science curriculum, pupils develop a very secure understanding of what constitutes a fair and reliable scientific investigation. For example, as early as Year 2, many pupils recognise that in order to obtain reliable results about the material which demonstrates the most resistance to a toy car's velocity, the angle of the ramp from which it descends and the point from which it is released, must be constant. By the time they reach Year 6 many pupils consider three or four variables when they test for absorption or for reversible or irreversible change, in materials.

6. By the time they leave the school, many pupils attain standards above those expected for their age in all subjects because they are well taught, work diligently and apply their existing knowledge and skills well when faced with new, challenging work. Many have a particularly good understanding of the way in which they can apply their learning in different subjects. For instance, they use their literacy skills very well to write creatively in history and in religious education and use

their numeracy skills effectively to interpret data in science and to measure and to draw to scale in geography.

7. Because the school identifies and makes very good provision for those pupils with special aptitudes in subjects such as English, mathematics, art and design, design and technology, information and communication technology and gymnastics, these pupils thrive and achieve very well.

8. Similarly, pupils with learning difficulties achieve very well because they have individual teaching programmes, which are tailored to their particular needs and which contain challenging but achievable targets. They are very well supported to help them attain their targets by well qualified, hard working and very committed teaching assistants. As a result many of these pupils progress so well that they either need much less individual support or, by the time they leave the school, reach standards expected of them in national tests.

The quality of teaching is very good overall.

9. The very good overall quality of teaching that pupils receive contributes significantly to the high standards they attain by the time they leave Year 6.

10. In the reception year, children are introduced to procedures that help them to happily settle into school routines and that promote their good personal, emotional and social development. They are regularly and effectively taught the basics of language and number, and provided with a stimulating range of activities which develop their creativity and their knowledge and understanding of the world around them. Staff use questions well to encourage children to develop their thinking, speaking and listening skills.

11. Most of the teaching in Years 1 and 2 is of good quality, helping pupils to achieve well. In a very good numeracy lesson in Year 1, for example, the teacher maintained a quick pace, engaged pupils immediately in a stimulating activity, which required them to identify as many words as they could remember connected with time. Learning was made fun by her asking pupils to indicate when they thought a minute had elapsed. In the main part of the lesson pupils were instructed to mark on a clock face where they thought the hands would be at given times. As a result of this very good teaching, by the end of the lesson most pupils could accurately identify where the hands would be at the hour, half past, quarter to and quarter past the hour.

12. In Years 3 to 6, the quality of teaching is consistently very good. Teachers have very high expectations of what pupils can do, plan lessons thoroughly and use interesting resources to capture pupils' imagination. They give clear explanations to help clarify difficult concepts and use a wide variety of teaching methods to match the needs of pupils of different abilities.

13. Throughout the school, the quality of relationships teachers have with their pupils plays a significant part in the excellent attitudes the pupils have to their work and to the school. Teachers' use of good humour, which was observed in many lessons during the inspection, is a particular strength that contributes to these excellent relationships.

14. Teachers take great care to explain exactly what they expect pupils to learn during a lesson. In the very best lessons learning objectives are linked closely to pupils' individual targets and they are encouraged to reflect at the end of the lesson on how well they have met their target. As a consequence, pupils feel involved in their learning, which, in turn, provides them with the motivation to persevere through difficulties and to strive to achieve their best standards.

15. Many teachers have very good subject knowledge that enables them to both explain concepts to pupils with learning difficulties in ways that they understand, and to set difficult enough work for the most-able pupils which holds their interest and enables them to achieve very well.

16. In Years 3 to 6, particularly, teachers encourage pupils to widely apply their existing knowledge and skills. For example, in a very good history lesson in Year 5, one in a series about the Ancient Egyptians, pupils were required to write a newspaper report about the death of an important king. The teacher had high expectations of the way that they would organise their report and the journalistic style that they would use. Pupils responded well and produced high quality work. Because the class teaching assistant worked so well in supporting less-able pupils they also achieved very well.

The rich and varied curriculum contributes significantly to the high standards pupils attain and to their love of learning.

17. The school provides pupils with a very broad, balanced and relevant curriculum. Apart from fully experiencing the requirements of the National Curriculum and of the adopted syllabus for religious education, pupils are provided with a range of opportunities which they enjoy greatly and which promote a love of learning.

18. The school provides excellent accommodation and resources, which make a significant contribution to the pupils' quality of learning. Displays are most attractive and motivate pupils to learn more about topics, such as the Ancient Egyptians, and provide an excellent model for the presentation of their own work.

