

# INSPECTION REPORT

**ST. MARY'S BLUECOAT C OF E PRIMARY  
SCHOOL**

Bridgnorth

LEA area: Shropshire

Unique reference number: 123536

Headteacher: Mr J Cornall

Reporting inspector: Mr C Parker  
11897

Dates of inspection: 16<sup>th</sup> and 17<sup>th</sup> January 2002

Inspection number: 198165

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Lodge Lane  
Bridgnorth  
Shropshire

Postcode: WV15 5EQ

Telephone number: 01746 763455

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Appropriate authority: The governing body

Name of chair of governors: Pat Shaw

Date of previous inspection: 16<sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Bluecoat is a primary school for pupils aged 3 to 11 years. There are 232 pupils in full time education and 24 children who attend the nursery for either the morning or afternoon sessions. Most of the pupils come from the immediate vicinity of the school, but many travel from outside the area. Nearly all of the pupils are of white UK heritage. There are a few pupils from other ethnic backgrounds who speak English as an additional language although none requires extra support. The proportion of pupils on the special educational needs register is broadly average, but many of them have statements of special educational need. When the children start school, they have a very wide range of abilities, but taken overall their attainment on entry is slightly below average.

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

The pupils benefit considerably from very good teaching. The profile of their attainment rises from slightly below average when they start school to well above average by the time they leave. The school is very well led and managed, and therefore very effective. Consequently, it provides very good value for money.

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

- Standards are high by the end of Year 6.
- The pupils make very good progress because they are very well taught.
- The curriculum is broad, varied and interesting and draws widely on educational visits. The foundation stage curriculum is very effectively planned and implemented. Very good provision is made for the pupils' personal development, and as a result many are confident and independent learners.
- A wide range of community activities also enriches the life of the school.
- The leadership of the school provides clear educational direction and a positive ethos that underpins the effective teamwork of the staff.

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

- There are no specific issues for improvement. The school should continue to implement its current development plan.

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

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

Since the school was last inspected in October 1997, it has continued to make good progress. Standards at the end of Year 6 have improved and are well above average. The curriculum is well organised and the teaching is very good. For instance, there is a comprehensive scheme of work for design and technology. As a result, the pupils are taught a wide range of skills and given many opportunities to apply them in "designing and making" activities. Standards are now well above average. From the time the pupils enter the school, the overall assessment and monitoring of their progress are very good. The teachers mark the pupils' work appropriately and make comments that help them to improve.

## 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
	1999	2000	2001	2001
English	A	A	A	A
mathematics	B	A	A	A
science	A	A*	A*	A*

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

By the end of the foundation stage, the children are well prepared to begin the National Curriculum. Most of them achieve the early learning goals and some exceed them. This good start is consolidated in Key Stage 1 and by the end of Year 2 standards are broadly average in reading and writing and above average in mathematics. However, the girls do not achieve quite as well as the boys, particularly in writing. The school has looked into this and attributes it to language weaknesses amongst a small proportion of girls when they first start school. As the pupils move through Key Stage 2, these variations diminish so that by the end of Year 6 there is no difference between the attainment of boys and girls. The pupils make very good progress. The results of the national tests in 2001 show standards at the end of Year 6 to be well above average in English and mathematics. In science, they were in the top five per cent nationally with well over half of the pupils achieving the higher levels. Moreover, a small group of pupils achieved standards that exceeded the level expected of fourteen-year-olds.

