

INSPECTION REPORT

REDHILL PRIMARY SCHOOL

Ockbrook

Derby

LEA area: Derbyshire

Unique reference number: 112980

Headteacher: Miss Nicola Bargh

Reporting inspector: Mrs Julie Moore
8710

Dates of inspection: 12th – 13th September 2000

Inspection number: 224047

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Foundation

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: The Ridings
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Derby

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Appropriate authority: The governing body

Name of chair of governors: Mr David Frankish

Date of previous inspection: 23rd September 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Teaching is very good and the pupils reach very high standards by the time they are 11	
Pupils have a rich and varied curriculum, which is very well planned	
The headteacher, staff and governors work effectively as a team, and the school is led and managed very well indeed	
The youngest children have an excellent start to their school life in the reception class	
WHAT COULD BE IMPROVED	14
Pupils in Years 1 and 2 have not been progressing as well as those in the rest of the school because their work has not been planned at the right level for them	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Redhill Primary School is in the village of Ockbrook, which is situated on the outskirts of Derby in the Midlands. It is a Foundation school for pupils aged four to eleven. There are 114 boys and 109 girls which is about the same as many other primary schools. When the children start school their attainment is above average. Most pupils live in the village and a growing number travel from other places nearby. There are no pupils from ethnic minority backgrounds. Around 11 percent of the pupils have special educational needs, and there are three pupils who have a statement of special educational need. This is below average, as is the number of pupils who are entitled to free school meals.

HOW GOOD THE SCHOOL IS

Redhill is a very good school with many strengths. It is a Beacon school, and is rightly proud of its status as a centre of excellence. The four year olds get an excellent start to their education, which gets them off to a really good beginning. The very good teaching is one of the main reasons that standards are high, especially for the 11 year olds. The seven year olds reach good standards but the infant pupils do not progress as well as the juniors. Management systems are excellent and the governors, the headteacher and the senior managers work extremely well together. They are very successful in making sure that the school continues to get even better. The school provides good value for money.

What the school does well

- Teaching is very good and the pupils reach very high standards by the time they are 11.
- Pupils have a rich and varied curriculum, which is very well planned.
- The headteacher, staff and governors work effectively as a team, and the school is led and managed very well indeed.
- The youngest children have an excellent start to their school life in the reception class.

What could be improved

- Pupils in Key Stage 1 have not progressed as well as those in the rest of the school because their work has not always been pitched at the right level for them.

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 four years ago in September 1996. It was felt that the school had many strengths but there were four areas to improve. The four key issues required the school to:

- Implement whole school assessment, recording and reporting procedures for foundation subjects that will inform future planning
- Provide outdoor play facilities for the early years pupils
- Improve the library provision
- Ensure that the anti-vandal measures do not constitute a health and safety risk

Four years later the school has made very good progress. All the issues have been tackled thoroughly, and the arrangements for assessing, recording and reporting the pupils' achievements are now a strength of the school. Funds have been used well to provide a safe and secure outdoor play area for the youngest pupils. This has improved the quality of their early experiences and their curriculum. The library has been extended significantly and has been re-housed, and anti-vandal measures are no longer a risk. As well as tackling these issues the school has moved forward in other areas. Teaching is more focused because the pupils work in ability sets and groups for much of the time. Standards continue to rise especially in Key Stage 2. There has been a strong focus on developing information and communications technology (ICT), standards are good and are improving. Staff training, the new computing suite and better teaching, are all factors that have helped to improve the quality of ICT since the last inspection.