19. The school owns two mini-buses enabling pupils to make frequent visits to local sites of interest and relevance to their current work. The mini-buses are also used to transport all classes to swimming lessons on a weekly basis. Pupils attain high standards in this area of their physical development and learn a most valuable life-skill.

20. The promotion of literacy and numeracy and information and communication technology skills across the curriculum is a strength of the school. Pupils are frequently encouraged to apply their writing skills in many subjects. They are required to measure and interpret data in science, design and technology and geography lessons. Older pupils are particularly adept at using the Internet, e-mail and CD-ROM to communicate or research information.

21. A range of experiences out of school are organised to help pupils better understand their own and different cultures. For instance, visits are made to local theatres and heritage centres. Year 6 pupils have established a link with a school in Sandwell, which they visit, to meet pupils whose school and homes are in a predominantly urban area. The pupils from both schools exchange reports and poems electronically. During the inspection, Year 2 and Year 3 pupils greatly enjoyed a 'Victorian Day' as part of their history topic. They, and all the staff who teach or support them, dressed up as Victorians and spent the day acting out 'a day in the life of' Victorian school children and teachers. As a result, pupils gained a vivid insight into how different schools were in the 19th century compared with today. Year 6 pupils look forward immensely to their annual visit to a residential centre in the Borders area of the north of England and Scotland and recreate the battles between the Picts and Romans on the site of Hadrian's wall. As a result, pupils produce very creative, imaginative work in English, history, art and design and geography.

22. The music curriculum is very strong. There is a choir of more than 60 pupils which practises at least once a week and performs with distinction in assemblies and local music festivals. All pupils in Years 3 to 6 learn to play recorders and a significant number receives instrumental tuition during school time. The recorder group has also distinguished itself locally and keyboard players, guitarists and percussionists have formed a school band which plays in assemblies and at special events. Most pupils are involved in musical and dramatic presentations produced every term. Pupils' musical development has been greatly enhanced by the recent provision of a large and very well resourced music room, which is also equipped with a sound system connected to every room in the school. Older pupils take it in turn to act as 'disc jockeys' during the lunch hour to keep their fellow pupils entertained.

23. There is a wide range of out-of-class clubs which pupils of all abilities attend in good numbers. As well as art and design and music, sports such as football, netball and athletics are promoted. In addition, pupils have the opportunity to gain a St John's Ambulance first-aid certificate.

Pupils' attitudes to school and their behaviour are excellent.

24. Significant factors in the pupils' very good achievements and high standards they attain by the time they leave the school, are their extremely positive attitudes to their work and their excellent behaviour.

25. All pupils show a very keen interest in their lessons. They listen intently to teachers' explanations and instructions which means they gain new knowledge quickly and settle promptly to their work.

26. In all lessons observed, pupils were extremely keen to respond to questions and to offer their ideas and opinions, whilst at the same time respecting the right of fellow pupils to have their say too.

27. In many lessons, teachers encouraged pupils to share ideas in pairs or to work co-operatively in groups, to which they responded enthusiastically and sensibly. As a consequence, pupils learnt well from each other, grew in confidence and cemented already very positive relationships further.

28. All pupils work diligently with a strong desire to raise their standards. Because they are set regular improvement targets, which they have clearly in front of them whilst they work and which they use to evaluate how well they have progressed in lessons, they are very motivated to achieve high standards.

29. All pupils, but particularly those in Years 3 to 6, very much enjoy working independently, especially to use information and communication technology to enhance the presentation of their work or to find information.

30. Pupils' behaviour out of the classroom is also excellent. In the playground, they play very amicably together, look after each other thoughtfully and respond to the end of break bell very promptly. Their behaviour in the dining hall is extremely sensible and as a result, the lunch hour is an enjoyable social occasion. Their very positive attitudes during this time may well be influenced by the excellent quality and range of school lunches!

31. Because the quality of accommodation and display is so good, pupils respect their environment extremely well and highly value the excellent resources they use to help them learn.

32. Pupils show a great enthusiasm for the musical and sporting activities available to them, attending choir practices and after-school clubs in very good numbers. Many belong to the school's 'Eco-Club,' which involves them in practical tasks to enhance the local environment.

The school is extremely well led and managed.

