

# INSPECTION REPORT

## **WEST JESMOND PRIMARY SCHOOL**

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 131203

Headteacher: Mrs Valerie Lyons

Reporting inspector: Dr Brian Male  
14906

Dates of inspection: 28 - 29 January 2002

Inspection number: 198102

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Tankerville Terrace Jesmond Newcastle-upon-Tyne
Postcode:	NE2 3AJ
Telephone number:	0191 2810000
Fax number:	0191 2813217
Appropriate authority:	Governing body
Name of chair of governors:	Joanne Kingsland
Date of previous inspection:	13/10/97

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This very popular large community primary school takes pupils from four to 11 years old and is maintained by the City of Newcastle Local Education Authority. It occupies a set of Victorian buildings on a restricted site and serves a residential area of Jesmond to the north of the city centre. At the time of the inspection there were 609 pupils on roll in 21 classes. Most pupils start school with standards of attainment above those usually expected. Seven per cent of the pupils are eligible for free school meals which is well below the national average. Seven per cent of the pupils are on the special educational needs register, which is also well below the national average. There is much a higher than usual proportion of pupils for whom English is an additional language.

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

This is a very good school with a strong, supportive ethos. Pupils make good progress across the school and attain well above average standards. Pupils have very good attitudes to school and behave very well. The high standards are promoted by the quality of the teaching, the pupils' very good attitudes and the support that pupils receive from their parents. The headteacher, with the strong support of senior staff, has ensured that teachers work particularly well together and with a consistency of approach. This is an outstanding achievement in a school whose separate and somewhat awkward set of buildings does not make this easy. The headteacher sets an excellent tone for the school and has created a very positive climate where educational provision is very well developed, and pupils are valued as individuals. The school gives very good value for money.

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

- Standards of attainment are well above average in the core subjects of English, mathematics and science.
- The quality of teaching is very good overall with some excellent teaching.
- Pupils have very good attitudes to school and behave very well.
- The way in which the leadership of the headteacher, with the strong support of senior staff, has ensured that teachers work so well together with such a consistency of approach is outstanding.
- The school has a very positive ethos and makes very good provision for pupils' personal development.
- There has been particularly good development of information and communication technology.
- The school provides a very wide range of extra-curricular activities.

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

- There is no area that is in need of significant 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 was last inspected in October 1997, and has made very good progress since then. High standards have been maintained in English and science, and standards have risen still further in mathematics. Standards have also risen in information and communication technology and are now above average. The quality of teaching is now very good overall with significant strengths. The quality of the headteacher's leadership is

outstanding in many respects. The school has addressed all of the key issues raised by the previous inspection. The school has a very good capacity to continue this trend of progress.

## 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	A*	A*	A	A	very high A* well above average A above average B average C below average D well below average E
Mathematics	A*	A*	A	A	
Science	A*	A*	A	B	

The school's scores in the 2001 national tests for 11 year olds were well above the national average in all three subjects. This continued a trend of well above average standards in all three subjects. Standards in two of the last four years were in the top five per cent of schools nationally. The variations from year to year are within the normal range. The proportion of pupils attaining the higher level (Level 5) was also well above the national average in all three subjects. Inspection evidence indicates that the school is maintaining these high standards. These standards represent good progress and achievement for the pupils. Standards in literacy and numeracy are high. Standards in information and communications technology are above those usually found. It is not possible in a short inspection to make judgements across the whole range of subjects.

The school's scores in national tests for seven year olds are also well above the national average, and generally well above the average of similar schools, in the three aspects tested: reading, writing and mathematics. Inspection evidence indicates that the high standards are being maintained.

Pupils with special educational needs and those for whom English is an additional language make good progress. The good progress and high standards for all pupils across the school result from the quality of the teaching, the positive ethos of the school, the pupils' very good attitudes to their work and the support they receive from their parents.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They take a great interest in their work and are keen to learn. They sustain their concentration well and tackle new work with confidence. These attitudes are encouraged by the way in which pupils are valued by their teachers.

Behaviour, in and out of classrooms	Pupils behave very well in class and around the school. They are polite and courteous and are thoughtful of others. The unusually high number of exclusions last year arose from special circumstances that were handled very well by the school.
Personal development and relationships	There are very good relationships across the school and these underpin the pupils' attitudes and behaviour. Pupils are thoughtful and considerate and very kind to others.
Attendance	The rate of attendance is well above the national average.