Although standards have been high for the last few years, the school's results have improved beyond the national trend. Observations of lessons and an examination of the pupils' work shows that appropriately challenging targets are being set to maintain these high standards. This applies not only to English, mathematics and science, but also to the work the pupils do in other subjects, for example, history and geography. Both the content and the presentation of the work are of a high standard, and there are many examples of how the pupils use their literacy and numeracy skills in a wide range of interesting contexts. The pupils from other ethnic groups are achieving well. Those on the special educational needs register are well supported both in class lessons and when they are withdrawn for individual and small group tuition. The success of these arrangements is reflected in the number of pupils who move off the register and the very high proportion of pupils who attain the expected level by the end of Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes to learning and apply themselves well. The older pupils are able to work well without the constant oversight of their teacher.
Behaviour, in and out of classrooms	Most of the pupils behave very well. The few who present challenging behaviour are well managed.
Personal development and relationships	Many of the older pupils are confident and display increasing maturity in their relationships with their teachers and each other. Relationships throughout the school are very good.
Attendance	Attendance is broadly average and unauthorised absence is very low.

## TEACHING AND LEARNING

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

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

The teaching is very good. In all of the lessons seen, it was never less than good and frequently very good. It is particularly strong in the Foundation Stage and in Years 5 and 6. In the Foundation Stage, the teaching team is very well supported by a small team of assistants. Together they provide a wide range of opportunities for the children to initiate activities through which they learn very effectively.

The teaching of English and mathematics is very good, particularly in Years 5 and 6 where the pupils are challenged and extended through incisive questioning that demands clear answers and thoughtful explanations. A strong feature of the teaching, throughout the school, is the wide range of opportunities provided for the pupils to use and apply the skills of numeracy and literacy in a range of contexts right across the curriculum.

The teachers plan their lessons carefully and modify the tasks and activities to take account of the needs of all pupils. The well-briefed teaching assistants are particularly effective in managing the pupils with challenging behaviour and supporting those with special educational needs. The teachers mark the pupils' work thoroughly and often make comments to help them to improve. The pupils respond positively when questioned, enjoy the challenges set by their teachers and take considerable pride in their work. This reflects the high expectations of the teachers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned; it is broad, interesting and varied. The school makes very good use of visits to places of interest and visitors with specialist skills and expertise. It also provides a wide range of extra curricular activities.
Provision for pupils with special educational needs	The pupils on the special educational needs register are well supported. As a result, many reach the expected standard by the time they leave the school.
Provision for pupils with English as an additional language	The pupils from other ethnic groups are fully integrated into school life. None of them requires additional support for English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides rich opportunities for personal development, not only within the curriculum, but also through extra curricular activities and the school's strong community links.
How well the school cares for its pupils	The school cares well for its pupils. Their academic performance and social development are closely monitored

The vast majority of parents are very pleased with the provision made by the school for their children. They particularly welcome the diverse range of opportunities that the school provides. For example, strong links with the local community are fostered through the playgroup, the use of the swimming pool, musical events and after-school activities.

The Foundation Stage curriculum is very thoroughly planned and presented. The pupils use information and communication technology to extend their learning to good effect right across the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team lead a committed staff very effectively. The headteacher provides clear educational direction and engenders a very positive ethos throughout the school.
How well the governors fulfil their responsibilities	The governors play an important role in the school, and fulfil their responsibilities very well. Through their various committees, they monitor the curriculum, the school's spending and its impact on the resulting provision. They provide the school with clear guidance and a good level of support.
The school's evaluation of its performance	The school effectively monitors its performance. The co-ordinators check the teachers' planning and monitor the pupils' progress by scrutinising their completed work.
The strategic use of resources	The school makes good use of its available resources. Its funds are carefully targeted on planned areas of school development. The

	provision for special educational needs is allocated additional funds from the school's budget.
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The budget is carefully managed by the headteacher and governors who seek to ensure that their spending decisions have a beneficial impact on the provision made for the pupils. They have taken appropriate steps to reduce the budget deficit resulting from the additional spending on special educational needs this year and aim to balance the figures next year. The senior management team and the governors compare the school's performance with other schools locally and nationally to ensure they are providing best value.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The high standards that the pupils achieve.</li> <li>• The positive values and attitudes the school promotes.</li> <li>• The accessibility of the teachers and the ease with which parents can approach them.</li> <li>• The good information provide for parents.</li> <li>• The good range of activities, particularly residential visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Less variation in the homework arrangements.</li> </ul>

The inspectors agree with the many positive comments made by the vast majority of the parents, who clearly value the work of the school. They found that homework is used well to support learning and their discussions with teachers indicate that the homework tasks are appropriately modified to meet the differing needs of both groups and individuals.

