

INSPECTION REPORT

**QUEENS PARK C of E URC PRIMARY
SCHOOL**

St Helens

LEA area: St Helens

Unique reference number: 120509

Headteacher: Mr Allan Bate

Reporting inspector: Frances Forrester
11590

Dates of inspection: 7 – 8 April 2003

Inspection number: 248803

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: | Voluntary controlled |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Rivington Road St Helens |
| Postcode: | WA10 4NQ |
| Telephone number: | 01744 29354 |
| Fax number: | 01744 737104 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr R Quinn |
| Date of previous inspection: | 16 March 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 338 pupils, 168 boys and 170 girls aged between four and eleven years. It is situated in St Helens and the building was converted from an original secondary school. Most pupils live in the immediate locality. The school is bigger than most other primary schools. Other important information is that:

- 104 pupils are entitled to free school meals which is high compared to the national average.
- 75 pupils have special learning needs which is above the national average.
- Only two pupils come from heritages other than English, and both are learning English as an additional language. This is a very low figure for a school of this size.
- When the children start school in the reception class most have had no pre school education. They have learned very few skills before they are admitted.
- The classes are organised in year groups except for one class of Year 1 and Year 2 pupils.

HOW GOOD THE SCHOOL IS

Queens Park Primary School is a very effective school. The leadership and management are very good. All pupils achieve well. By the time they leave the school, most of them reach or surpass the standards that are expected nationally. The teaching is very good throughout the school, and the school provides very good value for money.

What the school does well

- The strong leadership and management by the headteacher and key members of staff are having a significant impact on pupils' standards. Pupils work hard and achieve well.
- Spiritual development is excellent, particularly at Key Stage 2. An impressive range of learning opportunities also enhances pupils' education.
- The reception classes give children a very strong foundation for their future education; the provision is very good with many excellent features.
- Pupils have a great enthusiasm for their school. They are totally committed to supporting its policies and practices.

What could be improved

- The teachers' lesson plans for mathematics could be more rigorous, to ensure greater challenges are offered for higher attainers.
- Pupils should be encouraged to enhance their learning and independent research using the internet.
- The play facilities outside for the youngest children in the reception classes.
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made these very successful improvements since 1998. Pupils' standards have risen, particularly at Key Stage 2, and the provision for pupils with learning difficulties is much improved. The additional activities organised after school are much improved and very good. Pupils' spiritual and social development has been further enhanced. The impact of teachers with curriculum responsibilities is much improved and this has a positive impact on school performance.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | B | A | B | A |
| mathematics | C | A | C | B |
| science | B | A* | A | A |

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

Pupils achieve well by the end of Year 6, and almost all of them attain the standards expected nationally. You can see in the table above that, when their results are compared with schools that serve communities with similar circumstances, these results are impressive. The school's results vary each year because classes differ. In 2002 the results were disappointing because several pupils attained just one point less than the requirement for Level 5. Sometimes pupils do not join the school until the older classes and so they have not had the benefit of consistently good teaching since the reception class. This often has a negative impact on the school's overall performance. Inspectors found no evidence of any groups missing out. They felt that boys and girls have similar standards, and that the pupils with special learning needs make good progress. The very few pupils who speak English as an additional language are well supported. They achieve their full potential, becoming fluent speakers of English. The school has agreed high targets for future years, and it has the capability to achieve them.

Pupils in Year 2 also do well. The results of the 2002 national tests in reading, writing and mathematics are average compared with all primary schools, but high when compared with similar schools. In lessons, inspectors found that pupils achieve well in a range of different subjects throughout the school. They are particularly competent at:

- performing to an audience and speaking confidently in assemblies;
- a wide range of physical activities and sports;
- scientific investigations and using this understanding to enhance their work in other subjects;
- designing and making in a range of creative design and technology projects.