## 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 quality of teaching in the school as a whole is very good. Teachers work very hard, are consistent in their approach and are very concerned for the welfare of their pupils. The variations in the above table result from a small sample of lessons during the short inspection and are not necessarily significant. Teachers have very good relationships with their pupils and value them as individuals. This underpins the pupils' very good attitudes to school and builds the self confidence which enables them to tackle new work so well. There are high expectations of both attainment and behaviour, and the pupils rise to this challenge, working quickly and confidently. The best lessons have a sense of excitement and a range of learning activities that engage the pupils' interest and involve them in thinking through what they are learning. Pupils are often given good opportunities to develop independence in working together, finding things out for themselves and trying out different methods. This deepens their understanding.

The basic skills of literacy and numeracy are taught very well indeed across the school. Pupils who have special educational needs are supported appropriately through their individual education plans. There is some good teaching of pupils for whom English is an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a wide curriculum, but it is heavily balanced in terms of time towards literacy and numeracy which, together, take up almost all of each morning. There is a very wide programme of extra-curricular activities.
Provision for pupils with special educational needs	There is a relatively small proportion of these pupils in the school, and they receive appropriate support and make good progress. Individual education plans contain helpful targets and the National Code of Practice is fully implemented.

Provision for pupils for whom English is an additional language	There is a relatively high number of these pupils, with many pupils at an early stage of learning English arriving each year. Good teaching of these pupils by a specialist teacher ensures they make good progress, and some become fluent in English very quickly indeed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. Pupils' opinions are valued, and there are some very good systems for encouraging independence and a sense of responsibility through such things as the school council and playground monitors.
How well the school cares for its pupils	There is a very strong, supportive ethos, and pupils are cared for well as individuals. The systems for assessing pupils' attainment and progress have been improved significantly and are now very effective.

### HOW WELL IS THE SCHOOL LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets an excellent tone for relationships and has created a remarkably positive ethos for staff and pupils. She has a clear vision for the development of the school, and a particularly good understanding of its effectiveness. She is well supported by senior staff, and the way in which she has created such a cohesive school with a very positive, consistent and thoughtful approach to education is outstanding.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and maintain a good general overview of its work.
The school's evaluation of its performance	The school's evaluation of its performance is of a very high quality. A wide range of assessment and other data is analysed and evaluated. Individual pupil's progress is tracked, and a number of valuable methods used to measure the school's effectiveness.
The strategic use of resources	The school's budget is used well. The principles of best value are applied. The school receives a relatively low income and provides very good value for money.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like coming to school.</li> <li>• Children make good progress and attain high standards.</li> <li>• The quality of teaching is good.</li> <li>• Standards of behaviour are high.</li> <li>• There is good provision for pupils' personal development.</li> <li>• The headteacher and school are very approachable.</li> <li>• The school is well led and managed.</li> </ul>	<p>Some parents feel that:</p> <ul style="list-style-type: none"> <li>• the amount of home work is not right;</li> <li>• they could be better informed about how their child is getting on;</li> <li>• the school could work more closely with parents.</li> </ul>

This is a very popular school, and the great majority parents are very supportive and appreciative of its work. The inspection agrees with all the favourable comments made by parents. In their replies to questionnaires, about a fifth of parents wished to see the above areas improved. Those who felt that the amount of home work was not right split between those who felt that there was too much and those who thought there was not enough. The inspection finds that the amount set is similar to most schools. The school's arrangements for informing parents about how their child is getting on are similar to those usually found, and it has worked particularly closely with parents on the development of policies, and in such projects as the development of the playground.

