

INSPECTION REPORT

WASHINGBOROUGH PRIMARY SCHOOL

Washingborough

LEA area: Lincoln

Unique reference number: 120679

Headteacher: Mr Mike Wintle

Reporting inspector: Joyce Taylor
4275

Dates of inspection: 5th – 7th November 2001

Inspection number: 193457

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	School Lane Washingborough Lincolnshire
Postcode:	LN4 1BW
Telephone number:	01522 801355
Fax number:	01522 801356
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Marion Brighton OBE
Date of previous inspection:	April 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4275	Joyce Taylor	Registered inspector
19807	Keith Osborne	Lay inspector
27337	Sylvia Oultram	Team inspector
4295	David Dodds	Team inspector

The inspection contractor was:

Primary Associates Limited
West Lancashire Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Washingborough Primary School is bigger than most schools, with 327 pupils on roll aged between four and eleven, and 26 nursery children who attend part-time. The school is situated in the large village of Washingborough, close to the southern edge of Lincoln. Generally, the attainment of the children on entry to the school is average in all areas of learning. The proportion of children eligible for free school meals is much lower than in most schools but 19 per cent of children have special educational needs which is broadly typical. The school population is predominantly white and the proportion of children who speak English as an additional language is lower than average. The school is popular and although most of the children live in the village more are beginning to come from a wider area. The children enter the nursery when they are three and the reception class when they are four. The nursery is new and opened in September 2001.

HOW GOOD THE SCHOOL IS

This is a very good school with many strengths. By the time the children leave the school their standards are usually above or well above average and many more reach the higher Level 5 in the national tests than in most schools. The leadership and management of the headteacher, senior staff and governors are very effective. More than half of the teaching is very good. It is particularly strong in the junior classes. The school provides very good value for money.

What the school does well

- At the end of Key Stage 2, the children usually reach above or well above average standards in all subjects. They learn well and quickly. In Key Stages 1 and 2, the teachers assess what the children can do and need to do next extremely well.
- The leadership and management by the headteacher, deputy and other key staff are very effective. The governors work extremely hard and successfully to support the school.
- The teaching is very good, and sometimes excellent, for the junior children. The training opportunities, to ensure the teaching continually improves, are managed very well.
- The curriculum is very good. Subjects are linked well in topics so that children can make good sense of what they are learning. Learning is strongly supported by very wide opportunities outside lessons. The parents and community contribute very well to children's learning.

What could be improved

- Standards in science in Key Stage 1 are below average.
- The assessment procedures in the Foundation Stage need to be strengthened and used more effectively to support the children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Assessment in the foundation subjects was found to be unsatisfactory. Since then the school has worked extremely hard to improve the assessments of the children's work and this is now excellent in Key Stages 1 and 2. As well as implementing improvements required by its previous inspection, the school has increased the proportion of children achieving the higher Level 5 in the national tests. The standards are higher in information and communication technology, religious education, design and technology and singing across the school. The quality of teaching has improved, especially the proportion of very good or excellent teaching. The curriculum provided by the school is better in terms of additional opportunities outside lessons and in visits the children make. The leadership and management have a clearer view of the strengths and weaknesses of the school and now take stronger action to overcome weaknesses. The provision for the children's

personal development is better. The school now provides an excellent learning environment that is caring and supportive and there are high expectations for the children to do well.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	A	C	E	well above average A above average B average C below average D well below average E
mathematics	B	A	C	D	
science	A	A	A	C	

By the end of Key Stage 2, the children's standards are usually above or well above average. The children achieve very well during their time in the school. In 2001 the test results were lower than is usual for the school. There were more children with special needs in this group and these children reached lower levels than average. As a result when compared with similar schools the overall standards are average in science but below average in mathematics and well below average in English. The higher attaining children reached high standards especially in English and science. All of the children improved well on their earlier standards and assessments show very good achievement during their time in the school. The children who are in Year 6 now are reaching standards that are above average in English, mathematics and science. For several years the standards and achievement have been better for the children in the older classes than in Key Stage 1. This is because the school put a greater focus on improving the teaching and learning in Key Stage 2. The targets the school sets for the children to reach are challenging.

