

# INSPECTION REPORT

**FRANCIS BAILY PRIMARY SCHOOL**

Thatcham, Berkshire

LEA area: West Berkshire

Unique reference number: 109831

Headteacher: Mr Jon Houghton

Reporting inspector: Miss Savi Ramnath  
21334

Dates of inspection: 14<sup>th</sup> to 15<sup>th</sup> January 2002

Inspection number: 194222

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Skillman Drive Thatcham Berkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Martin Gries
Date of previous inspection:	6 <sup>th</sup> May 1997

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

### **INFORMATION ABOUT THE SCHOOL**

Francis Baily is a large mixed primary school situated in a residential area in Thatcham in Berkshire. There are 506 pupils on roll aged between four and eleven years organised in 18 classes and with significantly more girls than boys in Year 1. The school serves a stable community with relatively few pupils moving at times other than at transfer. It is popular and just under half the pupils come from outside the local area. Nearly all pupils have cultural roots in the British Isles. Five pupils speak English as an additional language and one receives additional support. Pupils come from diverse social and economic backgrounds. About three per cent of pupils are known to be entitled to free school meals, a low proportion by national standards. Seventeen per cent of pupils are on the register of special educational needs, four of whom have statements setting out the specific provision to be made. The percentage of pupils having special educational needs, as well as those having a statement, is average for schools of this size. At the time of the inspection, 75 children, some of whom attend part-time, were in the Foundation Stage<sup>1</sup>. When compared with children of a similar age in the county, school assessments show that, although the range of abilities on entry is wide, attainment overall is above average. Since the last inspection, there has been a decrease in the percentage of pupils identified as having special educational needs as well as those for whom English is an additional language. There have been numerous staff changes and the overall quality of the accommodation has improved significantly. The school has received two awards, one for its improving standards in the National Curriculum test results for eleven-year-olds and the other for its sporting activities.

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

This is an effective and improving school, which provides a well-rounded education for its pupils. The ethos is warm and caring and the school has a productive partnership with parents. This leads to very positive attitudes and very good behaviour on the part of pupils. The headteacher provides very good leadership. Teaching is good and most pupils currently in Year 6, other than those with special educational needs, are achieving levels above those expected nationally in English, mathematics and science. There is a shared commitment to improve, and leadership and management are very good overall. The school provides good value for money.

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

- Pupils make good progress in English, mathematics and science and achieve above average standards by the age of eleven.
- Children in the Foundation Stage receive a good start in their personal, social and emotional development and their early language and mathematical skills
- Pupils are well taught and this enables them to achieve well.
- The headteacher, staff and governors work closely together to lead and manage the school effectively. They bring very clear direction and purpose to the work of the school.
- The quality and range of learning opportunities offered to pupils are very good, and the information gained from assessment ensures that work is well matched to pupils' needs.
- Provision for pupils' personal development is very good and results in very good attitudes to school and very good behaviour.

### **WHAT COULD BE IMPROVED**

- The school has no major areas for improvement. Effective leadership and good teaching enable all pupils to make good progress and achieve well.

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

There are no major issues for the school to address, but in the context of its many strengths, the following minor points for improvement should be considered for inclusion in an action plan:

- The monitoring of teaching and learning, and the sharing of good practice in subjects other than English and mathematics;
- The current system of monitoring the learning achieved by children in the Foundation Stage who are

<sup>1</sup> Foundation Stage is the provision for children aged from three to the end of the Reception Year. QCA (Qualification and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development.

not part of the adult led groups is less well developed.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved on the good standards outlined in the last inspection report of May 1997 and the various points for action raised in the previous report have been tackled with progress made on all issues. More opportunities are now provided for pupils to develop and apply their mathematical and scientific skills in problem solving and investigations. Good progress has been made in strengthening the role of subject co-ordinators through 'team leadership'. The quality of marking has improved and written comments are used effectively to ensure that pupils are aware of areas which need to be improved and to set clear targets for improvement. The accommodation, both internally and externally, has been enhanced. The quality of teaching has improved, with a higher proportion of good or better teaching than was previously seen. Overall, considerable improvements have been made since the last inspection.

## STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>2</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools <sup>3</sup>
	1999	2000	2001	2001
English	B	B	B	C
mathematics	B	B	C	D
science	B	A	C	D

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Pupils' performance in the National Curriculum tests at the end of Year 6 has risen year-on-year since 1997 in line with the national trend. Although, in 2001, pupils' performance in mathematics and science was lower than in the previous year, overall standards in all three subjects have remained above the national average for the last three years. This slight dip in standards in 2001 was due to a small number of pupils narrowly missing the higher Level 5 by a few points and the varying number of pupils with special educational needs. Results, when compared with those achieved by the same children in the tests they took at the age of seven, indicate good progress.

In 2001, pupils' performance in English was above the national average and in line with that for similar schools; in mathematics and science the results were in line with the national average and below the average for similar schools. In 2001, the school's own targets were narrowly missed in English by one per cent and were not met in mathematics. The school continues to have high expectations and further challenging targets are set for 2002. Progress towards achieving the targets for 2002 is good. Test results for 2001, at the end of Year 2, were above the national average in reading and mathematics, and average in writing. When compared with similar schools, results were average in reading and mathematics but were below those of similar schools in writing. The teachers' assessment in science showed that pupils' performance was average when compared with all schools. There is little difference in the performance of boys and girls. The school has in place a clear commitment to meet the needs of pupils identified as gifted or talented.

Children in the Foundation Stage make good progress in developing their language and literacy, and mathematical skills, as well as their personal development. As a result, most are on target to exceed the early learning goals in language, literacy and communication and in their mathematical development by the time they start Year 1.