## **PART B: COMMENTARY**

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

**Standards of attainment are well above average in the core subjects of English, mathematics and science.**

1. The school's scores in national tests for 11 year olds have been well above the national average in English, mathematics and science over the last four years. In two of the last four years, the scores in all three subjects have been in the top five per cent of the schools in the country. The standards are also generally well above those of similar schools. The variations from year to year are within the range that is normally expected. Inspection evidence indicates that these high standards are being maintained.
2. These standards represent good achievement for the pupils. Most pupils enter the school as four year olds with standards of attainment already above the national average and make good progress to attain the well above average standards by the age of 11. Almost all pupils who progress through the school attain the expected level (Level 4) in English, mathematics and science by the age of 11. The pupils who do not attain this level are mainly those who have recently arrived in school and who are still at an early stage of learning English, and so would not necessarily be expected to reach this level. Given the presence of a much greater than average proportion of such pupils, the school does particularly well to attain well above average standards. It is the very high proportion of pupils who attain the higher level (Level 5) that makes the overall standard so high.
3. The school's scores in national tests for seven year olds in reading, writing and mathematics have also been well above the national average for the last four years, and in the top five per cent nationally in one of those years. Again, the variation from year to year is within the range that is normally expected, and inspection evidence indicates that the standards are being maintained this year.
4. The high standards in English encompass the three strands of speaking and listening, reading and writing. Across the school, pupils listen attentively and take very good account of what others have said, and most are very confident and articulate in their speech. By the age of 11, most pupils can vary expression and vocabulary and express their ideas very clearly; for example, in explaining to another pupil how to perform a calculation in mathematics. Standards in reading are also high with most pupils reading a range of texts with fluency and understanding, and using inference and deduction to look for meaning beyond the literal. Year 2 pupils are already able to read and understand such words as 'cease' and 'proclamation' and are able to explain their strategies for understanding new words such as 'remarried' where a simple phonetic approach would not help. There are examples of good writing across the school, from some of the youngest pupils in a reception class being able to write unaided "Elmer did not like being so colourful", to Year 6 pupils being able to recognise and recreate the styles of different genres such as newspapers, science fiction or adventure. Familiarity with literary styles are evident in such sentences as "An old, battered Fiat chugged along the twisting country road, the indigo sky reflecting in the windscreen". There are also some finely imagined and expressed ideas; for example, a Year 2 pupil writing of a snowman, "I say goodbye bit by bit", and a Year 6 pupil capturing emotion in "a shape stepped out from the blur of my tears". These high standards result from some very sensitive teaching that gives pupils opportunity and confidence to express themselves along with good opportunities to develop and improve their work. Pupils for whom English

is an additional language often attain highly in the subject, and many make very rapid progress. For example, it was a Year 2 pupil fairly recently arrived in the country, who was able to change the phrase "when the eggs had hatched" fully to the present tense.

5. Standards in mathematics are also high across the school. Pupils develop a good understanding of number from an early age and have a good recall of tables and other number relationships. By the age of 11, the great majority attain the higher level (Level 5) where they have a good understanding of decimals, fractions and negative integers as well as being able to use simple algebraic expressions and formulae. For example, Year 6 pupils were able to work out which of two fractions was the greater by either working out the exact equivalence or simply recognising that one was greater than a half whilst the other was less. Standards are also high in the other aspects of mathematics: shape, space and measures, data handling and using and applying the subject. Older pupils are confident using a range of tables and charts and draw conclusions from data presented in this way. There is now increasing use of information technology to process data and produce graphs and charts and this is raising standards still further. The high standards result from the quality of the teaching and the way in which pupils respond to the high expectations. They are always encouraged to discuss and explain the methods that they use, and this deepens their understanding.

**The quality of teaching is very good overall with some excellent teaching.**

6. The very good quality of the teaching underpins the progress that the pupils make and the high standards that they attain. The proportion of lessons seen during the inspection in which the teaching was excellent or very good was much higher than usual. Teachers are very hardworking and have a real concern for the welfare of the pupils. They are very thoughtful and professional in their approach and work particularly well together as a team. They are to be commended especially for their commitment to the school's wide programme of extra-curricular activities.
7. Teachers have particularly good relationships with their pupils and provide a high standard of care. These strong relationships support the development of pupils' self confidence and their very good attitudes to school, and these, in turn, contribute significantly to their progress. There was an excellent example of the effectiveness of these relationships in a Year 6 mathematics lesson when the teacher was explaining the process of finding  $\frac{3}{5}$  of a quantity. She asked if everyone had understood and although no one dissented, she scanned their faces and said to one pupil, "You don't quite understand, do you? I can see from your eyes." At this, the pupil then said, "No, I'm not really sure where the '3' came from." The teacher was then able to explain again so that the pupil understood. It was the closeness of the teacher's relationships with the pupils that enabled her to tell 'from their eyes' whether or not they needed extra help, and this adds a remarkable dimension to the quality of teaching. Exceptionally good relationships underpinned an excellent reception class circle time lesson where children discussed issues of personal importance with remarkable maturity, and picked up on the very good model set by the teacher and the routines she has established for the activity where co-operation, listening and valuing contributions are so important. This lesson also illustrated how quickly children can settle after an exceptionally windy playtime.
8. In the best lessons, there are high expectations together with a range of teaching and learning strategies that encourage pupils to think about their learning and so develop better understanding. The structure of these lesson makes learning clear, the pace