The reception children also achieve well and they make good progress in their learning. This is why they start in Year 1 with a range of appropriate skills for their age group.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Throughout the school, pupils are very enthusiastic and interested in their work. |
| Behaviour, in and out of classrooms | Very good and sometimes excellent. The pupils respect the staff, and in the oldest classes they are particularly reverent in school assemblies. The school only excludes pupils in the most extreme cases. |
| Personal development and relationships | Very good. Older pupils clearly understand the school's mission statement and they value their religion. They treat each other with dignity and respect. |
| Attendance | Unsatisfactory. The school discourages parents from taking their children out of |

| | |
|--|--|
| | school during term time, but nevertheless there are far too many absences. |
|--|--|

Pupils' attitudes, behaviour, relationships and personal development are all very good. The pupils' attendance rate could be better and this means that they have gaps in their education. The school encourages parents to notify them when pupils are absent or when parents take their children away. It does not check up first day absence.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| 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 high quality of the teaching has a great impact on learning. In English and mathematics lessons, the teaching is always good and there are many examples of very good and excellent lessons. In these strong lessons, the teachers have high expectations of their class. They skilfully link work with different subjects, and this makes the topic more interesting for pupils of all abilities. When the teaching is very good, pupils are given work that stretches them and challenges them to think hard. However, in most mathematics lessons, although the teachers know their pupils well and they match activities to individual needs, there are insufficient challenges for the most able pupils. The school has begun to identify gifted and talented pupils throughout the school and it is beginning to provide extension activities that challenge higher attainers.

The very few lessons that were only satisfactory, lacked pace and challenge. The teacher was unable to motivate the whole class because the topic was not presented in an interesting way. Consequently, a few pupils lost interest in the topic and as a result pupils' attitudes deteriorated and they made limited progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The school provides a wide range of very good learning opportunities. There is also a very good range of other activities, including competitive sports and educational and cultural visits. These enhance pupils' life experiences and they often influence pupils' future choice of career. |
| Provision for pupils with special educational needs | Very good. Pupils are supported very well. They have realistic targets for improving their skills. Their parents and carers are kept fully informed about their progress. This means pupils are well motivated to work hard. |
| Provision for pupils with English as an additional language | Good. The school receives good support from the local education authority, which positively impacts on pupils' language acquisition in English. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes very good provision for pupils' personal development. Spiritual development, particularly at Key Stage 2, is excellent. The school celebrates its religious faith at all times. The oldest pupils are most successfully involved in meaningful and very reverent school assemblies. |
| How well the school cares for its pupils | Good. The good lines of communication are an underlying strength. The headteacher knows all the pupils and he has a very positive relationship with them. |

The school provides a wide range of activities. The recently established school council is already having a say in school matters, and representatives hope to encourage more concerts and performances to parents. The school meets all legal requirements for the curriculum. The care that is shown for pupils

ensures they feel well supported.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The very strong leadership of the headteacher guarantees a very positive educational vision for the future. Members of staff strive for the highest standards and those with management responsibilities successfully influence the school's performance. The school has a great capacity to improve further. |
| How well the governors fulfil their responsibilities | The governors are very effective and they successfully fulfil their legal responsibilities. The chair of governors is supportive and active in the school. |
| The school's evaluation of its performance | The school has rigorous procedures for checking how well it is performing. This is also the case in monitoring the effectiveness of the special educational needs provision. |
| The strategic use of resources | The school makes the best use of any available resources. It has welcomed successful support from the local Education Action Zone, which has successfully helped to raise standards. |

Strong leadership and management ensure that all pupils get a very good deal. The school regularly looks at ways it can improve its performance. It provides extra activities for pupils, and makes sure it uses its budget wisely. However, there is a growing fund reserve, which is planned to develop an outside play space for the reception classes that is just about to start. This reserve is currently in excess of that normally expected in a school of this size.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • the school's high standards, particularly in competitive sport. • the school's leadership and management. • the high standards of teaching. • the wide range of activities provided. • the school's high expectations. | <ul style="list-style-type: none"> • a very few parents would like more information about their child's progress. • a very few parents are dissatisfied with the school's additional activities. |

Parents hold the school in high regard. The inspection team agrees with all the strengths parents identified. They feel that the school does its best to give parents information about pupils' progress. There are very rigorous systems in place for tracking pupils' performance. The inspectors judged the school's additional activities to be impressive and very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The strong leadership and management by the headteacher and key members of staff are having a significant impact on pupils' standards. Pupils work hard and achieve well.