A very small number of parents raised the issue of bullying. Discussions with the staff and some of the older pupils and observation of lessons and playgroup activities clearly indicate that any instances of bullying are isolated. Nevertheless, the school takes these seriously and through a programme of personal and social education is addressing the issue. Discussions with some of the older pupils indicate that they consider the school to be 'very friendly', and that they do not feel that oppressive behaviour is a problem. The pupils have no concerns about turning to either their teacher or a key member of the support staff if they feel they were being treated inappropriately.

## **PART B: COMMENTARY**

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

#### **Standards are high by the end of year 6.**

1. By the end of the Foundation Stage, the children are well prepared to begin the National Curriculum. Most are on track to achieve the early learning goals and some will exceed them. Through a wide range of activities, many of which they initiate themselves, they are developing the skills and knowledge that are expected by the start of Year 1. In one activity that was led by a teacher, the children were able to 'tidy' a teddy bear number line by correctly ordering the numbers from 1 to 20.
2. This good start is consolidated in Key Stage 1, and by the end of Year 2 standards are broadly average in reading and writing and above average in mathematics. The results of recent tests show that the girls do not achieve quite as well as the boys, particularly in writing. The school has looked into this and attributes it to language weaknesses amongst a small number of girls when they first start school. Literacy lessons focus on improving the pupils' writing skills; for example, in one lesson the children were encouraged to use language adventurously to describe character and setting. In mathematics, the pupils' work displays a good range of knowledge and skills; it shows, for instance, that the pupils are secure in their understanding of place value, have an increasingly rapid recall of multiplication facts and recognise the relationship between halving and doubling. Some of the higher attaining pupils use their knowledge effectively to solve problems.
3. The variations in the attainment of boys and girls evident at the end of Year 2 diminish by the end of Year 6, and both genders attain equally well. In 2001, the national test results at the end of Year 6 showed standards were well above average in English and mathematics, and were in the top five per cent nationally in science. Well over half of the pupils achieved the higher levels in this subject, and a small group reached standards that exceed the level expected of fourteen-year-olds. Standards have been high for the last few years, and the school's results have continued to improve above the national trend. Observations of lessons and examination of the pupils' work show that appropriately challenging targets are being set in order to maintain these high standards.
4. The pupils' books and folders contain many examples of high quality work right across the curriculum. The pupils write for a wide range of purposes in many contexts; this was evident, for example, when they worked on a technology project with a bird food manufacturer and then wrote clear and well-structured reports. Their imaginative and creative use of language is also well fostered. On a residential visit, for instance, they wrote poetry about driftwood, which one child described as, 'A weary traveller of the sea, wise hitch hiker scarred with memories.' In mathematics, the pupils attain a wide range of skills and knowledge, which again they apply in a range of contexts. For example, as part of a river study they recorded data accurately, created tables and graphs and explained their conclusions convincingly. High standards of attainment are also evident in other subjects, such as history and geography. The presentation of work is of a similar high standard and shows that the pupils have considerable pride in their accomplishments.
5. The standards attained by the pupils in design and technology have improved significantly since the last inspection and are now well above average. By the end of Year 2, the pupils create designs by drawing and annotating and by using image-processing software on a computer.

This was evident, for example, when they made a quilt for Bradley Bear. By the end of Year 6, the pupils' designs are based on comprehensive research and fully utilise the skills they have been taught. For instance, this could be seen in their work on bridges, which also included well written evaluations that identified where and how improvements could be made.