makes it quick, and a sense of excitement engages pupils' interest. In an excellent Year 4 English lesson, there were very high expectations as pupils worked together to write interesting opening paragraphs to a story with similes and adjectives. Working together enabled pupils to discuss their work and explore a wider range of language than they could have done by themselves, and the teacher had created a particularly effective climate in which this could be done seriously and sensibly. The key feature was the way in which she encouraged the pupils to evaluate each other's work: "Have they done what I asked?", "Are the similes effective?" The pupils responded very well to this challenge and were enabled to work at the level usually expected from 11 year olds. Pupils working together in pairs is an effective feature of many lessons across the school and enhances learning significantly.

9. There were also very high expectations in an excellent reception class lesson, where the quality of the relationships allowed pupils to respond with confidence and to write independent sentences following a story about Elmer the elephant. There was particularly high quality support from the teacher and the teaching assistant, who was very effective in making role play such a valuable learning experience. A key feature of the lesson was the range of stimulating activities for different groups of pupils, and the way these were designed to be appropriate to their levels of learning. This setting of work appropriate for different groups within a class is a feature of lessons across the school. The school's very good arrangements for assessing pupils' attainment and progress, particularly for the core subjects of English, mathematics and science, helps here by giving teachers a very good overview of their classes and enabling them to target teaching most effectively.
10. Teachers use a wide range of strategies within lessons, and this helps develop understanding and increases the pace of learning. For example, in a very good Year 2 English lesson, pupils responded to the teacher's questions by writing words on an individual 'whiteboard', discussed questions in pairs, wrote their own pieces, read as a class and in groups, and explained their methods to the whole class. The latter is an important feature of the learning across the school and is very effective in developing understanding. There is a quick pace to the best lessons with pupils often being set times for each activity so they know what is expected of them. The sharing of learning objectives with the pupils is also very effective in this respect.

### **Pupils have very good attitudes to school and behave very well.**

11. Pupils behave very well in lessons and around the school. They listen attentively to their teachers and are polite and respectful of adults. They are particularly thoughtful and caring towards others from a very early age. For example, a reception class child, noticing that a fellow pupil could not see a space in the circle he was seeking to join, moved to another place saying, "You can sit here". Pupils are often called upon to appraise and comment on other pupils' work and they do so in thoughtful and considerate ways; for example, a Year 5 pupil commented "I think it's very good, but I wondered why you didn't. ..." In this approach, they follow the very good example of their teachers who are so valuing of pupils' work.
12. Behaviour is very good in the playground and dining hall. The playground had been recently altered and improved at the time of the inspection, and pupils were particularly respectful of the new features and all used the new walls as seats and kept off the grass. The involvement of pupils in the design of the playground and the rules for its use had given them a sense of ownership and a much greater commitment to using it in the agreed way. The inspection took place during a severe

gale that would have tested the behaviour of the most angelic children, and yet pupils remained sensible, thoughtful and co-operative.

13. Pupils have very good attitudes to school. They take a great interest in their work and are keen to learn. They sustain their concentration well and tackle new work with confidence. For example, Year 3 pupils sustained their concentration particularly well in using their knowledge of number bonds to create patterns within addition of a range of numbers. This was an exercise that many did not find easy, but they persevered and were often helped in this by co-operating with a fellow pupil. This co-operation is a feature of pupils' attitudes across the school and is an aspect of their caring approach that greatly enhances learning. These very good attitudes are encouraged by the way in which pupils are valued by their teachers, and by the very good examples the teachers set.