- 1 The school's very good leadership is the driving force for sustaining successful teaching and high standards of work throughout the school. The headteacher is greatly committed to the school. His strong Christian values and firm belief in the principles of high quality education for all pupils provide the school with a clear direction. A very strong partnership has been established with the school governors, who work most successfully with key members of staff. The school has agreed very clear and concise schemes of work and a very wide range of policy documents. The procedures for tracking pupils' progress are particularly rigorous.
- 2 The staff have a very strong working relationship with each other, and a clear commitment to school improvement. The community spirit and the sensitive care that members of staff show for pupils are striking. The chair of governors values the headteacher's strong leadership and this, together with the active involvement of the senior management team, is the driving force behind the school's improved performance in the national tests since the last inspection. The school works very closely with the local education authority, which is located in buildings next door. This is particularly useful and it ensures prompt action if necessary. Another advantage is the close proximity of the school library service.
- 3 The governors have clear procedures and a good committee structure. The governing body is very enthusiastic about its role in school. They happily accepted the findings of the last inspection team and ensured the school regularly reported its improved performance. All the key issues from the last inspection have been fully and successfully addressed. The improvements to the school's leadership and management are most successful. The role of the subject managers was criticised in the last inspection and this has been rectified. Inspectors were impressed by a presentation on the role of the literacy, numeracy, science, physical education and information and communication technology managers. The school also has successful key stage coordinators and a very good coordinator for special educational needs provision. The governors very successfully fulfil their legal responsibilities. The school manages its finances efficiently, which allows it to provide a good level of learning support for individual pupils. There is presently too great a fund reserve but this is earmarked for several purposes including an outside play space for the two reception classes which is just about to start.
- 4 The school is doing all it can to ensure pupils are given the best education possible. Children start school with limited skills because they do not benefit from pre-school education. Many have immature speech and only a limited experience of number. From this low starting point they achieve very well and make very good progress. Those who have special learning needs do as well as they can and achieve standards appropriate to their abilities. The school rightly relies on local education authority support for monitoring attendance and chasing up absentees. However, recent changes in personnel have led to major gaps in the support. The school has tried hard to encourage pupils to have regular attendance. It works very hard for the benefit of the pupils and its community. Taking this into account the school gives very good value for money.

Spiritual development is excellent, particularly at Key Stage 2. An impressive range of learning opportunities also enhances pupils' education.

- 5 The school's daily act of worship is sincerely led and at Key Stage 2 the spirituality is striking. The pupils enter the school hall in respectful silence and they quickly settle, listening carefully to taped music. The oldest pupils often help to tell the story. For instance, the Easter Story was told over two assemblies during the inspection. The first assembly successfully told the story of the crucifixion and Year 6 pupils depicted different characters that were involved. They spoke of their feelings of guilt. Their performance was acted out with great feeling and was very moving. Pupils watched and listened with great respect and sympathy. The following day, the school celebrated the resurrection and the pupils acted out the story with great sensitivity. They pretended to shiver as if they were by the tomb. They also pretended to be blinded by the light of the angel. Once again, pupils were silent and respectful, and they enjoyed the performance, which brought the story alive for them. In both assemblies, the prayers were said to a soft musical background, and pupils were given time for their own thoughts and reflections.
- 6 As soon as children start school in the reception classes, they benefit from a wide range of rich learning opportunities. The organisation is imaginative and versatile. Children work in groups on a focused activity, and they also have plenty of opportunities for a free choice of play activities. The walls have stimulating displays that create an exciting learning environment. Teachers plan a range of interesting topics for the children. For example, a reading corner, white boards for free drawing, a variety of cake tins used with 'play dough' to make imaginary cakes of different sizes, and a range of different percussion instruments. The organisation successfully encourages independent choice, and children plan their own range of activities.
- 7 As pupils move through the school, this very good foundation is most successfully extended. Imaginative opportunities motivate pupils so that they are eager to learn. The following are just a few very good examples of imaginative, stimulating ideas that promote high standards of work. In an excellent music lesson in Year 1, pupils used their voices in different ways and performed confidently. They repeated rhythmic patterns and demonstrated they were beginning to represent their sounds with symbols, which is more advanced than the national expectation for this young age group. In a very good design and technology lesson, Year 4 pupils used their scientific knowledge to link cause and effect. They realised that if the wires in a circuit were not properly connected, a buzzer would not go off. In an excellent science lesson in Year 6, pupils experimented to revise the effects of air resistance on slowing down a falling spinner. They related this to gravitational pull.
- 8 The school is truly successful in its provision of additional activities. A very wide range of sports and competitive games takes place and the school makes very good use of two spacious halls and professional coaches in judo, hockey, cricket and rugby. The school has been awarded the Active Mark Gold Award for physical education and sport. A French class and computer club are just two more of the activities that are open to pupils. The school uses every opportunity to enhance learning through visitors to the school and visits to places of interest, including different residential visits for Year 5 and Year 6 pupils. The New Opportunities Fund has successfully funded a number of additional activities.