In Key Stage 1, the standards have fluctuated from above to below average from year to year. In 2000 the results in Key Stage 1 were particularly low, especially in science because not enough attention was given to this subject. Since then there has been a successful effort to raise the standards. In 2001, their test results improved and the standards of the current Year 2 are above average in writing and average in reading and mathematics. The standards in science have also improved but are still below average. The children are now achieving as well in Key Stage 1 as in Key Stage 2. This is because there are new, and successful, ways of organising the teaching and learning in Key Stage 1. In the Foundation Stage, the children reach average standards and make satisfactory progress. The children's achievement is slower than in the infant and junior stages because assessment procedures are not used as well to track progress and set challenging enough targets for the children.

In information and communication technology the standards are average in the infant classes and the Foundation Stage and well above average in the junior classes. The standards in singing are well above average in Key Stages 1 and 2 and above average in the Foundation Stage. Those children who are learning English as an additional language make good progress and the children with special needs achieve well and also make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children like coming to school and they enjoy lessons.

Behaviour, in and out of classrooms	Very good. The children are very clear about the school behaviour code and follow it closely. In lessons behaviour is usually very good.
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Personal development and relationships	Very good. The children are mature and responsible. The older pupils look after the younger ones very well. They form very positive relationships.
Attendance	Good. Better than in most schools.

TEACHING AND LEARNING

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

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

Teaching is better than it was at the time of the last inspection. During the inspection, 27 lessons were seen. Thirteen of the lessons were very good and two were excellent, six were good and six were satisfactory. This is very good teaching overall for infants and juniors, and as a result the children are learning quickly. In each key stage the teachers make the lessons very interesting and provide exciting ideas that the children enjoy. The teaching is particularly strong in Key Stage 2 and the children make very good progress. In Key Stage 1 the teaching is very good overall and the children are making up lost ground at a good pace. In the Foundation Stage the teaching is generally satisfactory with some very good activities that enable the children to use their earlier learning in new situations.

The teaching of English and mathematics is very good in Key Stages 1 and 2 and has many good features in the Foundation Stage. The children learn the skills of reading, writing and spelling effectively and the very good teaching helps them use these skills to produce good standards of work. In numeracy lessons the teachers involve all the children and help them make good progress by rigorously checking that they understand. The children are encouraged to ask questions and in science, for example, this helps them clarify any areas they are unsure about.

The school has now focused on making sure that all the children, whatever their ability, have good opportunities for learning. The children with special needs are taught very well by their teachers and support assistants and they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The lessons are made particularly interesting. A wide range of extra activities and visits support the pupils' learning very well.
Provision for pupils with special educational needs	Very good. The children make good progress and several have been taken off the register for special needs. There are good procedures for identifying pupils with particular talents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is strong provision for the children to become good citizens. There are many opportunities for them to act responsibly and take decisions. The pupils become familiar with their own and other cultures and some lessons provide memorable experiences.
How well the school cares for its pupils	Very good. The school takes very well considered steps to support the children's personal development. Assessments of the children's work are excellent in Key Stage 1 and 2 and enable accurate targets to be set.

	Assessment is satisfactory in the reception and nursery classes.
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The school works very well in partnership with the parents who contribute strongly to their children's learning and support the school very well. The information the school provides for the parents, particularly through the regular newsletters and the web site, is much better than is usually seen.

The curriculum the school provides is much richer than usual. The subjects are cleverly linked through topics that enable the pupils to understand how events and information connect together. The school provides an extremely wide range of activities outside lessons

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Highly effective. The headteacher and deputy work most energetically to ensure there is a clear educational direction to the work of the school and that the children have a broad and exciting curriculum. Key staff provide very clear leadership in the subjects and in areas of school life. Teaching and learning are closely monitored.
How well the governors fulfil their responsibilities	Very good. The governors show strong commitment to the school and are active in helping the school move forward.
The school's evaluation of its performance	Very good. There are good improvements in the teaching and the staff are committed to further improvement. The work of the school is monitored and evaluated very thoroughly and effectively.
The strategic use of resources	Very good. The school seeks many opportunities to increase the budget. Money is spent wisely and is raising the children's standards. The school consults very well with parents and gets very good value from its spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school. • The school expects the children to work hard. • The teaching is good. • The children like school. 	<ul style="list-style-type: none"> • The amount of homework. • The information about how the children are getting on. • The way the school works with parents.

