

INSPECTION REPORT

SHAWLANDS PRIMARY SCHOOL

Barnsley

LEA area: Barnsley

Unique reference number: 106564

Headteacher: Mr J Sawyer

Reporting inspector: Mr Ian Hocking
1272

Dates of inspection: 8th - 9th May 2001

Inspection number: 196214

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: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Shaw Street
Barnsley

Postcode: S70 6JL

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs C Nixon

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shawlands Primary School is situated on the western side of Barnsley. There are 222 pupils on roll; in addition there are 50 children attending morning or afternoon sessions each day in the nursery. 5.4 per cent of pupils are on the register of special educational needs, which is well below the national average. 0.8 per cent of pupils have statements, which is also below average. All pupils on roll are fluent in English although there is a small proportion (1.5%) of pupils who are bilingual. The school community is drawn from an extensive area of mainly private houses, many of which are small town terraces without gardens. The proportion of pupils eligible for free school meals is broadly average in relation to national figures. The attainment of most pupils when they begin school in Reception is broadly in line with that anticipated for their age.

HOW GOOD THE SCHOOL IS

Shawlands is a very good school that has many areas of strength and no significant weaknesses. Pupils achieve high standards as a result of very good leadership and teaching. The school is very successful in promoting pupils' academic and personal development. It provides very good value for money.

What the school does well

- Leadership is very good and promotes high standards within a caring ethos.
- Pupils' academic standards are above the national averages in English and science. Standards in mathematics are well above average.
- Teaching is very good and teachers are highly committed to pupils' personal welfare and academic progress.
- School makes very good provision for pupils' personal development.
- Pupils are highly motivated, and show outstanding interest in their work. Their behaviour is very good; they have excellent relationships with each other and with the adults in school.

What could be improved

The inspection team found no significant areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in April 1997. All of the key issues identified at the last inspection have been fully addressed. In particular, there is now a clear set of aims that are promoted by the headteacher and staff and which are focused on raising standards. The school development plan (SDP) is now a very good quality tool for management and is appropriately allied to financial planning. Roles and responsibilities are distributed very effectively amongst the senior management team and all members of staff are aware of what is expected of them. Effective procedures are now in place for monitoring and evaluating the school's performance. Governors are now playing a satisfactory role in the school's management. Curriculum provision has been improved, especially in religious education and now provides balance, breadth and progression. In addition, the quality of teaching, including assessment, has been substantially improved. Statutory requirements are now fully met. The school is very well placed to continue to improve from its existing strengths.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	B	B
Mathematics	A	A*	A	A
Science	A	A*	B	A

Key	
High (top 5)	A
	*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards attained by 11-year-olds in the year 2000 tests are above the national average for English and science and well above average in mathematics. When compared with similar schools, the performance of pupils in science is well above average. Over the last four years, standards attained by 11-year-olds have shown continued improvement in English and although there was a slight fall back in mathematics and science, due to cohort differences, the overall trend is upward and in line with the national trend. Standards seen in the work of current Year 6 pupils confirm the above picture of at least above average results.

Standards achieved by 7-year-olds in the year 2000 tests are below average in reading but average in writing and mathematics. There was a decline in standards over the years 1999 and 2000 due in main to an unstable teaching situation that has since been resolved. Standards of work seen in the present Year 2 class indicate that improvements have been made in reading, writing and mathematics. Pupils are reaching above average standards in all three areas of work.

As they progress from class to class pupils grow in confidence and skill so that by Year 6 they are able to express themselves very effectively in speech and writing.