The reception classes give children a very strong foundation for their future education; the provision is very good with many excellent features.

- 9 The reception classes provide a very good range of learning opportunities. The imaginative teaching, which often ensures children have an excellent range of activities, is well supported by outstanding planning and very successful deployment of support staff. As well as lots of tabletop activities, staff set up different role play situations, for example, a Haberdashery Stall. This is very carefully planned to give the children practice in sorting and ordering by size or length, using a range of items such as ribbons, tapes, buttons and feathers. Children respond very positively and enjoy playing in the shop. This type of activity successfully develops children's language through their use of new words. For instance, when buying a ribbon to go round a hat, '*I need a longer one*'. Mathematical development is also enhanced through this role play, and children use simple mathematical language to describe size and to solve practical problems. The staff provide imaginative and stimulating activities. For instance, a dance session using taped modern jazz inspired the children to make a simple dance sequence with a partner, using different body shapes. In this activity, despite their age, the children attained high standards in movement.
- 10 The quality of the teaching is very good. Inspectors also observed a number of lessons where the provision was excellent. The staff have very warm relationships with the children and there is a lot of infectious humour. Members of staff encourage good relationships by mixing children in groups to play or by encouraging them to share toys and equipment. For example, pupils in one reception class were learning early word processing skills. The class worked in pairs and took turns to use the computer. When it was time to end the lesson, they followed the teacher's instructions for closing the computer down. Despite being very young, they managed this without fuss.
- 11 The reception classes are giving the children a splendid foundation for their future schooling. They are able to enjoy a wide range of learning opportunities set in a stimulating environment, reminiscent of Aladdin's Cave. The children are learning quickly and achieving well. They are likely to meet the Early Learning Goals for their age group by the time they move to Year 1.

Pupils have a great enthusiasm for their school. They are totally committed to supporting its policies and practices.

- 12 Pupils have very good attitudes to school. Their behaviour, personal development and relationships are all very good. This has a significant and positive impact on pupils' learning. Parents who attended the inspection meeting or completed the questionnaire agreed with this judgement and they say this is a strength of the school. This is an improvement since the last inspection, which found pupils' attitudes to be good. Pupils have great enthusiasm for school. They are very interested in their work, and closely involved in school activities. They value school rules and respect the procedures for managing bad behaviour. Representatives from the school council said they are proud of their school and they speak very highly of the headteacher and the staff. They particularly value the sizeable number and variety of additional activities they can cover in school.
- 13 Pupils' behaviour is very good. Inspectors did not observe any bullying, sexism, racism or any other similar bad behaviour during the inspection. Pupils of both genders play well together at break and dinnertime. Older pupils are especially helpful as early morning class monitors, and assist the youngest children through a 'buddy' scheme. Pupils have a good understanding of the impact of their actions on others and most are

happy to obey instructions from staff and to abide by school rules. Pupils' respect for the feelings, values and beliefs of others is impressive. In assemblies, particularly at Key Stage 2, they demonstrate sincere reverence. The initiative and personal responsibility shown by pupils is very good. An example of this is the Year 6 pupils helping to make the assemblies proceed smoothly by managing the music system and overhead projector. The pupils are very polite to visitors and they are a credit to their school.