The inspection team agree with the positive views of the parents. The school provides a typical amount of homework. The information about how the children are getting on in their reports is very clear and thorough, additionally the teachers and headteacher are available to discuss the children's work with parents. The school works with parents extremely well. When concerns arise the school works hard to resolve them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

At the end of Key Stage 2 the children usually reach above or well above average standards. They learn well and quickly. In Key Stages 1 and 2 the teachers assess what the children can do and need to do next extremely well.

1. When the children come into the school their assessments show that overall their standards are average. In the Foundation Stage they make satisfactory progress. When they leave, at the end of Year 6, many of them reach standards that are above or well above average in all subjects. Over the past few years the standards in the infants have been lower than in the juniors. In 2000 the Key Stage 1 test results were below average in reading and writing and well below average in mathematics and science. The children had made unsatisfactory progress during Key Stage 1 and when compared to similar schools their standards were well below average overall.
2. In Key Stage 2 the children make very good progress. When they take their national tests at the end of Year 6 they have been reaching above or well above average standards in most years. This is particularly good when compared with the low standards of some of the children when they entered Year 3. The better achievements in Key Stage 2 are strongly linked to the improvements in the teachers' assessment systems. These are excellent. They use the national curriculum to show what the children should have learned by a certain stage. The teachers are very familiar with the national curriculum levels and can quickly identify the stage reached by the children when they look at their work or talk with them. This was seen in a mathematics lesson in Year 6 when the teacher was challenging the class with unfamiliar work about calculating area. The children found some aspects of the task impossible and the teacher noted the level they were at and what they needed to learn next in order to move on.
3. The children's individual progress is recorded and frequently monitored to see if the progress is fast enough. Those aspects of their work that individuals find difficult are noted and additional time and opportunity are planned to help the children understand more fully. As a result of this system the children achieve very well. This assessment system has now been introduced in Key Stage 1 and is helping the teachers in their good efforts to raise the standards and achievement of the infant children.
4. The children's standards in information and communication technology are well above average by the end of Key Stage 2. The children work independently to develop their ideas and communicate information. In Years 5 and 6, in science, the pupils are designing multi-media presentations about healthy eating. These include the use of text, pictures and sound. In Years 3 and 4 the children are designing book covers with a very professional appearance. The children confidently use the Internet to seek further information. Information from CD-ROM's is sought by pupils to improve the quality and range of their work. For example, in Year 4 a child found pictures of crystals to use as illustrations in his work.

The leadership and management by the headteacher, deputy and other key staff are very effective. The governors work extremely hard and successfully to support the school.

5. The headteacher provides the staff with clear, purposeful leadership which is well focused on school improvement. He works closely with the deputy to use systems and structures for management and communication that the school needs in order to move forward. The school development plan, for example, is extremely clear and all staff contribute to aspects for improvement. The team structures also enable all staff to make their contribution and feel that it is valued. For example, the Key Stage 1 coordinator has developed very clear and appropriate strategies to raise the standards in the infant classes. Systems for meetings ensure that ideas and opinions are easily and freely communicated to all staff. For example each week there are very useful opportunities for open discussions about events or any concerns that may have arisen. This enables all the staff to monitor children, with a physical disability, for example. The headteacher has built up a good sense of team spirit and a shared commitment to improvement. This encourages all the staff to work hard and with enthusiasm to help the school move forward.
6. There is good delegation to the senior staff and subject coordinators who take responsibility for their curriculum areas. The subject leaders very effectively identify and organise training opportunities through consultation with the deputy head. They use opportunities for monitoring lessons, teachers' planning and children's completed work to identify the strengths and weaknesses in their area of responsibility. They take action, such as discussions with the head, if any concerns are noted and help plan how improvements can be made. They are having a significant impact in their subjects. The mathematics coordinator, for example, noted that the children's mental calculations were not fast enough and the children did not have a wide enough range of strategies to select from. She provided training for the staff and this area is now very strong.
7. The headteacher and deputy have a very clear view of the strengths of the school. They have also identified the weaker areas, particularly the need to raise the standards in Key Stage 1. In consultation with the Key Stage 1 coordinator sections of the school development plan are written to target these priorities. The headteacher, with the assessment coordinator, has thoroughly analysed the results of the national tests for seven and eleven-year-olds. Following this targets for improvement have been set, for infant children in writing, for example, which are followed throughout the key stage. Since these targets were set the standards are considerably higher and continue to improve.
8. The governors are very active and committed in their role. They fulfil their responsibilities very well by visiting the school often. They question the headteacher about developments and action that will be taken. They are involved in shaping the direction of the school through regular and frequent meetings. In addition to this a named governor is available to represent the school each month at any events or meetings that may arise. The governors are linked to individual classes and take a strong interest in aspects of the school they represent. For example the Health and Safety committee give up time early in the morning to meet and check over the building with the headteacher and caretaker. Following this they intend to write a report identifying improvements since the last inspection and highlighting any areas of concern. The governors are very informed of the strengths of the school and know the areas for improvement. They keep a check on developments through the headteacher's reports and through visiting the school and looking for themselves.