6. The pupils from other ethnic groups who speak English as an additional language are fully integrated in lessons. Their attainment is above average overall and they are achieving well. The pupils on the special educational needs register are well supported both in class lessons and when they are withdrawn for individual and small group tuition. The success of the arrangements is reflected in the number of pupils who move off the register and the very high proportion of pupils who attain the expected level by the end of Year 6.

**The pupils make very good progress because they are very well taught.**

7. The teaching is very good. In all of the lessons seen it was never less than good and was frequently very good. It is particularly strong in the Foundation Stage and in Years 5 and 6. In the Foundation Stage, the teachers are very well supported by a small team of assistants. Together they provide a wide range of opportunities for the children to initiate activities through which they learn very effectively. The activities are carefully planned and modified for different groups; for example, in mathematics some pupils wrote numbers in shaving foam whilst others were adding on three objects. At other times, the assistants act as the manager in the 'snack bar' conversing with the children and extending their role-play.
8. In subsequent classes, the teaching of English and mathematics is very good, particularly in Years 5 and 6 where the pupils are challenged and extended through incisive questioning that demands clear answers and thoughtful explanations. The teaching of the important skills of literacy and numeracy is very good and occasionally excellent. A strong feature of the teaching, throughout the school, is the wide range of opportunities provided for the pupils to use and apply their numeracy and literacy skills in a range of contexts right across the curriculum. All of the teachers have high expectations and ensure that the pupils to develop these skills very well.
9. The teachers plan their lessons and modify tasks and activities to take account of the needs of all pupils. The well-briefed teaching assistants are particularly effective in managing pupils with challenging behaviour and supporting those with special educational needs. The teachers mark the pupils' work thoroughly and often make comments to help them to improve. The pupils respond to their teachers' high expectations; they reply positively when questioned, enjoy the challenges they are set and take considerable pride in their work. This was evident, for example, in a mathematics lesson when Year 6 pupils not only answered the teacher's searching questions, but also adeptly explained the methods they had used. Throughout the school, relationships between the teachers and their pupils are positive and constructive.
10. The teachers use a wide range of effective methods to ensure the pupils make rapid progress and achieve their potential. They plan their lessons carefully and set out what they want the pupils to learn. They make clear the purpose of the lesson and review it at the end. This worked particularly well in a Year 6 lesson where the pupils were investigating probability.
11. The activities are interesting and consequently the pupils listen attentively to their teachers' instructions. Furthermore, the tasks are usually carefully modified for different ability groups and the teachers support individuals and groups very effectively. They also make good use of resources to help the pupils' learning. For example, in Year 4 the teacher provided the class

with helpful guidance that they used to very good effect to extend their knowledge of life in Britain after the Roman invasion. Towards the end of lessons, the teachers bring the pupils together to question and check their understanding. This is a strong feature of many lessons, but is more prevalent in some classes than others.

12. The teachers praise the pupils appropriately for work of high quality, which is then often displayed to emphasise its value. These high expectations are evident right from the Foundation Stage where the teachers develop a high level of independence and self-sufficiency in the children. They set the youngest children tasks that demand attention and concentration yet are interesting and often fun. This was the case when the pupils were asked to 'drive' their cars around a network of 'roads' in the outdoor area stopping to park or fill up with petrol. It is at this early stage where they learn very effectively to work together and respect each other's efforts. By the time they reach Years 5 and 6 most of the pupils value each other's work and often collaborate very effectively when researching a topic.
13. The very good teaching, the pupils' positive attitudes to learning and the interesting curriculum are the main reasons for the high standards that are achieved by the end of Year 6.