The above average standards seen in the work of pupils aged 7 and 11 represent good achievement from the average attainment that most pupils have when they begin school in Reception.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: pupils show excellent interest in their work and are very enthusiastic about school.
Behaviour, in and out of classrooms	Very good: pupils behave very well in lessons, around school and at play. Older pupils show commendable maturity.
Personal development and relationships	Very good: pupils show very good respect for the feelings of others. They show responsibility and have excellent relationships with others.
Attendance	Good: the rate of attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Very good

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

Teaching is at least satisfactory in all lessons. In 11 per cent of lessons teaching is satisfactory, in 22 per cent it is good, in 50 per cent it is very good and in 17 per cent teaching is excellent. Thus two out of every three lessons observed were judged to be very good or excellent. This represents an impressive amount of high quality teaching. Teaching of English and mathematics is very good across the school. Teachers give due emphasis to teaching the basic skills of literacy and numeracy. Teachers' at least good, and in most cases excellent, rapport with pupils underpins very good class control. All groups of pupils, within each key stage, make similar gains in their learning. Notable features of learning, seen in all classes, are pupils' excellent interest, concentration and independence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: a broad, balanced and relevant curriculum is provided. It is enriched by a good range of visits, visitors, extra-curricular activities and a residential experience.
Provision for pupils with special educational needs	Good: pupils' needs are clearly identified within Individual Education Plans and are well met through work that is suitably tailored to need.
Provision for pupils with English as an additional language	Good: all pupils are fluent in spoken English and their achievements are similar to those of their peers.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good: the school makes very good provision for pupils' spiritual, moral, social and cultural development. Personal, social and health education is also given high emphasis.
How well the school cares for its pupils	Good: the school has very good procedures to promote pupils' positive behaviour and for supporting their personal development. Staff show good levels of concern for pupils' welfare and safety.

All areas of the curriculum meet statutory requirements. There are good systems in place for assessing pupils' achievements. School promotes an inclusive environment in which all pupils are equally valued and have equality of opportunity in all that is offered.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher, ably supported by the senior management team, provides clear educational direction for the school and promotes high standards within a caring ethos. The school is very successful in meeting its stated aims.
How well the governors fulfil their responsibilities	Satisfactory: governors fulfil all their statutory duties effectively and are appropriately involved in strategic planning.
The school's evaluation of its performance	Very good: the school has very good systems for checking on and improving the quality of its work, especially in relation to standards of pupils' work and the quality of teaching.
The strategic use of resources	Good: funds are designated effectively towards the chosen priorities. Principles of best value are applied towards spending.

The school is very well led and managed by the headteacher, very well supported by the deputy and senior staff. The headteacher is highly effective in motivating those around him and he sets high targets for the future. The strategic use of resources is good and the principles of best value are clearly applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p><u>Over 90% of parents agree with the following statements:</u></p> <ul style="list-style-type: none"> • My child likes school and is making good progress • I would feel comfortable about approaching the school with questions or a problem. <p><u>Over 95% of parents agree with the following statements</u></p> <ul style="list-style-type: none"> • Behaviour is good • Teaching is good • The school is well led and managed • The school expects my child to work hard and achieve his/her best • The school is helping my child become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work to do at home • The information about how their child (ren) is/are getting on • The range of activities offered outside lessons.

Inspectors share the positive views of parents. The school is currently reviewing its policy and practice regarding homework and the format of written reports, with a clear intention of bringing about improvement. The inspectors judge that the range of activities offered outside lessons is good. However, the school is anticipating that some further provision might be made from the beginning of the next school year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management is very good and promotes high standards within a caring ethos.

1 The headteacher, ably supported by the senior management team (SMT), provides very good leadership. He has a very clear view as to the direction the school should take and he has, in less than one year, gained the respect of colleagues, pupils and parents. He has strengthened the partnership with parents but acknowledges that further improvements are needed, for example, in reporting pupil progress. In the questionnaires returned by parents, prior to the inspection, 100 per cent of the parents agreed with the statement that “the school is well led and managed”. His outstanding interpersonal skills and his calm and unassuming manner are highly effective in motivating those around him. He has, in conjunction with members of the SMT, been instrumental in developing systematic monitoring of standards of pupils' work and teaching quality. Following the previous inspection there have been very good improvements across major aspects of the school's work as, for example, in teaching and in the raised standards of pupils' attainment. Despite such improvements, the headteacher continues to set high targets for the future. He sets the tone for the whole school through his excellent leadership of collective acts of worship, providing an appropriate reflection of the school's ethos and aims. Since his appointment, at the start of the current school year, the headteacher has introduced effective measures that ensure all key players are involved in producing the school development plan (SDP). He has encouraged all teachers to identify the developments needed, to raise standards, within the subject they co-ordinate. Appropriate targets are identified within the good quality draft SDP.