9. The considerable effort and time given to the school by the headteacher, staff and governors contribute strongly to the high level of success experienced by the children.

The teaching is very good, and sometimes excellent, for the junior children. The training opportunities, to ensure the teaching continually improves, are managed very well.

10. In Key Stage 2 the teaching is particularly good and most of the lessons seen were very good or excellent. The teachers are very concerned that the children will be successful and happy learners and change the way they work if they need to provide different support. For example in Years 3 and 4 the teachers quickly identified that many of the new Year 3 children were restless and inattentive when they moved into the classes. The teachers recognised that the children's achievement would suffer unless they learned how to benefit more effectively from their lessons. As a result the teachers worked together to calm and interest the children. They provided, for example, more practical tasks, and impressed on the children the need to work hard and concentrate. This has been most successful, the classes are now calm and the children enjoy their work, pay attention and are learning very well.
11. In Years 5 and 6 the teachers expect the children to show more mature behaviour. They teach the pupils how to work independently and help them judge for themselves if their work is good enough. This was seen when the children were working with computers. The teacher questioned the children about the quality of their work and asked what else was needed and why. The children are used to this way of working and can look critically at their work as a means of improving it. As a result the work is often of a very high standard and the children feel a huge sense of achievement. They concentrate very well in lessons and use what they have learned effectively. For example in mathematics the children knew how to find the perimeter and area of shapes but did not know how to calculate diagonals. They struggled with tasks involving diagonals, seeking advice from each other or leaving those problems for later without becoming anxious. They showed a mature response to a new and challenging situation.
12. The children with special educational needs are taught well. Their work is planned carefully to give good support and help the children achieve steadily. The classroom assistants provide very good support to individuals and small groups of children. For example, in a Year 6 science lesson children needing additional support worked alongside the assistant who reminded them of the facts discussed during the class lesson and questioned them well to clarify their thinking.
13. The deputy head provides very good support for the teachers through planning and organising any training that is needed. All the staff are provided with training opportunities and a wide range of trainers are used. The level and quality of training is much better than usually seen. For example, the school has sought extended levels of information and communication technology training using external consultants. As a result the teachers are very skilled and confidently help the children use the computers in many areas of their work. The same opportunities are now available for other staff in the school. The local college of education has provided mathematics training and the staff have improved their understanding of the use of computers to support mathematics. The school was awarded accreditation for Investors in People and the evaluation of training was recognised as particularly strong. This very good level of training has enabled the teachers and classroom assistants to support the children more effectively. As a result the teachers have a very good knowledge of the

subjects they are teaching and are keen for the children to do well. They provide challenging but achievable work. The children enjoy their lessons and work very hard.

The curriculum is very good. The lessons are interesting and exciting, they are linked together well in topics so that the children can make good sense of what they are learning. Lessons are strongly supported by very wide learning opportunities outside lessons. The parents and community contribute very well to the children's learning.