The standards of work seen, for the current Year 6 pupils, are above the level expected in English, mathematics and science. At the end of Year 2, standards are above national expectations in English

<sup>2</sup> Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

<sup>3</sup> Similar school are defined by the proportion of pupils eligible for free school meals

and mathematics and in line with the level expected in science. Pupils with special educational needs and those at the early stages of learning English as an additional language achieve well and make good progress throughout the school.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes both to lessons and other activities around the school. They are positive and enthusiastic about their work and enjoy coming to school. Pupils are highly motivated and keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils move around the school sensibly. They behave very well in lessons, at lunchtimes and playtimes.
Personal development and relationships	Very good. The 'twinning process' is very effective in promoting integration across the age ranges. Older pupils take care of the younger ones. Relationships are very good between pupils and adults.
Attendance	Good – above the national average. Pupils arrive at school punctually and lessons start promptly.

The pupils enjoy learning. Most are well motivated and enthusiastic in their work and develop good work habits and routines. Throughout the school pupils are friendly and courteous and get on well together. Pupils have plenty of opportunities to help others and to be responsible.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Overall, teaching is good and this has a positive impact on standards because it ensures that pupils make good progress. Pupils rise to the high expectations set by teachers and have very good learning habits. In general, the teaching of English, mathematics and science is good and the basic skills of literacy and numeracy are taught well throughout the school.

Teachers' planning is good and effective use is made of the National Strategies for Numeracy and Literacy to support the good teaching in English and mathematics. Teachers use a good range of teaching techniques and, in all lessons, make it very clear to pupils what they are to learn. They have high expectations of behaviour, and are positive and encouraging. Work in English and mathematics is challenging and this ensures that higher attaining pupils make the progress that they should, while the support given to lower attaining pupils is particularly effective and enables them to make good progress. Questioning is used well to probe and extend pupils' learning and good use is made of time and resources. Teachers pay good attention to developing pupils' basic skills, including literacy and numeracy, such as learning relevant vocabulary in music, history and physical education and writing reports in science. Support staff provide very good help to pupils and are well briefed by teachers so that they know exactly what to do in lessons.

The teaching of children in the Foundation Stage is good and prepares them well for Year 1. However, the monitoring of individual children's experiences is not sufficiently rigorous for staff to accurately assess what pupils have gained from the activities that are not directly adult-led. The needs of pupils identified with special educational needs and those at the early stages of English language acquisition are being met well in lessons.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The good curriculum promotes pupils' academic progress well. It is broad and organised effectively to meet the needs of different groups in the school.

Provision for pupils with special educational needs

Pupils with special educational needs are very well supported in English and mathematics. As a result, they make good progress.

Provision for pupils with English as an additional language (EAL)	The few pupils for whom English is an additional language receive good classroom support and as a result they make good progress.
Provision for pupils' personal development including spiritual, moral, social and cultural development	Very good. The school provides very well for all aspects. Particularly good are the opportunities for pupils' personal development. This has a significant impact on pupils' attitudes to school and their achievements whilst there.
How well the school cares for its pupils	Good, it is an extremely caring school. All procedures for child protection, health and safety and pupils' welfare are in place and effectively promoted. A wide range of assessment data is analysed very effectively to set individual targets for pupils as they move through the school.

The school provides very good opportunities for pupils to develop their self-esteem and encourages them to be self disciplined about their learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership. He is well supported by all staff who, working together well as a team, have established a positive climate for learning. The school is managed very effectively.
How well the governors fulfil their responsibilities	Very good. Governors are closely associated with the school and they are very supportive. They are well informed about educational issues and have a very good awareness of the needs and priorities facing the school with the result that they contribute effectively to its success. All legal requirements are met.
The school's evaluation of its performance	Good. The school uses collected data on pupils' performance well to devise effective strategies to improve performance further.
The strategic use of resources	Very good. Money is very carefully managed and spent in order to get the best value out of it for the benefit of pupils.

The headteacher, team leaders and governors contribute very effectively to the good quality of education provided and to the good standards achieved by the pupils. Subject teams analyse performance data well and this enables them to monitor pupil performance in respective subject areas.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents are pleased with all aspects of the school, but they are especially content that their children:</p> <ul style="list-style-type: none"> <li>like school</li> <li>behave very well at school</li> <li>make good progress</li> </ul> <p>They are also pleased that the school has a positive effect on their children's values and attitudes.</p> <ul style="list-style-type: none"> <li>Expects children to work hard and achieve their best.</li> <li>Keeps them well informed.</li> <li>Is well led and managed.</li> </ul>	<p>Parents raised no major concerns. Only a very small number mentioned minor matters especially:</p> <ul style="list-style-type: none"> <li>the challenge for the higher attaining pupils.</li> <li>the range of activities provided outside lessons.</li> </ul>

The inspection evidence fully supports the positive views of the parents. However, inspectors do not share their concerns about the lack of challenge for higher attaining pupils in English and mathematics as pupils are taught in ability groups for these subjects. The range of extra-curricular activities is similar to that provided in most primary schools although plans are in hand to extend these for the coming school year.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress and achieve above average standards in English, mathematics and science by the age of eleven.**