2 The very good work of the deputy headteacher and other senior staff helps to ensure both the smooth day-to-day running of the school and its long-term development. The deputy headteacher proves an excellent example both through her teaching and in her pastoral care of pupils. Co-ordinators of English and mathematics have a very good understanding of their subjects and have been pivotal to the successful introduction of the national strategies for literacy and numeracy. Effective teamwork and commitment underpin the way in which the school functions so successfully.

3 Governors are committed to their roles and fulfil their responsibilities diligently and with a clear sense of direction. They support the school's development and play an appropriate part in its quest for continued improvement. Governors play a full part in planning the way forward and are kept well informed about what is happening in school. Their knowledge is often gained firsthand since many are parents of pupils in school. The chair of governors provides a strong and informed lead for colleagues. She and the school would welcome even greater involvement from members of the governing body. She is particularly well informed through her frequent contact with the school as a result of her voluntary and valuable work with classes of younger pupils.

Pupils' academic standards are above the national averages in English and science. Standards in mathematics are well above average.

4 These high standards result from the very good teaching pupils receive and from very good leadership. Pupils begin to develop their linguistic skills in the nursery and reception classes, often through play, but mainly through structured dialogue with adults. Towards the end of reception most can make deductions, about text, from pictorial clues and can read words such as “super kids”; high attainers can read the word “celebrate”. The oldest pupils in reception know about titles and that words are made from letters, they know letters and their sounds and can identify capitals and their

associated lower-case letters. By the time they are aged five, almost all pupils can express themselves confidently in spoken English.

5 Writing skills are given high focus in Year 1 as evidenced by some written narratives of outstanding quality of “Me and the Beanstalk”. This achievement is all the more commendable given that some of these young authors have been in school for only three terms. By the age of seven, most have reached standards in English, especially in writing and speaking, that are above expectations for their age. Year 2 pupils are very confident communicators. They have acquired a good knowledge and understanding of glossaries; title, sub-headings and can distinguish between the distinct uses of phonemes such as “ea” as in “dead” and “leap”. In reading they can accurately recall key events and characters and readily identify and record unknown words such as “aviary”. In written work, pupils pay good attention to spelling and punctuation, making effective use of ICT to type phrases such as “Never mind”, she said, “I’ll call the doctor”. By age eleven, pupils have acquired above average skills in all aspects of English. They are able to: identify the genre in a piece of writing; analyse text and draw conclusions; distinguish between first and third person and utilise connectives, adjectives and adverbs within their own writing. Pupils can write for a range of purposes, such as biographies, book commentaries, instruction and persuasion. Good use is made of English across the curriculum, for example, in science, in pupils’ written explanation of the circulatory system.

6 Mathematical skills, knowledge and understanding are developed from pupils’ earliest days in nursery, where most can reliably count up to six dots on cards. By the age of five, pupils can count to ten and many can extend counting well beyond. Many can continue counting from a given starting point such as from seven to seventeen, and can also write the numeral that represents “one more than.” a displayed number of fingers. Seven-year-olds can rapidly state pairs of multiples of ten that total one hundred. They have a secure knowledge of important mathematical language such as forwards, backwards etc., some high attainers refer to a 90-degree angle as a “right angle” and one pupil rapidly deduced that two right angles equal 180 degrees. Pupils know that multiplying by two is equivalent to doubling and that multiplying by ten is tantamount to “shuffling it” (by which they mean moving digits one place to the left). At the end of Key Stage 1, standards are above the national expectation.