**The way in which the leadership of the headteacher, with the strong support of senior staff, has ensured that teachers work so well together with such a consistency of approach, is outstanding.**

14. The school has an exceptionally strong and talented senior management team. The headteacher sets an excellent tone for relationships and has been exceptionally successful in creating a high degree of commitment and consistency of approach among the staff, and a strong and consistent ethos for the school.
15. The school occupies three Victorian buildings that were separate infant and junior schools until comparatively recently, along with three classes in separate 'mobile' classrooms. A further school house is used for the teaching of groups. There are three assembly halls, but none is big enough for all the pupils to assemble at once. There is a high turnover of pupils, with many coming from a number of different countries each year. Creating a whole-school ethos and a consistency of approach is clearly very difficult in this situation, and it is an exceptional achievement to have accomplished this so effectively. The success is mainly due to the very clear vision that the headteacher has set, and the commitment that all other staff give to this vision. Within this vision, the headteacher gives professional scope for teachers to run their own areas or classes. This not only enhances their commitment but gives scope for inventiveness and variety within a common cause that greatly enhances the quality of provision. The headteacher has created a particularly thoughtful and reflective approach to educational development to which all staff subscribe. The senior management team set very good examples in their own practice, and in the way in which they set clear targets, consult and value the contributions that other people make.
16. The way in which the school has gone about the re-development of the playground is a good example of this approach. A development team was set up involving pupils, parents, staff and governors. There were wide consultations with all parents, pupils and staff. A clear vision was shared of the targets for the changes in terms of opportunities for pupils and scope for enhancing their personal development. A range of options was considered and evaluated in the light of this vision. A wide range of views was taken into account, including outside consultants. Costings were obtained, and bids were made for extra grants. The result of all this has been a greatly enhanced playground and a very strong sense of ownership by the pupils who therefore respect its facilities. The school is now actively evaluating the project in terms of its original targets.

**The school has a very positive ethos and makes very good provision for pupils' personal development.**

17. The school's very positive and encouraging ethos has already been mentioned in the sections dealing with teaching and pupils' attitudes. The ethos stems from the vision set by the headteacher that all pupils are capable of success, from the commitment of staff to this vision, and from the very good relationships that prevail across the school. Pupils feel valued as individuals and grow in self-confidence. They are not worried to ask questions or say that they do not understand something, and yet they are also willing to try things for themselves with a feeling that they can succeed. A wide range of responsibilities are given to pupils, and there is good scope for them to take initiatives, such as organising a fund-raising run for a cancer charity. The ethos of the school is to respect the views and opinions of its pupils and to empower them in taking responsibility.
18. Three programmes illustrate this ethos and the school's approach to personal development. Firstly, the relatively new development of the school council gives pupils a particularly good opportunity to take responsibility and feel ownership of the school. The materials produced by children seeking election were particularly impressive and the elections induct pupils very well into the democratic process. The council has already been responsible for initiatives such as the playground monitors and improved changing facilities, as well as contributing to the playground developments. Pupils not on the council still participate by bringing issues and ideas to the councillors. The success of the council is all the greater because it is taken seriously and not seen as just a talking shop for children.
19. The playground monitors suggested by the school council are another valuable development. These pupils, in their red jackets, help look after younger pupils in the playground, ensure no one is left by themselves and help organise games. Like everything else in the school, the project was very well planned with clear objectives, thorough training for the participants, and ongoing evaluation. The effect is significant on both parties. The monitors benefit from the responsibilities they take, and the younger children have an added sense of security with a very visible source of support available. At the beginning of one break when the monitors had not yet arrived, one young pupil, clearly aware of their role, asked, "Where are the red people?"
20. The use of circle time across the school is another valuable aspect of the school's personal development programme. In these sessions, pupils are given the opportunity to discuss issues of personal importance in an open and valuing situation. An example has already been given of an excellent circle time session with reception children, and this sets the scene for the approach across the school. It not only encourages pupils to discuss their feelings and concerns, but also gives a clear framework for listening to other people and valuing their opinions. Teachers provide very good models for this caring approach.

**There has been particularly good development of information and communication technology.**

21. The school has made very good progress with the subject since the previous inspection when standards were judged to be below average and there were deficiencies in provision. Standards are now above average, and provision has been improved significantly.