WHAT COULD BE IMPROVED

The teachers' lesson plans for mathematics could be more rigorous to ensure greater challenges are offered for higher attainers.

- 14 Many of the mathematics lessons include commercial 'Challenge Card' activities and work that is planned to stretch the more able pupils. However, the challenges for the higher attaining pupils could be more rigorous. For instance, in one good lesson at Key Stage 1, the whole class remained seated on the carpet for 30 minutes while the teacher recapped previous work on coins. This included examples of very simple addition of two penny coins and one two penny piece. Although a useful reminder for the less able pupils, more able members of the class were marking time and could have been more successfully challenged working on an alternative activity.
- 15 In very successful lessons, the teacher ensures the high attainers are asked challenging questions, and activities stretch them and make them consider different alternatives. For example in a very good lesson in Year 4, the teacher had challenged the most able group to organise multiples of 5 and 10 into Venn diagrams. The teacher's firm approach ensured all pupils worked hard, and one more able boy was so well motivated that he was reluctant to stop his work at lunchtime. He had been identifying multiples of 5 and 10 in 1000. In other lessons, teachers word their questions carefully for pupils with learning difficulties but they overlook the fact that high attainers need open ended questions to challenge them to think carefully.
- 16 The school has a new subject manager for mathematics. She is a strong teacher and well able to monitor the quality of the provision in mathematics for the more able pupils.

Pupils should be encouraged to enhance their learning and independent research using the internet.

- 17 The school has made great strides to improve pupils' computer skills, and there are developing links between information communication technology and other subjects. Some teachers are beginning to explore computers to enhance their teaching for example, through imaginative use of interactive whiteboards. There are also good examples of the computer suite being used successfully to promote learning in other subjects. For instance, good examples were seen of pupils using computers for work in mathematics and art and design. However, most teachers are not yet confident to encourage pupils' to regard computers as a major source of information to enhance their own learning. Pupils have few opportunities to surf the internet independently to support their class work. For example, in a history lesson on the Ancient Greeks, pupils looked for information in their history textbooks. They were unable to use the internet because the class computer was not working. This was a missed opportunity to extend the research further.

The play facilities outside for the youngest children in the reception classes.

- 18 The school has plans to develop an outside play area for the reception classes. There is a large fund reserve that is earmarked to finance the ground development. However, there are no plans to provide immediate access to this area or additional funding for play equipment and storage. The reception children presently play on the school playground after the rest of the school has returned to class. They do not miss out and carry out a wide range of physical activities on the playground or in the school hall. Unfortunately the staff have to give up precious time to carry all the equipment to this area. This makes it difficult for them to plan a range of activities to promote other areas of learning, such as science. The children have very good opportunities to develop physical skills, but it would make planning more efficient if the outside play area was readily available and activities integrated throughout the day.
- 19 The reception classes provide a very strong foundation for the children. With improved outside play facilities, the provision would be outstanding.

Pupils' attendance

- 20 Pupils' attendance is not good enough as it is well below the national average. The school has recently been unable to use the local education authority welfare officer to chase up long absences, because of changes in personnel. This has made the situation worse. The school has successfully used funding through the local Education Action Zone, to make its registration procedures more efficient. The best attending class is praised each week in assembly. The headteacher would like to monitor this information to identify trends in absence figures. However, there are no rigorous school procedures in place for analysing the rate of attendance by gender, ethnicity and age group. Consequently, there is no feedback of outcomes to staff and governors. The school does make first day checks on pupil absence. Although the school has taken important steps to improve attendance, this has only stopped it falling further behind. Tighter analysis and careful checks need to be implemented to ensure the absence is noted and followed up on the first day.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21 Within the context of a very good school, the governors, headteacher and staff should include the following issues for improvement in their action plan:

1. Raise pupils' attainment in mathematics so that more higher attainers reach Level 5 by ensuring that:
 - teachers' planning is rigorous to make certain there are significant opportunities to challenge the more able pupils in the class;
 - the school's monitoring arrangements focus on the quality of teachers' questions as well as the success of the planned activities to extend higher achievers and to make certain they are not marking time.
2. Help pupils to use computers as a tool for learning for instance with research, by:
 - ensuring more opportunities are given to surf the internet in subjects other than information and communication technology;
 - encouraging pupils to see that computers are a major source of valuable information;
3. Improve the outside play provision of the reception classes by:
 - seeking additional funding to provide classroom doors to the outside area;
 - ensuring there is easily accessible and secure storage space for large wheeled toys and other play materials;
 - providing sufficient resources for promoting a wide range of outside learning activities.
4. Improve the pupils' rate of attendance by:
 - making first day checks on absence where possible;
 - analysing attendance data to note absence trends by gender, ethnicity and age group;
 - reporting the outcomes of this analysis to staff and governors.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 35 |
| Number of discussions with staff, governors, other adults and pupils | 8 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 6 | 10 | 13 | 5 | 0 | 0 | 0 |
| Percentage | 17 | 29 | 40 | 14 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents three 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) | 338 |
| Number of full-time pupils known to be eligible for free school meals | 104 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 4 |
| Number of pupils on the school's special educational needs register | 75 |

| 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 | 37 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.5 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.2 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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 | 28 | 16 | 44 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 22 | 22 | 22 |
| | Girls | 16 | 16 | 16 |
| | Total | 38 | 38 | 38 |
| Percentage of pupils at NC level 2 or above | School | 86 (87) | 86 (91) | 86 (98) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 23 | 22 | 27 |
| | Girls | 16 | 16 | 16 |
| | Total | 39 | 38 | 43 |
| Percentage of pupils at NC level 2 or above | School | 89 (84) | 86 (89) | 98 (96) |
| | 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 | 30 | 24 | 54 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 22 | 22 | 28 |
| | Girls | 23 | 21 | 24 |
| | Total | 45 | 43 | 52 |
| Percentage of pupils at NC level 4 or above | School | 83 (85) | 80 (93) | 96 (98) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 20 | 22 | 28 |
| | Girls | 23 | 21 | 23 |
| | Total | 43 | 43 | 51 |
| Percentage of pupils at NC level 4 or above | School | 80 (78) | 80 (89) | 94 (96) |
| | 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 | 283 | 5 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 3 | 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 | 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 | 2 | 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 | 1 | 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) | 15 |
| Number of pupils per qualified teacher | 24 |
| Average class size | 25 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 221 |

Financial information

| | |
|--|---------|
| Financial year | 2002 |
| | £ |
| Total income | 730,900 |
| Total expenditure | 709,852 |
| Expenditure per pupil | 2,164 |
| Balance brought forward from previous year | 59,228 |
| Balance carried forward to next year | 80,276 |

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 | 5 |
| 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 | 350 |
| Number of questionnaires returned | 89 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 67 | 27 | 5 | 0 | 0 |
| My child is making good progress in school. | 67 | 31 | 1 | 0 | 0 |
| Behaviour in the school is good. | 54 | 40 | 3 | 1 | 1 |
| My child gets the right amount of work to do at home. | 62 | 33 | 4 | 1 | 0 |
| The teaching is good. | 71 | 28 | 0 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 52 | 42 | 7 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 71 | 27 | 0 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 72 | 26 | 1 | 1 | 0 |
| The school works closely with parents. | 54 | 40 | 3 | 1 | 1 |
| The school is well led and managed. | 61 | 36 | 1 | 0 | 2 |
| The school is helping my child become mature and responsible. | 58 | 40 | 0 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 55 | 33 | 7 | 0 | 6 |

Rows may not add up to 100 due to rounding

Other issues raised by parents

A few parents would like more information about how their child is getting on.
Some parents are not certain about whether the school's activities are interesting or not.