7 Towards the end of Key Stage 2, pupils have gained an above average level in mathematics including their speed of recall of table facts. Pupils in Year 5 are particularly adept at responding to quick fire questions related to multiplication tables, such as “fifty-four divided by something equals six, what is one seventh of seventy-seven?” etc. By the age of eleven, pupils’ mental skills have extended to being able to calculate twenty-five per cent of £50. They are adroit in their ability to apply a range of strategies in order to calculate VAT on given amounts such as £680. Pupils can also rapidly apply such skills to real-life problems such as calculating the net price of an item costing £25 less ten per cent discount. Written calculation skills, using the four rules of number with decimals, are also well developed. Pupils can successfully manipulate fractions in order to simplify, convert from improper to mixed and to find equivalent values. They are able to derive the mean, median and mode of a distribution of values.

8 Scientific knowledge, skills and understanding are also above average both for seven-year-olds and for eleven-year-olds. Year 6 pupils are able to present good quality hypotheses, observe and evaluate the outcome of controlled experiments to investigate the conditions under which microbes flourish. The same pupils also show above average skill in their design, make and evaluative skills in producing slippers. Some commendable pottery work has been produced by Year 6 pupils. Their glazed pots, produced under the expert guidance of a visitor, are of a quality well beyond that expected of eleven-year-olds.

9 In summary, pupils' standards of work across the school, and especially in English, mathematics and science, represent good achievement for all groups of pupils and manifest the pride and interest that pupils display towards their work.

Teaching is very good and teachers are highly committed to pupils' personal welfare and academic progress

10 Across the school, and in virtually all classes, there is very good teaching and in a significant proportion of lessons, especially in Years 2 and 6, teaching is excellent. There are many areas of strength in teaching, not least the very good skill with which teachers manage pupils and provide them with work that is interesting. Lesson plans are thorough and considerable preparation of learning resources precede the most successful lessons. Teachers invariably make clear to pupils what they are intended to learn during the lesson, especially so in literacy and numeracy. As a result of this very good teaching, all groups of pupils within a key stage make similar progress. In particular, all pupils show excellent levels of interest and concentration in their work. Where opportunities are provided, in almost all classes, pupils show excellent levels of independence. This was observed with even the youngest children in Nursery and was clearly evident in Years 5 and 6. In almost all lessons teachers place high, but realistic, demands upon pupils.

11 Teachers' good subject knowledge provides them with a secure basis for clear exposition and for posing probing questions to pupils as, for example, in a Year 6 science lesson where pupils were following up results of an investigation. This visiting teacher's very good knowledge of science was a key factor in developing pupils' understanding of the conditions under which microbes reproduce.

12 Skilful use of visual aids is a notable feature of many lessons, as for example, in a Year 2 English lesson where the teacher's excellent use of materials enabled pupils to make rapid gains in their knowledge and understanding of the features, such as sub-heading, used in non-fictional text to facilitate the readers' acquisition of facts. Pupils' learning was enhanced considerably by the excellent teamwork of the two teachers. Teachers in some lessons make good use of technology, examples include a robotic "toy" used to good effect in teaching Year 2 pupils the use of positional language; the use of electronic dictionaries by Year 5 pupils composing poetry and by Year 6 pupils practising the conversion of fractions, decimals and percentages

13 A successful mathematics lesson in Year 1 was characterised by highly enthusiastic teaching. The teacher played the role of shopkeeper to introduce the concept of giving change. Use of humour played a significant part in making learning fun for the pupils.

14 Assessment of pupils' learning is integral to planning and to the course taken within a lesson. A good example of this aspect of teaching was seen in a Year 6 lesson where pupils were practising the interchange of fractions, decimals and percentages. Pupils' work is marked thoroughly, and in best practice helpful comments are given to help pupils know what needs to be done to improve their work.

15 Teachers make effective use of high quality classroom support staff in promoting pupils' learning, as was seen most evidently in a Year 1 lesson and in a Year 6 lesson where the skilful interventions of the classroom assistant enabled pupils to make constructive use of ICT.

16 Tasks are often presented with in a real-life context that serves to add relevance to pupils' learning. Many such examples occur, including how polluted water can be filtered, the effect of exercise on the body, and notably, the need to be aware of the potential for misleading use of

percentages within advertisements. In all these lessons, pupils were highly interested and involved and good gains were made in their knowledge and understanding.