14. The headteacher is committed to giving the best opportunities to all of the pupils. The parents appreciate this and know the school expects their children to work hard and do their best. The headteacher and deputy place a high emphasis on the children receiving a broad and exciting curriculum. They communicate this well to the rest of the staff and as a result there are very good opportunities for the children to learn through many practical experiences.
15. The curriculum is developed from the national recommendations. A good balance of time is given to English and mathematics but the other subjects are also given appropriate time. Several subjects are linked together very well through topics. This was seen, for example, in history and geography in Years 3 and 4. The children learned about the history of transport, particularly in Victorian times. Linked to this they learned how better transport changed seaside settlements into resorts when many more people could visit them. Information and communication technology is linked exceptionally well with other subjects. This was seen in the children's work in many subjects but in science, literacy and mathematics in particular. For example, the children in Years 3 and 4 have written and published story books for younger children, using a very good range of computer skills for the presentation of the work.
16. The children's learning is strongly supported by very good opportunities to learn in clubs before, during and after the school day. All the staff are involved at some point. They offer the children the chance to use and apply what they learned, in lessons, during more relaxed activities. In some clubs the children can try activities that are not usually available in lessons, such as bicycle safety. There are several clubs linked to music. For example, the children in Key Stage 2 have a performing arts club in the evening. This is well attended and helps the children develop confidence and use their skills in music and drama. In reception and Key Stage 1 the children attend a music club. This has strongly supported their singing. In Years 2 and 3 there is a recorder club. Several sports are supported including football, gymnastics and netball. Additionally, in Years 5 and 6 the children can, for example, develop their model making skills, learn safety skills connected to bike riding, attend a French club, help write the school newspaper or stay on and do their homework.
17. Members of the local community and the children's parents provide very good support to the school in ways that help the children learn. For example the nursery children have a pleasant fenced play area that was finished with the help of local individuals and the caretaker during the school holidays. Around 40 parents help in classes and some join the children on visits. Parents ensure the children complete their homework. Residents in the village willingly support school events, such as a treasure hunt that needed signs erecting in their gardens. Members of the British Legion visit the school to help the children understand about remembrance and sacrifice. The school has strong links with the local college and Hull University. Many successful initiatives, assessment, numeracy and poetry for example, have been strengthened through work with these centres.

WHAT COULD BE IMPROVED

Standards in science in Key Stage 1 are below average.

18. When the Year 2 children were assessed in the summer of 1999 and 2000 their standards in science were very low. Their overall standards when they left reception were average and the children had made poor progress during their time in Key Stage 1. Since this concern was recognised, the teachers gave greater attention to the teaching and learning of science. In the summer of 2001, the standards improved but were still below average.
19. The children are interested in their science lessons and are keen to examine the resources provided for investigations. However they often observe in a superficial manner and then can recall few details of what they have seen. They do not show an appropriate understanding when examining objects and materials scientifically and drawing conclusions. In the lesson observed the children examined resources made of rough, smooth, shiny and dull materials. They were unsure how to use the differing features in order to group the objects. When guided by the teacher and classroom assistants, however, the children were quickly able to identify what objects are made of and group them.
20. The teachers are rightly focusing on developing more independence and decision making in the children's learning. They are aware that the children have an appropriate level of general knowledge and some of them are very well informed indeed. The staff are sensibly concentrating on helping the children learn early scientific behaviours such as detailed observation, describing what they have seen and identifying similarities and differences. The children are quick to apply vocabulary like smooth, shiny and rough when prompted by their teacher.

The assessment procedures in the Foundation Stage need to be strengthened and used more effectively to support the curriculum.

21. In the Foundation Stage, whilst there are no unsatisfactory aspects, there are differences between the assessment strategies in the nursery, in reception and in Key Stage 1. Assessment procedures have recently improved significantly in Key Stage 1 to bring them up to the excellent standards of Key Stage 2. This has not happened in the Foundation Stage. As a result there is little detailed information to show if the children are making fast enough progress and what they need to learn next. The children achieve at a satisfactory pace during their time in the Foundation Stage but do not reach above average standards. The lack of detailed information showing what they have learned and how fast they make progress contributes to this. The nursery has newly opened and, as yet, there has been no move to ensure that a comprehensive assessment system is in place.
22. The assessment procedures used in the nursery are satisfactory overall. The records kept about each child include general areas for development drawn from the nationally recommended curriculum but there are few detailed targets or identifiable stages. As a result the staff provide an appropriate range of learning opportunities but have not always recognised what good achievement will look like. The planning does not include the careful building of identified skills that are linked to specific targets. In the outside area, for example, there is an appropriate choice of activities but some of the children are able to spend some time each day riding their bicycles round and round. This is something they could not do when they arrived in the nursery, but now need to move to more skilled handling of the bikes. The bikes are available every day rather