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
	1997	1998	1999	1999
English	A	B	A	B
mathematics	A	A	A	A
science	A	A	A	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

All of the school's work is focused on making sure that its pupils achieve high standards. It is successful in this. Children start school with above average standards, when they leave Redhill they attain well above average standards. Teachers get the best from their pupils, especially at Key Stage 2 where standards have improved in recent years. Many of the seven year olds reach good standards, but some of the six and seven year olds could progress faster than they have been doing. Over the last three years standards at Key Stage 1 have dropped in reading, writing and mathematics. Standards are certainly not unsatisfactory but they could be better. The eleven year olds reach very good standards that are well above average all round. When compared to standards in similar schools¹ there are fewer pupils at Redhill who reach the average level in science and this is why standards are "C" in the chart above. Across the school there are good standards in ICT, and they are getting better all the time. The school's extension targets have all been met. Other targets have been met easily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are keen and eager to learn. They try hard to do their best, and they succeed.
Behaviour, in and out of classrooms	Very good. Parents feel that the behaviour of the pupils is very good and they are right.
Personal development and relationships	Excellent. Pupils have a responsible and caring approach to all aspects of school life. This helps them to reach such high standards.
Attendance	Very good. Pupils are punctual and they want to come to school.

Pupils are well motivated in every class. They always try hard and they respond to the very high standards that are set for their behaviour. Pupils are very good at helping and supporting each other. They are also adept at showing their displeasure if other pupils behave unacceptably, and this encourages everyone to behave well. Increased responsibilities are welcomed, and they enjoy contributing to the School Council and having a forum to express their opinions.

¹ Schools with a similar percentage of pupils entitled to free school meals.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 has improved significantly since the last inspection. It was good last time; it is now very good. There was no unsatisfactory teaching at all and in 52 percent of lessons the teaching was very good or excellent. The strongest teaching is in the reception class – 100 percent very good or excellent - and in Key Stage 2 where 71 percent was very good or excellent. The quality of learning matches the quality of the teaching and is very good. Literacy and numeracy are taught well. The planning is good so that pupils with different abilities, and those with special educational needs, have their own work that is at the right levels for them. This helps their learning to be secure and they make rapid gains. Teachers are good at assessing what their pupils have learnt in a lesson, and this makes their future plans much better. This was a key issue last time and it has been tackled successfully. ICT is well taught because the teachers have had some good training and they are confident. Standards are improving and learning is effective. The pupils successfully use their computing skills to support their work in other subjects such as geography and history. Previous results show that standards have dropped at Key Stage 1 (although they are not unsatisfactory) and the pupils have not made as much progress as they could have done. It is early days, but so far the new staffing arrangements in Key Stage 1 are successful in beginning to tackle this issue.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. There is a vibrant curriculum which has many parts to it. Pupils are interested in learning and many of them enjoy taking part in the excellent range of out of school activities.
Provision for pupils with special educational needs	Very good. Work is carefully planned for these pupils and they receive extra support. This helps them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils help and support each other in their classrooms and at break and lunchtime. They work well together and they know what is right and what is wrong. Most pupils understand that people from other cultures have different traditions to themselves.
How well the school cares for its pupils	Very good. Assessment procedures have improved significantly since the last inspection and all the pupils are looked after very well.

The headteacher, staff and governors are determined to provide a stimulating curriculum and they are successful. Reading, writing and mathematical skills are developed well. Art, drama, physical education and music have a high profile and standards are good. Pupils' work and their personal development are tackled successfully and checked out thoroughly, and this helps them to reach high standards all round.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Everyone works well together as a team. They have a shared commitment to providing a high quality education as well as high standards, and they are succeeding.
How well the governors fulfil their responsibilities	Excellent. The governors clearly understand their role and they carry out their responsibilities effectively. They have excellent systems for deciding what needs to be done and for tackling the issues systematically.
The school's evaluation of its performance	Excellent. An improvement since last time. A wide range of information is analysed and acted upon so that standards are improved.
The strategic use of resources	Very good. The school uses all its resources effectively so that it gets the very best value for the money it spends.

The new headteacher has picked up the reins of leadership very well indeed. This is because the school's management systems are securely based and efficient to use, and everyone involved in managing the school works together very well indeed. The credit for this lies with the previous administration. Governors and senior staff make sure that the money which is available to the school is spent wisely so that standards continue to improve.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress. • Teaching is very good, as is behaviour. • Parents are very comfortable about approaching the school. • Children are always expected to do their best, and they become mature and responsible. • There is an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • Some parents are not satisfied about the amount of work their child has to do at home. • Some parents would like closer links with school.