22. The way in which the subject has been developed is another example of the very professional way in which the school is led and managed. A clear vision was formed of the needs of the school in terms of a computer suite and computers in classrooms, and of how these would be used. A development team was established, new staff recruited with appropriate expertise and outside funding obtained. A full programme of staff training was planned and undertaken. All of this has been very successful and has resulted in a new computer suite with sufficient stations for a class to work in pairs together with a projector system so that whole-class teaching can take place. There is also at least one personal computer in each classroom. The school has adapted the national Qualifications and Curriculum Authority's guidance to form a coherent scheme of work for the school that covers all the required aspects of word processing, data handling and measurement and control, and ensured that all pupils receive direct teaching in the subject. All of this has already impacted positively on standards of attainment. These are already above those usually found, although the new equipment and programme of work has not been in school long enough for the effects to have worked their way right through.
23. Almost all pupils are confident in using the equipment and are familiar with the keyboard and mouse. Pupils in Year 3 are already able to send and receive e-mails and have been taught to use the 'address book' facility to store names. Older pupils are able to use a range of facilities such as spreadsheets and databases to perform calculations and produce graphs. They can also use desktop publishing and artwork programs to put pictures into text. The internet is used extensively for research as part of the study of other subjects. There is some very good use of programmable toys and construction kits to explore the possibilities of computer control of movement and machines. It is the sheer number of pupils involved in such a range of activities that raises standards above average. This results from the exceptionally good management of the subject and the way in which teachers make such good use of the range of facilities provided.

### **The school provides a very wide range of extra-curricular activities.**

24. The range of extra-curricular activities is particularly wide. The range includes sports from athletics to tennis, activities such as lace-making, games such as chess, music from recorders to singing, and subjects such as science, French, and information and communication technology. This is an impressive list, and far wider than the range provided by the great majority of primary schools. Teachers are to be commended for the commitment they show in voluntarily providing such a wide range of activities.
25. An impressive aspect of the school's programme is the way in which a record is kept of those pupils who participate and consideration given to those who do not. It is typical of the school's approach that it is concerned about any pupil not participating and gives consideration as to whether its programme is sufficiently wide and welcoming. In one instance, a pupil was encouraged to take part in the badminton club and went on to find great success in the sport. Without the school taking such an interest in individuals, and having such a good system to allow it to do so, this could not have happened.

### **WHAT COULD BE IMPROVED**

26. There is no area where the school needs significant improvement. The school intends to review its curriculum at the end of this academic year, and this will give it the opportunity to consider the balance of time given to literacy and numeracy compared to other subjects.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	34
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	4	7	16	7	0	0	0
Percentage	12	21	47	21	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### 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)	n/a	609
Number of full-time pupils known to be eligible for free school meals	n/a	44

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	45

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	125

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	55

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.6

#### Unauthorised absence

	%
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	43	46	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	38	42
	Girls	45	45	45
	Total	83	83	87
Percentage of pupils at NC level 2 or above	School	93 (97)	93 (96)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	39	39
	Girls	44	43	43
	Total	81	82	82
Percentage of pupils at NC level 2 or above	School	91 (98)	92 (96)	92 (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	41	37	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	35	39
	Girls	35	34	36
	Total	69	69	75
Percentage of pupils at NC level 4 or above	School	88 (92)	88 (94)	96 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	35	35
	Girls	37	35	37
	Total	70	70	72
Percentage of pupils at NC level 4 or above	School	90 (90)	90 (91)	92 (94)
	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	0
Black – African heritage	4
Black – other	0
Indian	20
Pakistani	28
Bangladeshi	7
Chinese	16
White	415
Any other minority ethnic group	26

*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	5	0
Other minority ethnic groups	3	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 – Y6**

Total number of qualified teachers (FTE)	24.5
Number of pupils per qualified teacher	24.9
Average class size	29

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

Total number of education support staff	8
Total aggregate hours worked per week	184

#### **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	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	1077,267
Total expenditure	1054,859
Expenditure per pupil	1,746
Balance brought forward from previous year	23,249
Balance carried forward to next year	45,657

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7

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

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	609
Number of questionnaires returned	144

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	1	0	0
My child is making good progress in school.	51	44	1	1	3
Behaviour in the school is good.	43	51	3	1	2
My child gets the right amount of work to do at home.	31	48	17	2	2
The teaching is good.	51	44	1	0	4
I am kept well informed about how my child is getting on.	22	52	20	4	2
I would feel comfortable about approaching the school with questions or a problem.	50	36	8	5	1
The school expects my child to work hard and achieve his or her best.	50	44	1	0	4
The school works closely with parents.	27	49	17	5	3
The school is well led and managed.	41	51	3	1	3
The school is helping my child become mature and responsible.	47	47	1	1	4
The school provides an interesting range of activities outside lessons.	36	37	15	6	6