33. The headteacher provides excellent leadership. She is very determined that the pupils and staff should achieve their highest standards. To support this aim, she and the governing body have provided high quality accommodation and resources and ensured that the whole school community is committed to continuing improvement.

34. Management responsibilities are very effectively delegated and staff who lead subjects or aspects of the school's provision, are very clear about what they need to do and how to do it, as a result of their specific job descriptions. There have been significant improvements in standards in writing and in information and communication technology as a consequence of the excellent management of these aspects and of high quality training for staff.

35. The deputy headteacher makes an excellent contribution to the management of the provision for pupils with special educational needs and for those who have special talents or who are gifted. As a result, teachers are in a position to match work very appropriately to the needs of those who either find learning difficult or who are very bright. Teachers new to the school, including those who are newly qualified, also receive excellent guidance from the deputy headteacher, which enables them to settle quickly into the school.

36. Governors fulfil their duties very well. They are most concerned that the school provides the best possible education for the pupils. They collectively evaluate the standards pupils attain and individually monitor curricular provision, including literacy, numeracy and special educational needs. Governors are involved in setting and approving school improvement priorities and require regular information about progress towards meeting those priorities. They set demanding annual targets for the headteacher to meet, in order that standards and the quality of pupils' education are improved.

37. A significant factor in the high standards pupils achieve by the time they leave the school is the rigorous system for evaluating how successfully the school addresses its priorities and meets its targets. New priorities in the school improvement plan are not set until previous ones have been thoroughly reviewed and analysed in order to ascertain whether they have been achieved and what impact they have had on the school's provision. The school sets annual targets for its results in the Year 6 national tests and takes very effective action to ensure that they are met. For instance, governors have employed a part-time teacher to work specifically with those Year 6 pupils who need an extra boost to enable them to reach the expected standards in the national tests in English and mathematics.

38. There are rigorous procedures for analysing strengths and weaknesses in individual pupils' work. Their test papers are thoroughly analysed and their books scrutinised to find out where they need to improve. Challenging targets are set for them annually, regularly reviewed throughout the year and revised if necessary. As a result, pupils, who are not making as much progress as was forecast, are provided with extra help or those who surge ahead are set more difficult work.

39. The headteacher and subject co-ordinators observe lessons in order to help individual teachers improve their performance or to identify very good practice from which all can benefit. Often as a result, training is provided to enable teachers to improve the quality of their teaching. A telling example has been the recent significant improvements in the knowledge and skills staff have gained when using information and communication technology in the classroom. This is reflected in them having much greater confidence when teaching the subject.

40. The school's budget is extremely well managed and financial planning is very well matched to the school's educational priorities. The governors and the headteacher are particularly adept at securing excellent value for money, especially when purchasing goods and services and in attracting funding for educational initiatives.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

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

32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	6	3	0	0	0
Percentage	0	44	38	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	249
Number of full-time pupils known to be eligible for free school meals	17

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	38

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.9
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	15	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	21
	Girls	14	14	15
	Total	31	32	36
Percentage of pupils at NC level 2 or above	School	86 (87)	89 (84)	100 (95)
	National	84(84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	21	19
	Girls	15	14	14
	Total	31	35	33
Percentage of pupils at NC level 2 or above	School	86 (87)	97 (95)	92 (97)
	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	13	22	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	20	21	22
	Total	33	34	35
Percentage of pupils at NC level 4 or above	School	94 (70)	97 (68)	100 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	18	20	21
	Total	30	32	33
Percentage of pupils at NC level 4 or above	School	86 (68)	91 (80)	97 (85)
	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	210	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	2	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	1	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	7	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)	9
Number of pupils per qualified teacher	28
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	169

Financial information

Financial year	2001-2002
	£
Total income	400480
Total expenditure	416523
Expenditure per pupil	1672
Balance brought forward from previous year	-
Balance carried forward to next year	35835

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 25 per cent

Number of questionnaires sent out	196
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	6	0	0
My child is making good progress in school.	46	42	6	0	6
Behaviour in the school is good.	63	35	0	0	2
My child gets the right amount of work to do at home.	27	51	14	6	2
The teaching is good.	51	43	2	0	4
I am kept well informed about how my child is getting on.	29	41	24	6	0
I would feel comfortable about approaching the school with questions or a problem.	45	39	6	10	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	31	41	20	8	0
The school is well led and managed.	55	37	0	2	6
The school is helping my child become mature and responsible.	51	45	0	0	4
The school provides an interesting range of activities outside lessons.	38	44	8	0	10