17 Features common to almost all lessons are the focus given to the development of pupils' speaking and listening skills and the good role models set by teachers in the correct use of language, apart from those occasions when teachers inadvertently refer to calculations as "sums". Pupils are given many opportunities for engaging in meaningful dialogue within lessons and this contributes greatly to their confident speech.

18 All staff demonstrate high levels of commitment to the pupils' academic learning and personal growth. Opportunities are maximised for the development of social skills and moral principles. In particular, the example set by adults has a profound effect on the development of mutual respect which underpins the excellent relationships that exist at all levels in the school.

School makes very good provision for pupils' personal development

19 Very good provision is made for pupils' spiritual development, mainly through assemblies and religious education. The headteacher has had a significant impact on this dimension of pupils' personal development. He provides an excellent lead in collective acts of worship to which pupils respond reverently and enthusiastically. One assembly, led by the headteacher, featured the telling of a story that had a strong social and moral message. This was augmented by an appropriate prayer, well chosen songs and the connection being made between the story and a biblical message. The combination of all these features resulted in a coherent well-integrated spiritual provision for Key Stage 2 pupils. The visit to a war memorial on Remembrance Day is another example of provision for spiritual development. A Year 6 pupil wrote "it was a bit hard for the younger children to understand but we thought it was a good idea to think about the horrible things that happened in the war – we prayed for peace in the world". Even the youngest pupils are encouraged, in work completed in Reception, to express their feelings of being happy and sad.

20 The school makes very good provision for promoting pupils' social and moral development. Staff present at least good and often excellent role models of positive relationships with pupils. This leads to a very good ethos in classrooms, where mutual respect is evident. assemblies also provide a significant opportunity for the re-enforcement of social and moral principles. A good example is that of a "Special Mentions Assembly" where the younger pupils in school are awarded stickers for effort, attendance, achievement and kindness. There is a real sense of family within this assembly concluding with an appropriate opportunity for pupils to reflect upon "how you could improve what you have done this week". Similarly, the "Shawland Stars" and headteacher awards contribute to pupils' personal development. The recently introduced "Tree of Life" booklet is a valuable initiative designed to enable pupils to self-assess what they have learned about health, social and moral issues during the year. Valuable links with the community police also result in very good provision that is clearly valued by pupils, especially those in Year 6.

21 Further valuable contributions are made through the curriculum and classroom displays; an excellent example of which is that in Year 2 featuring the "care of plants and animals". Following the teacher's exemplar poem, pupils in Year 6 were inspired to write their own evocative poetry on the theme of "loneliness" in which the focus was on the feelings of those whose lives are desperate through poverty, addiction or rejection. Pupils in the same class have recently considered those whose lives have been blighted by the foot and mouth crisis. Year 5 pupils, in the geographical and scientific studies of water supply, have been encouraged to think about those affected by floods, drought and polluted water supplies.

22 Pupils are encouraged through their own efforts, such as car washing, to support local and national charity appeals. As a result significant amounts of money are raised for Comic Relief and the Baa Lamb Appeal (Barnsley Aid Albania Love and Much Benefit) Appeal.

23 Pupils' cultural development is also given very good emphasis. Curriculum subjects such as music, physical education, history, geography and art all provide relevant contributions. For example, pupils are exposed to the works of a range of famous artists such as Monet, Van Gogh, Klee, Kandinsky, Picasso, O'Keefe et al. In assemblies, pupils are made aware of the musical content and in religious education pupils learn about a range of faiths and cultures including Christianity, Judaism, Hinduism, Islam etc., In history, Year 3 pupils have learned about key features of life in Roman times. Year 4 pupils have studied life in the Indian village of Chembakolli. Such opportunities broaden and develop pupils' cultural awareness.

24 Pupils' personal social and health education is also developed very effectively through specific lessons, such as the Year 6 lesson where the teacher provided pupils with opportunity to express their feelings and anxieties. This was opportune given the imminent national tests and transfer to secondary school. Because of the excellent relationships and supportive ethos in the class, pupils were confident to express their fears in an open and secure manner. The recently introduced Pupil Council also provides a purposeful and constructive forum for pupils to express opinions about aspects of school life and represents an important and valuable provision for developing pupils' social awareness.