- 1 Pupils' achieve well and their current work shows that standards for eleven-year-olds are above the levels expected nationally in English, mathematics and science. Similar judgements were made at the time of the last inspection in 1997. In all other subjects, standards were judged to be at least in line with or better than national expectations. Since then several initiatives have been put into place to improve overall standards. These include the monitoring and evaluation of teaching and learning in English and mathematics; improved accommodation, an increased emphasis on writing and on experimental and investigative work in science and the teaching of pupils from Year 1 according to their abilities for literacy and numeracy. These have all had a beneficial effect on overall standards, which have remained above the levels expected nationally at the end of Year 6 in English, mathematics and science. In recognition of its improving standards in the National Curriculum test results for eleven-year-olds the school has received an award from the DfES.
- 2 In 2001, the National Curriculum tests results for seven-year-olds show that standards, as measured by average points score<sup>2</sup>, were above the national average in mathematics and reading and in line with the national average in writing. When results are compared with those schools with a similar proportion of pupils eligible for free school meals, they were average in both reading and mathematics and well below average in writing. Although test results since 1998, have fluctuated, they have remained above the national average in reading, writing and mathematics. Fluctuating standards were partly due to the variation from year to year in different pupils' abilities. There are no statutory tests in science at the end of Year 2; the teachers carry out assessments. The teachers' assessments showed standards to be in line with the national average. Overall, test results for the Year 2001 are better than 2000 for English and mathematics due to the school's focus on these areas and less good for science.
- 3 In 2000, the results of the National Curriculum tests at end of Year 6 show standards to be well above average in English and average in mathematics and science when compared with the national averages. Results, when compared with similar schools, are average in English and below average in mathematics and science. Test results for 2001 are a little less good in the proportion of pupils reaching the expected levels in all three subjects. However, there has been a significant increase in the proportion of pupils reaching the higher levels in English and mathematics but with a slight decline in science. Although test results in mathematics and science are not as good as those attained in the previous years, overall standards in the three subjects, when taken together, have remained above the national average since 1999 and matches the national trend closely over the past five years. Some of the fluctuation is attributable to differences in ability between year groups and the significant number of pupils who missed the higher Level 5 by a few points. When compared with results achieved by the same children in the tests they took at the age of seven, results in all three subjects indicated good progress. Differences between the results of boys and girls are not significant.
- 4 The school's detailed analysis of pupils' test results led to a number of initiatives, especially in English and science where an increased focus on writing and an

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<sup>2</sup> Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

emphasis on learning through experimentation and investigation, have met with some success. In 2001, targets were narrowly missed. Despite this, the school continues to have high expectations and is confident that the ambitious targets for 2002 will be met. Indications are that pupils are on course to meet these targets.

- 5 Pupils at the end of Years 2 and 6 attain standards that are above average in all aspects of English. Throughout the school, there is a strong emphasis on developing skills in reading and writing. Teachers have good subject knowledge and a clear insight into their pupils' abilities. As a result, they set tasks that are suited to the pupils' needs and skills. Lessons are organised well and teachers explain to pupils at the beginning of lessons what they are going to learn and what is expected of them. Towards the end of lessons, teachers help pupils to evaluate the success of their learning.
- 6 Higher and average attaining seven-year-old readers use their reading skills in extending their appreciation of literature. For example, older infant pupils study the text of the story of 'Jamil and the Princess' and develop their understanding of characterisation. With support from the teacher, they try to gain an understanding of the thoughts and feelings of major characters and consider how these are portrayed in the text by the author. They look at the vocabulary the author uses. By such textual analysis, they learn about adjectives and synonyms and how to use them effectively to convey meaning and enrich text. In this way they develop their writing skills. Similarly, lower attaining pupils study text to see how meaning is conveyed through writing. They see that sentences start with capital letters and end with full stops. They are encouraged to predict story lines with the result that they learn to develop ideas. They then apply this knowledge and these skills and express their ideas in simple sentences, usually remembering to start them with capital letters and ending them with full stops.
- 7 The school has devised effective strategies to improve skills in reading and writing of the infant pupils. For example, pupils who require to be heard reading with additional frequency are identified. Successful implementation of these strategies has resulted in standards of reading of pupils in Year 2 being good. Groups of pupils are set focused writing targets with strategies devised to help them achieve these. Overall standards of writing of Year 2 pupils are good. The majority of seven-year-olds spell common words accurately and the higher attaining pupils make good use of correct punctuation. By the end of Year 2, pupils write in complete sentences. In the infant classes teachers make sure that pupils have many opportunities for class and group discussions in lessons and most seven-year-olds speak clearly and confidently in the classroom.
- 8 By the age of eleven, pupils write well for a range of purposes. Eleven-year-old pupils study written text to see how the author creates suspense for the reader. Higher and average attaining pupils demonstrate a good understanding of personification, simile and metaphor in their analysis of text. These same pupils write their own stories and successfully create suspense for the reader by the use of short punchy sentences, the use of adverbs to begin sentences and the use of one-word sentences. Lower attaining eleven-year-old pupils enjoy manipulating words to make 'nonsense' words with meaning. They listen to 'Jabberwocky' with enjoyment and appreciation and use the context to make their own sense of nonsense words. They enjoy listening to limericks and composing their own. They share their work and ideas with each other speaking confidently and expressing their ideas easily and fluently.
- 9 Teachers have adapted the National Literacy Strategy effectively. As a result the quality of planning, assessment and teaching are good and are having a positive effect on standards. In lessons, pupils respond positively, working hard and showing good levels of interest and concentration. As a result, progress in learning is good.
- 10 In mathematics, standards at the end of Year 2 and 6 are above average. Children in