Inspectors support the positive views of parents. They do not agree with parents' views on homework and they found that there are many opportunities for parents to be involved in school life at many levels.

Parents raised their concerns about recent staffing changes. Inspection evidence indicates that recent appointments are already having a positive impact on the work of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is very good and the pupils reach very high standards by the time they are 11.

1. The quality of the teaching has improved since the last inspection. This time 52 percent was very good or excellent. All the teaching was at least good and there was no unsatisfactory teaching. There have been a number of recent staffing changes, which some parents are concerned about, but there is no evidence to support their concerns. The teaching throughout the school is consistently good or better and the arrangements are working well.
2. Starting in the reception class, the lessons are very well planned, as they are in the other classes. All the teachers and the support staff make the best use of assessment information. They know what each child knows, understands and can do, and they use this accurate information to plan the next lot of work for them. This was a key issue at the last inspection and it has been tackled so well that this aspect is now a strength of the school. Because the teaching is very good the learning is always effective for all groups of pupils whether they are higher, average or lower groups. The consistently high quality teaching, the teachers' knowledge of their subjects, as well as their high expectations of what the pupils can achieve, are all factors that contribute towards high standards and effective learning. Homework also plays an important role and parents' support for their children helps them to do even better.
3. Work for the youngest children is based on the appropriate curriculum and there is a good range of suitable tasks for them to do both indoors and outdoors. In an excellent lesson in the hall the children took part in an imaginary walk in a wood. The teacher created a wonderful world for them, by using her voice expressively and creating feelings of excitement, awe and apprehension as they "meet" the amazing animals – "snarling tigers", "slithering snakes". Evocative movements were praised and encouraged, for example the zebra with the side-kicking legs. This outstanding teaching enabled the children to reach high standards, expressing themselves imaginatively and confidently, and extending their vocabulary and their knowledge.
4. During the inspection the teaching in Key Stage 1 was good. The new staffing arrangements are working well and all the teachers are intent on improving standards. One strength is the quality of assessments, and the new staff are quickly aware of where the pupils are at the beginning of the school year. Work is now pitched at the right level, which did not always happen in previous terms and this is why progress slowed down. Lessons get off to a brisk start with a quick recap over earlier work as well as questions to find out how much the pupils have remembered. The pupils are quickly keyed into the lesson.
5. In one good lesson with a lower group in Year 2 the teacher's efficient organisation helped the pupils to smartly rearrange their pictures into the correct sequence of events. She did this by outlining the task beforehand, checking whether individuals had understood, asking brisk questions about what was happening in the pictures (which were a complex set of pictures about friends and behaviour), and extending their ideas about what would happen next – there was no picture for this. High expectations about written work – full stops, capital letters, correct spellings – meant that the pupils did their best to complete the task as well as they could. Positive encouragement and support made each child want to try hard, and their standards are improving all the time. Similar tactics were used with the higher group but their work was at a more challenging level. Both groups of pupils made good gains in their knowledge and understanding. The lower group in sequencing events correctly, and the higher group in understanding that a sequence of events can have a consequence. By the time the pupils reach the end of Year 2 they achieve good standards in reading, writing and mathematics. Standards have improved this year with more pupils reaching the higher levels in the tests than they did last year.
6. During the inspection there were many examples of very good and excellent teaching. Pupils with special educational needs are taught as well as the others and they frequently make good or better

progress. Literacy and numeracy are very well taught. In one very good Year 4 mathematics lesson the pupils were exploring the relationship between addition and subtraction. Work was well planned at the right levels for the higher, average and lower groups, and the teacher's skilled use of questions extended the pupils' understanding successfully. "How can we use subtraction to help us?", with the pupil's response:- $7 + 12 = 19$, or $19 - 12 = 7$. Learning points were highlighted throughout the lesson so that new knowledge was regularly reinforced for everyone and their attainment improved.