25 School visits to a range of venues also contribute to pupils' personal development. For example, a visit to the River Dearne provided pupils with a relevant opportunity to evaluate the effect of pollution. The residential visit to Bethany House and extra-curricular activities also contribute significantly to the very good provision made for pupils' personal development.

26 This aspect of the school's work has improved markedly since the last inspection and now represents a strength of the school.

Pupils are highly motivated and show outstanding interest in their work, their behaviour is very good, they get on well with each other and with the adults in school.

27 Pupils have very positive attitudes to school and to their work. They listen well when they are being addressed and show interest when working on the activities set for them. In lessons, and at other times throughout the school day, pupils' behaviour is very good and contributes significantly to the excellent relationships and to the very good learning that takes place. In some lessons, notably involving the Years 5 and 6 classes, pupils' behaviour is exemplary. For example, Year 5 pupils worked very successfully in groups of four in order to produce water-filtering models. In these lessons, pupils' skills of co-operation and their ability to show initiative were outstanding and demonstrated a maturity that belies their age. Equally, pupils in a Year 2 lesson were able to work very productively in teams constructing lists of words with common phonemes.

28 The pupils' level of self-motivation was judged to be high in almost all lessons seen. They needed no prompting to begin work or to sustain effort on a task. In particular, pupils are eager to take any opportunity to work on computers. When doing so, pupils are able to demonstrate initiative, independence and support for each other. They treat the computer equipment and resources elsewhere in school with great care and with a sense of responsibility. For example, when Year 6 pupils were involved in making observational drawings of some very expensive equipment, they moved around very carefully.

29 In assemblies, pupils' responses are very good. They listen avidly to whoever leads the assembly and to those pupils who are invited to speak about themselves. An excellent example is that of the

assembly conducted by Year 6 pupils. Their chosen theme was related to the World Wildlife Fund. Pupils' delivery was confident, articulate and thoroughly well organised to include song and prayer. Pupils value highly the "Special Mentions Assembly", where they collectively share in celebrating individual endeavour and personal attitudes. In another excellent assembly, pupils listened carefully and responded reverently to the story related by the headteacher.

30 Excellent relationships abound in the school and are a major strength. The quality of these excellent relationships, and mutual respect shown, form the foundation upon which this school achieves much of its success.

WHAT COULD BE IMPROVED

The school has no significant areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20%	50%	22%	11%	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	25	208
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	10	10	12
	Total	23	23	27
Percentage of pupils at NC level 2 or above	School	77 (71)	77 (71)	90 (76)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	11	11
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	83 (62)	87 (74)	87 (68)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	19	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	19
	Girls	13	13	13
	Total	29	30	32
Percentage of pupils at NC level 4 or above	School	91 (82)	94 (97)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	13	13	13
	Total	27	29	32
Percentage of pupils at NC level 4 or above	School	84 (84)	91 (94)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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	5
Pakistani	3
Bangladeshi	0
Chinese	0
White	192
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	29.7

Education support staff: YR – Y7

Total number of education support staff	7
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	393000
Total expenditure	401890
Expenditure per pupil	1558
Balance brought forward from previous year	40919
Balance carried forward to next year	32029

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	45	2	2	2
My child is making good progress in school.	51	43	2	0	4
Behaviour in the school is good.	62	34	4	0	0
My child gets the right amount of work to do at home.	21	38	30	4	8
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	30	43	17	8	2
I would feel comfortable about approaching the school with questions or a problem.	57	36	2	4	2
The school expects my child to work hard and achieve his or her best.	62	34	4	0	0
The school works closely with parents.	28	55	11	6	0
The school is well led and managed.	47	49	2	0	2
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	19	32	30	8	11

Summary of parents' and carers' responses

[text] [replaces the table when there are fewer than ten returns]

Other issues raised by parents

[text] [a short comment should be included if applicable]