the Foundation Stage classes make good progress in the development of their mathematical skills and their attainment this year will exceed that expected by the time they enter Year 1. During Years 1 and 2 pupils make at least satisfactory, and often good, progress. Over the past five years, by the end of Year 2, pupils usually attain standards that are above or well above average. The only exception was in 2000, when results were average. There has been no significant difference in the attainment of boys and girls. In the best lessons in Years 1 and 2, questions are used particularly well to extend learning, planning is thorough, and relationships between adults and pupils are very good. At times, pupils were enthralled when working with larger numbers than they were used to. During Years 3 to 6, all pupils make similar satisfactory to good progress in mathematics and the attainment of boys and girls is similar. Over the past five years, by the end of Year 6, pupils usually attain standards that are above average. The exception was in 2001 when results were only a little above average, but this group of pupils performed less well than other years when in Year 2. Mathematics is taught well in Years 3 to 6, and the work made interesting. The pupils respond to the challenges set, for instance when a group of able Year 6 pupils were mentally matching descriptions to a wide range of two-dimensional figures, and then measuring angles accurately using a protractor. The very good teaching enabled pupils to suggest how they could measure accurately a reflex angle. The final session at the end of a lesson is mainly used effectively to extend learning, but the most of the opportunities this time presents is not always taken, especially in relation to encouraging pupils to apply their new knowledge to a different problem. Effective use is often made of information and communication technology (ICT) to aid the development of mathematical and computing skills. In Year 2, pupils entered data confidently onto a spreadsheet and produced the corresponding bar charts. A significant strength in the provision of mathematics is the organisation of pupils into ability sets in each year group. This has two benefits. These are that the work is aimed more precisely at the needs of particular groups and the class size is smaller, especially for lower attaining pupils. Teachers then match work to meet the needs of a number of groups in each set. As a result, pupils with special educational needs are very well supported by classroom assistants or teachers, and their progress is good. The amount of work produced by these pupils is also impressive. Additionally, the needs of particularly able mathematicians are met and the school has set a target for about three pupils to achieve the exceptionally high Level 6 in tests later this year.

- 11 Standards in science are in line at the end of Year 2 and above expectations at the end of Year 6. Since the last inspection, there has been increased emphasis on learning through experiments and investigation. This has had a positive influence on standards. In Year 2, pupils have experienced a satisfactory range of science topics. They investigate the local environment and make predictions about what plants and insects they would find and where. They accurately identify and name the different parts of the body and know that it is important to exercise regularly and eat and sleep well to remain healthy. Pupils enthusiastically investigate the properties of a range of materials and understand why some materials are useful for specific purposes. For example, they know that plastic is best suited for toys because it is hard. In Year 6, pupils of all abilities make good progress in extending their scientific knowledge. For example, most are aware that a Newton is a unit of force and accurately measure the force used to break the handles of different brands of plastic bags. Past work reveals a large volume of quite well presented work with some extensive writing from personal research for the prior higher attaining pupils. All pupils accurately construct simple circuits to enable a bulb to light while higher attaining pupils give reasons why some circuits do not work. Most confidently predict, test, refine and evaluate their work as demonstrated in a number of investigations, for example when investigating which solids dissolve in various liquids.
- 12 Pupils with special educational needs make good progress and reach satisfactory standards. This is because the school has a system to identify and assess pupils' learning difficulties, and has developed procedures for meeting the needs of those pupils. Targets for improvement are identified on the individual education profiles, and

regularly reviewed to assess progress. Classroom assistants and support teachers are successful in helping pupils to meet the targets identified for them in their individual education plans (IEP's). Pupils for whom English is an additional language make good progress and attain standards that are comparable with those of other pupils in the school once they have achieved a reasonable level of competence in English. The sensitive use of questions and the school's supportive ethos are effective in promoting the good progress of these pupils. The school has identified one pupil on its register of gifted and talented pupils. An action plan is in place to meet the needs of this pupil.

**Children in the Foundation Stage receive a good start in their personal, social and emotional development and their early language and mathematical skills.**

- 13 Since the last inspection the quality of provision for the children in the Foundation Stage has greatly improved. For example, the accommodation has been improved and children are now taught in a purpose built unit. At the time of the inspection, the youngest children were attending part-time whilst the older children attended full-time.
- 14 When children start school, their attainment is generally higher than expected for their ages in their capacity to speak and express opinions, and in their early number skills. Their personal, social and emotional development is generally as expected. Children make good progress and the majority are on course to exceed the nationally agreed outcomes by the end of the Foundation Stage<sup>4</sup> in communication, language and literacy, mathematical development and in their personal, social and emotional development. Children with special educational needs are identified quickly and they are fully integrated into the class and in most cases make progress at the same rate as the rest of the class.
- 15 Overall, the curriculum is good and ensures that children have access to a wide range of learning opportunities. Planning following the Early Learning Goals of the Foundation Stage curriculum and the requirements of the National Literacy and Numeracy Strategies as well as aspects of the Key Stage 1 National Curriculum. The induction arrangements for new entrants are very good. Positive links have recently been established with the parents through a programme of meetings, which helps all the children settle well when they start school. Assessment of children's progress is conscientiously undertaken in good detail on termly summaries and good use is made of the information gained to inform planning. However, the school has recognised that the monitoring of individual children's experiences is not sufficiently rigorous to provide staff with information that would allow them to modify the curriculum to better meet the needs of all children. Despite this, children are well prepared for the next stage of learning especially in the important areas of reading and number. Teaching and learning in the Foundation Stage gets children off to a good start, especially in their basic skills. In particular, children's personal, social and emotional development is given very good emphasis. This plays a significant part in helping children take a more active part in other learning activities. Teaching in language, literacy and communication and mathematical development is good and this has a strong impact on children's learning. This is seen in the good progress they make from entry into the Reception class and what they have achieved by the time they move into Year 1. Relationships are very good and teachers' knowledge and understanding of the Early Learning Goals are developing well. Activities, including those using the outdoor area, are well managed and lead effectively to attaining the goals identified in the Foundation Stage curriculum. Most lessons have a good

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<sup>4</sup> Foundation Stage is the provision for children aged from three to the end of the Reception Year. QCA (Qualification and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development

structure and sufficient opportunities are provided for the children to build effectively on earlier learning in most areas. Adults have a consistent approach, value each child's contribution and encourage them 'to ask a friend' if they are unable to answer a question. This was well demonstrated in the numeracy lesson where children used their developing mathematical knowledge of counting and clapping simultaneously to numbers up to 20. Relationships between the teacher and support staff are very good and they work as a very effective team.