than being part of a wider range of outside activities. The nursery class has started well. The staff are very enthusiastic and the room is very well resourced. However there needs to be a clearer view of what the children are to learn if the nursery is to match the very good provision in the rest of the school.

23. In reception the assessment procedures are more detailed and show, for example the initial phonics the children have learned. However, they do not show how quickly the children are learning. Insufficient account is taken of the assessment data collected for each child when they start their reception year. As a result this valuable information is not used during the year to show how fast the children are making progress. Some of the children could learn more quickly if their standards were monitored more closely. For example, in several lessons the tasks given to the whole class are the same and the potentially higher attaining children are not stretched enough. There is no record of aspects the children find difficult or of additional provision to revisit these areas of difficulty. The teachers' planning follows an annual cycle and work is provided at the same level each year. However, as the children's progress is not accurately monitored during the reception year it is not possible to describe the precise progress they are making or the value that the school is adding. When the children leave reception they are assessed again and all of them have made average progress. Some potentially higher attaining children have unsatisfactory achievement as they could have made faster than average progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to build on the very good work of the school, the headteacher, staff and governors should:
- a) **improve the standards in science in Key Stage 1 by continuing the strategies already identified by the school;**

 - b) **ensure the assessment procedures in the Foundation Stage are strengthened and used more effectively to raise standards and increase the rate of progress by:**
 - developing an assessment system that takes full account of the Foundation Stage curriculum;
 - using the system to ensure the children's standards and progress are closely monitored;
 - ensuring the system shares common features to aid the continuity of learning as the children move from year to year.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	6	6	0	0	0
Percentage	7	49	22	22	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. [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

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	314
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	65

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	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	9

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.3
National comparative data	5.2

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 2000

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	20	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	22
	Girls	17	18	18
	Total	36	38	40
Percentage of pupils at NC level 2 or above	School	82 (84)	86 (80)	91 (94)
	National	84 (83)	86 (80)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	20
	Girls	18	18	17
	Total	37	40	37
Percentage of pupils at NC level 2 or above	School	84 (84)	91 (88)	84 (86)
	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	30	20	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	21	29
	Girls	19	18	19
	Total	42	40	49
Percentage of pupils at NC level 4 or above	School	84 (89)	80 (89)	98 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	28
	Girls	18	18	19
	Total	41	44	48
Percentage of pupils at NC level 4 or above	School	82 (87)	88 (93)	96 (100)
	National	72 (70)	84 (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	2
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	257
Any other minority ethnic group	0

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)	14
Number of pupils per qualified teacher	25
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	181

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.5
Number of pupils per qualified teacher	8.7
Total number of education support staff	1
Total aggregate hours worked per week	37
Number of pupils per FTE adult	5.2

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
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	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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
	£
Total income	554361
Total expenditure	526627
Expenditure per pupil	1641
Balance brought forward from previous year	0
Balance carried forward to next year	27734

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	327
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	2	0
My child is making good progress in school.	55	40	5	0	0
Behaviour in the school is good.	63	31	3	2	2
My child gets the right amount of work to do at home.	35	45	14	6	0
The teaching is good.	68	26	5	0	2
I am kept well informed about how my child is getting on.	45	37	14	0	5
I would feel comfortable about approaching the school with questions or a problem.	78	14	3	3	2
The school expects my child to work hard and achieve his or her best.	68	28	3	2	0
The school works closely with parents.	55	29	12	3	0
The school is well led and managed.	58	34	0	6	2
The school is helping my child become mature and responsible.	60	31	5	0	5
The school provides an interesting range of activities outside lessons.	65	28	5	0	3