7. Some excellent teaching in Year 5 focused on the story of *The Hobbit* by J.R. Tolkien. Pupils studied the opening of the story, analysing how the language is used to create an impact on the reader. The teacher's comment, "Convince me that this is a descriptive opening", really made the pupils concentrate hard on why adjectives and adverbs were used in a particular manner. He successfully drew their attention to what they could infer from the text, highlighting what is meant by inference. By using the passage in this way the teacher made it much easier for all the pupils to grasp this difficult concept. Many of the pupils were then able to give more examples, consolidating their new learning successfully and reaching a high standard.
8. By the time they reach Year 6 the pupils are confident and competent learners. Earlier work is extended and reinforced, and new learning is assimilated readily. Work from the end of the summer term in English, mathematics and science indicates very high standards across the board. By the end of Year 6 pupils enjoy reading a range of texts; fiction, non-fiction, drama and poetry. They can pick out the main points or themes in their reading material and they know how authors present their ideas and develop a plot. Their own writing is varied and interesting and work is well presented. Pupils use a range of vocabulary in both their factual and imaginative writing, and there are some good links with other subjects. A good example was headed, "In the Museum of Past Centuries". Pupils selected their own artefacts to put into the museum, describing what they are and why they are there. A wide range of vocabulary was used imaginatively and precisely. Standards are very good with around one third of the pupils attaining Level 5 in English, most of the other pupils attained Level 4 – the level expected for 11 year olds.
9. In mathematics the higher group has a firm grasp of negative numbers. They use a range of methods for successfully solving complex problems and they competently use and convert fractions to decimals and vice versa. They are very accurate at drawing and measuring a range of angles to the nearest degree. A small number of pupils attained Level 6 in the most recent tests, this is a very high standard for 11 year olds. About one third of the group attained Level 5, which is a very good standard, and most of the remaining pupils attained Level 4. The higher, average and lower groups of pupils confidently use their numeracy skills in other subjects such as in science when measuring their pulse rates, and in geography when recording temperature and creating a graph. Whatever level the pupils are working within their understanding is secure, they check their results in different ways, and they willingly try out their own mathematical ideas.
10. In science the pupils are well motivated and keen to learn. Many of them make suggestions about how to set up their investigations; they fully understand all aspects of "fair testing", and they know the importance of accurately recording their findings and interpreting them. Almost one half of the 11 year olds attained Level 5 in their science tests this Summer. Standards are lifting quickly due to very good teaching.
11. The school has put a great deal of effort into developing ICT within the school. There is a new computing suite which everyone is time-tabled to use twice each week. Teachers have had substantial training and the curriculum has been extended and improved. These efforts are having good results all round. Standards are improving for all groups of pupils because they have direct teaching and the opportunity to use and develop their skills across a range of subjects. Good work in history in Year 3 focused on the Roman period. The pupils were researching ten things about the Romans. They were able to move and reorganise the text, search for information about buildings, clothes, life styles, and make notes about their findings. Half the class worked on the computers, the other half used the library which shares the study centre with the computing suite. Both groups compared their findings, sharing information and identifying what they have to do next. It is an efficient use of space to have the computers and the library nearby. Pupils have access to a good

range of different types of information and this successfully develops their computing, research and investigative skills. Library provision was a key issue at the last inspection. This has been tackled successfully and is no longer an issue.

Pupils have a rich and varied curriculum, which is very well planned.