#### Personal, social and emotional development

- 16 The high priority given to children's personal and social development is very effective and children attain standards above those expected in this area of learning. They soon become aware of school routines and adapt accordingly. Many show good attitudes to learning, and are happy and secure in their surroundings. During the inspection, children confidently chatted about their different roles they had assumed in the home corner organised as a 'castle' and asked questions about the purpose of our visit. They were keen to show what they could do when using the mouse to match shapes on a computer program and were happy to find matching pictures for the puzzles so that they could make a pair. Children are encouraged to be independent and make choices about the activities available in the other rooms. Many are interested and responsive, taking part in all the activities provided for them with enjoyment and enthusiasm. They learn to take turns and to co-operate well when playing in the sand tray or building with large blocks. They listen carefully to instructions and carry out actions very sensibly, as when they help tidy up at the end of a session. Children with special educational needs are clearly identified at an early stage and are well supported to help them to develop skills of co-operation and perseverance. Adults act as very good role models for the children, helping them to form positive relationships with one another and to have positive attitudes towards coming to school and learning.

#### Communication, language and literacy

- 17 By the end of the Foundation Stage, children attain standards that meet the national recommendations for children of this age in early writing activities. In reading and speaking and listening, they exceed the expected standards. Language work underpins all areas of learning and staff often intervene in the activities and engage children in conversation. Most children listen attentively to instructions, stories and music in small and large groups. They eagerly ask and answer questions during focus sessions and often reply to questions by answering in sentences and using the appropriate vocabulary to express their ideas. Children listen to stories with enjoyment, showing by their comments that they understand the plot. For example, they know that the story "The Lion and the Mouse" has an important message that 'little people can help big people' and participate in class discussions with increasing confidence. They recall the story well and many know that the lion needed help because 'he had a thorn stuck in his paw'. Staff introduce books well at story times and children know the term 'author' and some the 'illustrator'. Most understand that words and pictures carry meaning and have a good understanding of how books are organised and handle them carefully. Younger children read a number of simple words accurately, link letters to initial sounds, such as 'b' to baby, 's' to snail and join in with familiar sentences in the story 'I don't want to go to bed'. Older, higher attaining children read familiar, simple text fluently and are well on their way to attaining Level 1 of the National Curriculum. Teachers encourage all children to take their books home to share with their family and most do this regularly. Handwriting is developing well as a result of regular practice and children know that writing is a means of communication. Younger children use pencils with increasing confidence to make marks, 'trace' pictures and write their names whilst higher attaining children complete a list of things that they need for physical education (PE) using clearly formed letters.

## Mathematical development

- 18 Children exceed the national expectations for standards in mathematics by the end of the Foundation Stage. Through games, practical and written work, all children learn to sort, match and count. Most children recognise numbers up to twenty, place them in order on a number line and are beginning to identify the number 'before' and 'after' twelve. Many recognise and recreate sequential patterns using cubes of different colours, begin to use mathematical language such as 'shorter than' and 'longer than' with confidence and accuracy when describing their 'play dough sausages'. Children know and can describe flat shapes such as triangles, circles and rectangles while higher attaining children accurately identify some three-dimensional shapes, such as cube and pyramid, when matching these shapes to pictures on a card. Adults make good use of incidental opportunities to reinforce learning in mathematics. They alert children to the properties of shapes when they are rolling out play dough for example. They explore concepts of capacity and measures when they use sand and water and fill containers with various items.

### **Pupils are well taught and this enables them to achieve well.**

- 19 The overall quality of teaching is good and contributes significantly to the quality of pupils' learning, their attitudes and the progress that they make. During the inspection, 24 lessons or part lessons were observed. Of these, all lessons were satisfactory or better, three quarters of lessons were good or better and a fifth very good. This represents a considerable improvement since the last inspection, when unsatisfactory teaching was reported and about sixty per cent of lessons were good or better. The weaknesses identified in the previous report have been rectified and this, in part, is responsible for the improvement in pupils' standards.
- 20 Teaching is good in the Foundation Stage and results in secure and confident children. In particular, children's personal, social and emotional development is given very good emphasis. This plays a significant part in helping children to take a more active part in other learning activities. Basic skills are very well taught and there is a good emphasis on the teaching of reading, writing and number. Teachers are sensitive to the needs of children and provide a very caring environment. Activities are well organised so that children feel happy and secure with the routines and procedures and there is a good balance between child-initiated and adult-led work. Adults are skilled at promoting children's learning through questioning in ways that show their interest in what children say. Good judgements about children's learning are made from such interactions and information is well used to plan future learning. However, the on-going monitoring of those children who are not part of focused groups is less well developed. Despite this, children are well prepared for the next stage of learning in their reading, writing and number.
- 21 The teaching of English and mathematics is good overall and has benefited from the implementation of the National Literacy and Numeracy strategies. Pupils from Year 1 upwards are grouped according to their attainment for these subjects. This allows teachers to match work more closely to pupils' needs and is helping to raise standards. In literacy, most teachers lead discussions well and have high expectations of pupils' work and behaviour, which lead to a good level of response from them. This was well demonstrated in a Year 6 literacy session, where pupils worked extremely well together in pairs analysing text and picking out elements of the story that created suspense. In this lesson, the teacher also used both the opening part of the lesson, and the end of session discussion, well to assess what pupils knew and what they had learned. In numeracy, there is an appropriate focus on the development of mental arithmetic at the start of lessons. A successful lesson with Year 2 pupils clearly demonstrated the importance of good planning and high expectations. After a challenging whole-class introductory session to sharpen 'instant recall' of counting backwards and forwards in 10's up to and from a 100, pupils

quickly moved on to place value and the value of digits in hundreds, tens and units. Confidence grew as the pupils applied what they already knew about adding 10 and were excited with the prospect of 'using bigger numbers' in the next session