**The curriculum is broad, varied and interesting and draws widely on educational visits. The Foundation Stage curriculum is very effectively planned and implemented. Very good provision is made for the pupils' personal development, and, as a result, many are confident and independent learners.**

14. The Foundation Stage curriculum is very thoroughly planned and has been implemented very successfully because the teachers encourage child-initiated activities that are fundamental to early learning. The children have opportunities to develop their knowledge and skills in all areas of learning through exciting and well supported activities that use a wide range of resources.
15. The curriculum for Key Stages 1 and 2 is well planned; it is broad, interesting and varied. Appropriate prominence is given to the teaching of literacy and numeracy and the pupils have many opportunities to use and apply their skills in other subjects and aspects of the curriculum. The school makes very good use of visits to places of interest, which often create opportunities for the pupils to use these skills and broaden their knowledge and understanding. These range from local studies in Bridgnorth to residential visits to Derbyshire and Pembrokeshire in Years 5 and 6. The work the pupils undertake, for example that related to their visit to Derbyshire includes the history of lead mining, geographical study of limestone areas, the science of erosion and opportunities to write poetry. Much of this work fosters independence in the pupils' approach to learning.
16. The school also makes very effective use of visitors with specialist skills and expertise. During the inspection, a visiting drama teacher introduced the older pupils to Greek myths and legends, and then led them very effectively into mime related to the story of Perseus and Andromeda. Visiting specialists and the staff of the school provide the pupils with a very good music curriculum. The pupils have opportunities to perform in school and in conjunction with other schools in the area.
17. Information and communication technology is used very effectively in a wide range of subjects and for various purposes. For instance, the pupils locate information on the Internet, word process the evaluations of their design and technology activities, and display data in charts, tables and graphs in science. They also use it to create images in art, such as their surreal

pictures in the style of Salvador Dali. There is a very good range of physical education activity, for which the school has received the 'active mark' from Sport England. Physical education is given a high priority both within the curriculum and in extra curricular activities, which include football, gymnastics, swimming and netball.

18. The school provides rich opportunities for personal development not only within the curriculum, but also through extra curricular activities and the school's strong community links. Collective worship, art, literature, drama and music provide many opportunities for spiritual and cultural development. The school has also introduced a programme of citizenship for the older pupils that focuses on interpersonal relationships and the skills of decision making. In "Circle Time", the younger pupils encounter similar issues relating to their personal development. In one activity in Year 1, for example, the children explored ways of encouraging Goldilocks to apologise to the three bears. These activities and the good relationships that are fostered throughout the school sustain and extend the pupils' social and moral development. As a result, most of the pupils are developing a mature and balanced outlook on life and are confident in their dealings with adults and each other.
19. The headteacher and his colleagues maintain a broad curriculum in which the development of literacy in all subjects helps to ensure that the pupils have sufficient opportunity to gain knowledge and understanding very effectively. The results of national test at the end of year 6 are well above average and show that this approach has been very successful.

**A wide range of community activities also enriches the life of the school.**

20. Discussions with parents show that they appreciate and value the school's good links with the community. They welcome not only the provision for their children, such as Brownies and cycling proficiency tuition, but also the opportunities available to other members of the community, such as first aid courses and bingo sessions.
21. The learner swimming pool adjacent to school is used for mother and baby sessions, after school and holiday activities as well as lessons for the younger pupils. The older pupils use the swimming pool at the local leisure centre for more advanced lessons. Members of Shrewsbury Town Football Club visit the school to provide coaching sessions for pupils of ages. The school enters a wide range of sporting competitions in the area.
22. The nursery and reception classes work very closely with the on-site playgroup to provide a coherent Foundation Stage experience for children from the age of three years. The school has very good links with parents who participate in a very effective start to the day. The friendly greetings of the teachers and their assistants create a very positive atmosphere that the parents value.
23. The local clergy support the school by leading an act of collective worship each week and the pupils also visit the Church as part of their religious education studies. Some of the pupils have also visited a Sikh Temple when studying other world faiths.
24. The strong links with the community are a very positive benefit to the school.