12. Governors and senior managers are determined that all the pupils will have access to a rich, varied and stimulating curriculum. They are successful in achieving this aim. It is one of the school's main strengths that all its pupils have sufficient time and motivation to work creatively, to study the full range of the National Curriculum subjects, and to participate fully in many activities outside their day to day compulsory curriculum.
13. There are many ways in which the pupils are helped to achieve their full potential. Great store is set on achieving high standards, and the curriculum reflects this with its strong focus on literacy and numeracy. Pupils are competent at using their literacy and numeracy skills in other subjects such as when they are researching about life in Roman times, or charting the results of their science investigations on solubility. The School Council is an important forum where the pupils can debate and discuss relevant issues that affect themselves and their school. This is excellent preparation for their future roles as citizens who make effective contributions to life in their local and wider communities.
14. Visits to museums, art galleries, places of educational interest and residential visits enhance the curriculum. Visitors to school, such as theatre groups, extend the pupils' learning successfully through their participation and involvement. All of these activities develop the pupils' social skills and also help them to develop good relationships with each other, as well as making learning more fun. The basic curriculum is made richer, and the pupils use and apply their existing knowledge in a range of situations outside the classroom. This helps the already high standards to be improved even further.
15. Art, drama and music have a high profile throughout the school, and are another strength. The standard of art work is very good, with some excellent interactive displays. Pupils take a great deal of pride in their work, which covers two and three-dimensional tasks using a range of media. Work from different cultures and periods is studied and explored effectively. Pupils are confident when participating in drama, which is enjoyed to the full. There is a broad range of musical activities. Every child is able to have tuition on the recorder, with other instrumental tuition available through visiting teachers. Musical plays and items are produced for concerts and at open evenings. Without exception the pupils gain considerably by their involvement in the creative side of the school's work.
16. Sport is enjoyed by everyone, especially the after-school activities that include soccer, netball, rounders and gymnastics. Other out of school activities include recorder groups (various levels), orchestra, art, puzzle, chess, computers, nature, drama and swing band. All of these activities extend the pupils' learning, encourage them to have a wide range of interests as well as giving them all round confidence.

The headteacher, staff and governors work effectively as a team, and the school is led and managed very well indeed.

17. There is a very good team spirit and the governors, headteacher and staff work closely together to create a very effective school. The new headteacher has quickly slotted into her new role and the transition has been smooth. Everyone is committed to providing the best possible education for all the pupils at Redhill. Standards are high and are continuing to rise at Key Stage 2. Governors and senior managers have begun to tackle the issues relating to the pupils' rate of progress at Key Stage 1, and progress is starting to improve. Pupils behave very well, their personal development is very good indeed and they want to do their best. The rich and stimulating learning environment ensures that all the pupils thrive.

18. Very good management systems are in place, and this is one of the reasons that the new headteacher has been able to take over the reins of the school so efficiently. The previous team created these systems and it is to their credit that they are so effective. They have created a positive atmosphere in the school; everyone feels valued and wants to contribute in the full knowledge that their ideas will be listened to and acted upon. This is why the team spirit is now so strong and the school is a centre of excellence as a Beacon school.
19. Teaching and learning are rigorously monitored by senior managers and subject managers so that weakness can be identified promptly and dealt with. This ensures that the school continues to be an effective working environment. Targets are set and progress towards meeting the targets is carefully monitored by the headteacher and the senior management team. This helps all the boys and girls, whatever their prior attainment or background, to have a secure understanding of what they have to do.
20. All of the main issues identified at the last inspection have been tackled successfully and very good progress has been made. Other issues, such as the higher achieving pupils not being sufficiently challenged, have been tackled across the whole school and they now have suitable work that is pitched at the right level without being too easy. Governors manage the school's budget highly efficiently. They make sure that the school always gets the very best value for the money it spends and they are determined that Redhill will continue to be a centre of educational excellence.

The youngest children have an excellent start to their school life in the reception class.