- 22 Teachers demonstrate secure subject knowledge in most areas of the curriculum. They also pool their knowledge very effectively when planning in teams. In a number of lessons observed, their good knowledge enabled them to make effective and pertinent teaching points and to provide pupils with accurate and relevant information. Pupils can, therefore make good progress in their own understanding of a subject. This was seen in a Year 2 science lesson, where the teacher's very good subject knowledge of plants and animals in the environment engaged pupils' interest, motivated them well and led to active discussion. Pupils consequently showed very good understanding of why certain animals and plants are found in special places. In a Year 1 music lesson, pupils were successfully taught about speed and volume. Appropriate musical vocabulary was introduced and new words were clearly explained. Information was imparted in a lively and stimulating way, which engaged pupils' interest, and motivated them well. In many of the lessons observed, teachers use their good subject knowledge to clearly explain their ideas, to lead effective discussions and to extend pupils' understanding.
- 23 The quality of planning has improved since the last inspection. Teachers plan in age related teams and this ensures that pupils in parallel classes enjoy the same learning opportunities. This common approach has also led to more consistent teaching across each year group as well as to support the development of pupils' skills and knowledge from year to year. The best and most detailed planning is prepared for the literacy and numeracy sessions where clear objectives are often shared with pupils at the start of each lesson. This ensures that pupils understand what is expected of them and allows them to work at a suitable pace.
- 24 The teachers' use of questions to find out what their pupils know at the beginning, during and at the end of the lesson is good. Using their good knowledge of pupils, most teachers match questions well to different attainment levels and competence in English. Teachers also make good use of the end of lesson discussions to review what has taken place during the lesson and to assess how well the pupils have got on. Very good examples were noted during a literacy lesson for lower attaining pupils in Year 2, where the teacher's effective questioning at the end of the lesson on sentence structure helped pupils to consolidate what they had been taught about capital letters and full-stops while it was fresh in their minds. Pupils were eager to share their new knowledge and skills and this consolidated learning effectively, as well as showing the pupils that they had made progress. Teachers manage pupils very well and the positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work. For example, in a Year 2, gymnastics session in the hall on investigating different ways of moving, the very good relationship between the teacher and pupils played a significant part in giving less able pupils the confidence to attempt a forward roll. On rare occasions, the pace of teaching is slow. As a result, concentration slips, pupils become restless and cover less work than they should.
- 25 Teaching of pupils who have special educational needs is good. This is undertaken effectively by class teachers within the class setting and in conjunction with the special educational needs staff. Class teachers are familiar with the process of identifying pupils who have special educational needs and follow the correct procedures. When pupils work in sets for literacy and numeracy, teachers make good use of the individual educational plans to inform their planning or match the work to pupils' individual needs. Where targets are of good quality, the teaching is very focused and has a positive impact on the progress of pupils who have special educational needs. The learning support assistants, who assist in the classrooms with pupils who have special educational needs, work in conjunction with the teachers to raise standards and to ensure that all pupils gain full benefit from their lessons.

Pupils for whom English is an additional language are well supported in their speaking and listening during lessons by the teachers' careful planning to integrate them in discussion and by the patient and helpful attitude of classmates. As a result, pupils make good progress.

**The headteacher, staff and governors work closely together to lead and manage the school effectively. They bring very clear direction and purpose to the work of the school.**

- 26 The headteacher has a very clear vision for the development of the school. This vision is very well supported by the effective teamwork of all the staff and governing body. The school's appropriate and positive aims and values are fully reflected in all aspects of school life.
- 27 The school development plan is focused on an analysis of the school's needs with the result that the priorities outlined are very appropriate. It is directed at raising standards. Budget planning is clearly linked to these stated priorities. Specific grants are used well to support development. As a result, standards in literacy and numeracy are steadily rising. Pupils with special educational needs and pupils for whom English is an additional language make good progress.
- 28 Since the last inspection, there has been considerable expansion in the role of some subject co-ordinators, when their role was considered to be under-developed. Co-ordinators in their role as 'curriculum chairs' are confident and secure with a clear understanding of the targets they need to set in order for their subject areas to progress and improve further. They write an action plan and handle a budget for their subject. Currently, they monitor teachers' plans and pupils' work to ensure coverage, but only the co-ordinators for English and mathematics have had the opportunity to observe lessons in order to assess the strengths and the areas for improvement in the teaching of their subjects.
- 29 The governing body is very supportive of the school. Governors have a very clear understanding of its strengths and weaknesses. Governors act to improve identified weaknesses in the provision. For example, in partnership with the headteacher, governors have considerably improved provision in information and communications technology. Much work has also been carried out to improve accommodation. For example, the building of a new block for teaching the Foundation Stage has greatly enhanced the school facilities.
- 30 A strong feature of the school is the way all staff work well together for the good of all pupils. There is a strong emphasis on personal development and a strong intention that all pupils will taste success of one kind or another.