**The leadership of the school provides clear educational direction and a positive ethos that underpins the effective teamwork of the staff.**

25. The headteacher and senior management team lead a committed staff very effectively. The headteacher provides clear educational direction and engenders a very positive ethos throughout the school. A strong teamwork approach is epitomised by the way in which the experienced teachers help their recently qualified colleagues to develop their teaching skills. This results in a consistent approach that is particularly evident in the way in which the teachers question and challenge the pupils in Key Stage 2. The diversity within the curriculum is a result of the planning and leadership provided by the headteacher and senior management team who project an infectious enthusiasm for environmental education, educational visits, drama and music. They do this without ever losing sight of the importance of ensuring that the pupils are taught the basic skills of literacy and numeracy.
26. The school effectively monitors its performance. The co-ordinators check the teachers' planning and monitor the pupils' progress by scrutinising their completed work. The literacy and numeracy co-ordinators analyse in detail the results of national tests to establish, for instance, why girls do not attain as well as boys in writing at the end of Key Stage 1. They also monitor specific elements of lessons; for example, the numeracy co-ordinator has focussed on the effective use of mental arithmetic. The other subject co-ordinators are also very effective in monitoring the curriculum and supporting their colleagues. The physical education co-ordinator, for example, organises a good range of after-school sporting activities and events.
27. The governors play an important role in the school and fulfil their responsibilities very well. Through their various committees, they monitor the curriculum, the school's spending and its impact on provision. They visit the school frequently and have no difficulty in finding out for themselves how well the school is performing. They evaluate progress against the targets in the school development plan and have beneficially integrated performance management into their work. The governors are very aware of the importance of the spending decisions they make. The available funds are carefully targeted on planned areas of school development. To meet the particular needs of the school, they allocate additional funds to the provision for special educational needs. The support for the pupils on the special educational needs register is well managed and effective. The governors also help the headteacher and staff to manage the very good links between the school and the community to their mutual benefit.
28. In their role of "critical friends", the governors provide the school with clear guidance and a good level of support.

#### **WHAT COULD BE IMPROVED**

29. The school is faced with impending staff changes. The school development plan sensibly takes account of this and sets out a strategy for managing the school through this period of change. It should continue to implement these proposals.

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

There are no specific issues for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	10				
Percentage	4.5	50	45.5				

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	232
Number of full-time pupils known to be eligible for free school meals	0	27

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	49

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

### *Attendance*

**Authorised absence**

%
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**Unauthorised absence**

%
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School data	5.7
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	15	14
	Girls	13	14	13
	Total	25	29	27
Percentage of pupils at NC level 2 or above	School	86 (83)	100 (93)	93 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	15
	Girls	13	13	13
	Total	25	26	28
Percentage of pupils at NC level 2 or above	School	86 (83)	90 (97)	97 (97)
	National	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	Year	Boys	Girls	Total
	2001	20	14	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	13	14	14
	Total	30	32	33
Percentage of pupils at NC level 4 or above	School	88 (94)	94 (84)	97 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	14	14	14
	Total	31	32	33
Percentage of pupils at NC level 4 or above	School	91 (94)	94 (84)	97 (100)
	National	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	3
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	4
Chinese	
White	194
Any other minority ethnic group	3

*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)	9.5
Number of pupils per qualified teacher	24.4
Average class size	29

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

Total number of education support staff	9.0
Total aggregate hours worked per week	100

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	20
Total number of education support staff	3.0
Total aggregate hours worked per week	40
Number of pupils per FTE adult	3.3

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2.5
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

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

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

*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	2001
	£
Total income	455 991
Total expenditure	473 761
Expenditure per pupil	1873
Balance brought forward from previous year	-10 318
Balance carried forward to next year	-28 088

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	244
Number of questionnaires returned	33

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	27	9	0	0
My child is making good progress in school.	61	36	3	0	0
Behaviour in the school is good.	42	52	3	3	0
My child gets the right amount of work to do at home.	36	48	6	6	3
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	42	48	3	6	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	0	3	3
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	48	39	0	6	6
The school is well led and managed.	56	41	3	0	0
The school is helping my child become mature and responsible.	41	53	6	0	0
The school provides an interesting range of activities outside lessons.	70	30	0	0	0