21. When the children start school at Redhill their standards are above average. They get an excellent start to their school life in the reception class and they learn very well. The outdoor play area, which was an issue last time, now provides a suitable place for the children to play and work. They have full access to a suitable curriculum, which helps them to make good progress all round. When they leave the reception class many children are well above average in their speaking, reading, writing, and in their mathematics work. Reading standards are at least good or better and the children enjoy talking about books and stories. They can recognise letter sounds and names and link these together to make new words. This skill is used in their writing when they write stories and accounts of their work such as science investigations. Many children have excellent imaginations. They draw on their feelings when talking or writing about characters in books, or what they have done at school or at home. In their mathematics work the higher and average achieving children are secure in working with numbers up to 20 and beyond.
22. Personal, social and emotional development is excellent. Children are keen to help each other and to sort out problems for themselves. They ask each other if they are alright and they empathise when a friend is worried, as at lunch time on the first day back at school. Relationships are very good and the children willingly take turns, being absolutely sure about what is right and what is wrong. Because the children are confident they are eager to explore the exciting world about them. They are curious and they willingly develop their own ideas without needing adult support. Computers are enjoyed and their computing skills are good.
23. All the adults in the reception class work together as an effective team and their teaching is very good. They are well prepared for the new curriculum. Planning is very good, with objectives for learning set out clearly, as well as how the staff are going to assess the children's progress. Activities are challenging and exciting, and the adults interact positively with the children so that they make rapid gains in their learning. These early experiences provide a secure foundation for all later learning.

WHAT COULD BE IMPROVED

Pupils in Key Stage 1 have not progressed as well as those in the rest of the school because their work has not always been pitched at the right level for them.

24. When the children start at Redhill many of them have above average standards. They make rapid gains in their learning and many of them reach high standards especially in reading, writing and mathematics. Over the past three years this rate of progress slows down when they move into Key Stage 1. It picks up again in the juniors where the pupils make very good strides in their learning. When compared to standards in similar schools Redhill's standards are average for the seven year olds and above average for the 11 year olds. When compared to all schools standards are above average for the sevens and well above average for the 11year olds except in science where they are average.
25. The main reason for the six and seven year olds making fewer gains in their learning is because some of their work was not pitched at the right levels for them. This has been tackled by evaluating the teaching and making assessments better. Teachers now have clear goals for all their pupils and work is pitched at demanding levels. The school is well placed to move forward.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The headteacher, senior managers and governors should now:

1. Make sure that the pupils in Key Stage 1 make at least good progress resulting in raised standards by:-
 - Ensuring that all the staff in Years 1 and 2 work closely together, following the new curriculum and planning work that is at the right levels for all of the pupils.
 - Checking the pupils' progress at regular intervals and make sure that senior staff monitor assessments and records.
 - Continuing to monitor the teaching and learning to make sure that all the pupils are sufficiently challenged in their work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
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
8	44	48	0	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	223
Number of full-time pupils eligible for free school meals	N/A	8

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	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	12	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	17	18
	Girls	11	11	11
	Total	29	28	29
Percentage of pupils at NC level 2 or above	School	91 (87)	88 (84)	91 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	11	11	11
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	91 (88)	91 (97)	91 (91)
	National	82 (81)	86 (85)	87 (86)

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
	1999	19	12	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	18
	Girls	10	9	9
	Total	27	27	27
Percentage of pupils at NC level 4 or above	School	87 (73)	87 (72)	87 (90)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	18
	Girls	10	9	10
	Total	26	28	28
Percentage of pupils at NC level 4 or above	School	84 (72)	90 (82)	90 (93)
	National	68 (65)	69 (65)	75 (71)

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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	186
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– Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	32:1
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

Financial information

Financial year	1999
	£
Total income	437846
Total expenditure	436000
Expenditure per pupil	2010
Balance brought forward from previous year	8654
Balance carried forward to next year	10500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	7	1	0
My child is making good progress in school.	50	47	1	2	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	35	53	10	2	1
The teaching is good.	62	35	3	0	1
I am kept well informed about how my child is getting on.	36	54	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	53	40	6	1	0
The school expects my child to work hard and achieve his or her best.	69	29	2	0	1
The school works closely with parents.	34	50	13	2	2
The school is well led and managed.	44	43	10	3	1
The school is helping my child become mature and responsible.	56	38	3	1	3
The school provides an interesting range of activities outside lessons.	52	40	6	1	1