**The quality and range of learning opportunities offered to pupils are very good and the information gained from assessment ensures that work is well matched to pupils' needs.**

- 31 The headteacher is clear in his vision of what this school must provide. The curriculum should provide opportunities for good progress in English, mathematics and science, ensure all pupils benefit from a wide range of experiences in other subjects and that each child should develop personally as part of the school community. This holistic aspiration is achieved successfully. The school provides a good curriculum overall, and provides well for all its pupils, including those with special educational needs or for whom English is an additional language. The

curriculum gives good emphasis to literacy and numeracy. The good curriculum in the Foundation Stage covers all areas of learning. The activities to promote the development of language and mathematical skills, and to raise awareness of the world around them, are especially good. Stories are used well to promote children's interests in books.

- 32 The curriculum for pupils in the remainder of the school provides a good range of activities, which helps prepare them well for secondary school. Links with the adjacent secondary are especially beneficial, such as the support being given to an able mathematician. Statutory requirements are fully met. The school bases its work on the National Literacy and Numeracy Strategies, national guidance and its own planning. These help to ensure broad coverage. The amount of time devoted to the arts supports the development of musical and artistic skills well. In geography displays, pupils' understanding of their local area is evident. The combination of ability sets, year group and mixed age teaching helps to provide pupils with many opportunities to work with different pupils and for work to be carefully matched to differing needs. As a result, all pupils, including those with special educational needs make good progress.
- 33 The school has improved its promotion of pupils' personal, social and health education, including citizenship. Regular lessons promote these areas of work. Last year many pupils considered the issue of anti-discrimination, and they contributed to the development of suitable information for younger pupils. The school maintains good links with the community, and the curriculum is enhanced through visits, visitors and the use of the local environment. Residential visits for pupils in the upper juniors support learning in many subjects, such as physical education, history and geography. The curriculum is enlivened by specific activity days, which often include the local secondary school and the community. These events include technology days, art days, a Victorian week, an Ancient Greek week, local field trips, museum visits and a 'discovery trail'. The school provides a suitable range of extra-curricular activities, including a homework club. The two, daily after-school care clubs, for which parents make a payment, are very well supported.
- 34 Procedures for assessing pupils' attainment and progress are good, although the school continues to work hard to further improve them. Regular assessments are undertaken during the year. These give a clear picture of children's progress, particularly in aspects of English, mathematics, science and religious education. In information and communication technology a new scheme of work has recently been introduced, together with a useful assessment system. The information obtained is used to set challenging whole-school targets, and to monitor each group of pupils as they move through the school to ensure they are making sufficient progress. In addition, pupils benefit from individual targets, which they work towards. The school uses the information available well to monitor its performance, but the planning improvement to computerisation of individual assessment data will allow more sophisticated analyses to be undertaken.

**Provision for pupils' personal development is very good and results in very good attitudes to school and very good behaviour.**

- 35 The provision for pupils' personal development is very good. In their pre-inspection questionnaires and meeting, parents indicated that they felt the school helped their children to become mature and responsible. They felt that the school promoted good attitudes and good moral values, and that pupils were taught right from wrong and to respect property. The very good role model of staff and the shared, high expectations of attitudes and behaviour ensure that pupils develop a mature understanding of their moral and social responsibilities. The clearly planned and well thought through provision for pupils' spiritual, moral, social and cultural development enhances the

overall curriculum and provides for the 'well rounded' education of the pupils. The personal, social and health education delivered through group time known as 'circle time' provides a valuable safe circumstance where pupils can share their views, feelings and beliefs, and offers a forum to discuss concerns or ideas. The selection of a 'special person' each week in some classes enables pupils to recognise and confirm that person's strengths and qualities, which helps raise their confidence and self-esteem.

- 36 The strong focus on involving pupils in their own target setting provides an opportunity for them to take responsibility for their own learning. Pupils acquire independence from an early age. In the Foundation Stage classes even the youngest children are given a choice of materials and activities and are encouraged to explore and investigate. The school recognises, as a development priority, the importance of involving pupils' in the learning process, and has identified this as a means of raising standards further. The school's individual pupil support programme offers a strong platform of equal opportunities and inclusion, and provides very good support for those pupils who have educational or behavioural difficulties or particular educational needs. The school has carefully integrated pupils who have had difficulties in other schools. Special arrangements are made for the most able pupils to offer them additional challenge to meet their specific needs.
- 37 The excellent 'twinning' process between the infant and junior classes is having very positive results. The family groupings established across the different age ranges help facilitate a number of formal and informal activities. The older pupils are given roles of responsibility by helping the younger ones with paired reading or computer work. The twinning groups have also been involved in collecting for charity and last year enthusiastically worked to decorate and fill 370 shoe boxes for Medicaid who sent them to Ukrainian children.
- 38 Pupils have very good attitudes and enter school happily and sensibly, with a clear sense that they have come to learn as well as have fun. This positive ethos for learning runs through most aspects of school life. Pupils settle to work quickly and are highly motivated in lessons, eagerly responding to questions or offering their views and ideas. Out-of-school activities are well supported. The sports teams are frequently successful, the orchestra performs in assemblies, the homework club is well attended, and the after-school clubs are over-subscribed. Pupils respond well to praise and reward. In one class there was a clear buzz and excitement as they put their team points on the chart, and they looked really pleased to have their efforts recognised.
- 39 Parents felt that their children's behaviour in school was very good and this was borne out by observations during the inspection. Pupils consistently behave well in and around the school. They understand the rules and respond to the clear expectations of staff. Classroom behaviour is very good and contributes well to the learning that occurs, as there are very few disruptions. At the beginning of the school day pupils come into classes quietly but with a sense of expectation, and settle to their routine tasks whilst waiting for registration. Behaviour in the playground is also very good with pupils showing a high level of self-discipline. They move around the school in a sensible manner when going to assemblies or lunch. Relationships in the school are very good. Pupils work well together in pairs and small groups. Pupils are thoughtful and considerate to each other and towards staff.
- 40 Pupils talk enthusiastically about the school and their work. The very positive comments from pupils in Years 5 and 6 more than adequately sum up their views of the school. 'Great school – everybody wants to be your friend'; 'pupils are generally well behaved – there's little bullying'; 'lots of activities – art days and fun things to do with topics such as the Victorians'; 'the twinning system works really well – we enjoyed the mixing with the other classes for Christmas dinner'; 'class teachers do

things fairly - sharing out the team points and choosing different people for the special person of the week'; 'if you finish your work early teachers will always find you something else to do'; 'you can always go to a team leader or the headteacher if you have concerns or ideas'; 'Year 6 have lots of privileges and responsibilities'. Pupils are very happy and take an obvious pride in their school.

## **WHAT COULD BE IMPROVED**

### **The monitoring of teaching and learning, and the sharing of good practice in subjects other than English and mathematics.**

- 41 Subject groups for English and mathematics analyse performance data well and this enables them to monitor the performance of pupils in respective subject areas. These groups also play a significant part in the effective monitoring and evaluation of teaching and learning. Although subject groups in other areas monitor teachers' plans and pupils' work to ensure coverage of the curriculum they place an insufficiently strong emphasis on the evaluation of teaching and learning in their respective areas of responsibilities. This means that groups cannot securely focus on all the small areas of development needed in each subject as they lack a clear view of how these important elements of each subject can best be developed.

### **The current system of monitoring the provision for children in the Foundation Stage who are not part of the adult led groups is less well developed.**

- 42 Although the staff know the children extremely well and maintain some records of the activities they take part in, monitoring of individual children's experiences is not sufficiently rigorous in providing a balanced curriculum. The present system makes it difficult to ensure that all children have experienced the activities planned to meet specific learning outcomes and as a result some opportunities for learning are lost. Records are sometimes kept for children who have taken part in the adult directed activities but there is no systematic method of recording children's use of, and progress in, the different areas, for example, the sand and water tray or using the computers. Whilst many informal observations are made, few are written down, so it is difficult for staff to always remember which children have had experience of the activities planned. This is essential in order to make sure that children have a suitable balance of activities and that they build on what they already know. Consequently, staff cannot always plan work to build on earlier learning or to make sure that all children always make the best possible progress.

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

- 43 In order to improve the school's provision further the headteacher and staff and governors should:
- Further develop the monitoring role of the subject groups to include all aspects of teaching and learning so that all areas for improvement in each subject are clearly identified and action plans are produced that focus on improving standards.
  - Improve the quality of learning for children in the Foundation Stage by reviewing the current assessment procedures to ensure that all children gain fully from the activities planned for them.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	0	5	13	6	0	0	0
<b>Percentage</b>	0	21	54	25	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 one point

### Information about the school's pupils

<b>Pupils on the school's roll</b>	<b>YR – Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	500
Number of full-time pupils known to be eligible for free school meals	20

FTE means full-time equivalent.

<b>Special educational needs</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	82

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	13

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	<b>%</b>
School data	3.9
National comparative data	5.6

#### Unauthorised absence

	<b>%</b>
School data	0.2
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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001 (2000)	45 (38)	37(29)	82 (67)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	41 (29)	44 (32)	45 (36)
	<b>Girls</b>	33 (27)	34 (27)	35(28)
	<b>Total</b>	74 (56)	78(59)	80(64)
Percentage of pupils at NC Level 2 or above	<b>School</b>	90 (84)	95 (100)	98 (96)
	<b>National</b>	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	42 (29)	45 (38)	42 (36)
	<b>Girls</b>	34(27)	35(29)	33(27)
	<b>Total</b>	76(56)	80(67)	75 (63)
Percentage of pupils at NC Level 2 or above	<b>School</b>	93 (84)	98 (100)	91 (94)
	<b>National</b>	85 (84)	89 (88)	89 (88)

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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	38 (37)	38 (33)	76 (70)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	31 (31)	28 (31)	36 (34)
	<b>Girls</b>	33(29)	30 (31)	37 (31)
	<b>Total</b>	64(60)	58 (62)	73 (65)
Percentage of pupils at NC Level 4 or above	<b>School</b>	84 (86)	76 (89)	96 (93)
	<b>National</b>	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	29 (28)	31 (30)	34 ( 31)
	<b>Girls</b>	33 (29)	32 (29)	31 (25)
	<b>Total</b>	62 (57)	63 (59)	65 (56)
Percentage of pupils at NC Level 4 or above	<b>School</b>	82 (81)	83 (84)	86 (80)
	<b>National</b>	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	2
Chinese	2
White	415
Any other minority ethnic group	13

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	16.5
Number of pupils per qualified teacher	24.8 : 1
Average class size	28.6

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

Total number of education support staff	16
Total aggregate hours worked per week	241

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6.5
Number of teachers appointed to the school during the last two years	8

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

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2000/2001
	£
Total income	419,754
Total expenditure	424,989
Expenditure per pupil	1802
Balance brought forward from previous year	13,833
Balance carried forward to next year	8,598



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

506

Number of questionnaires returned

237

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	64	31	5	0	0
My child is making good progress in school.	56	37	4	1	1
Behaviour in the school is good.	41	49	7	2	1
My child gets the right amount of work to do at home.	33	51	10	3	4
The teaching is good.	56	41	1	0	2
I am kept well informed about how my child is getting on.	37	49	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	29	4	3	0
The school expects my child to work hard and achieve his or her best.	62	35	2	0	1
The school works closely with parents.	40	49	8	2	2
The school is well led and managed.	60	36	3	1	0
The school is helping my child become mature and responsible.	45	47	6	1	1
The school provides an interesting range of activities outside lessons.	43	40	11	1	5