

INSPECTION REPORT

WOODLAND GRANGE PRIMARY SCHOOL

Oadby, Leicester

LEA area: Leicestershire

Unique reference number: 120106

Headteacher: Miss L. Butcher

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 9th - 11th June 2003

Inspection number: 248091

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:	4-10
Gender of pupils:	mixed
School address:	Beaufort Way Oadby Leicester
Postcode:	LE2 4TY
Telephone number:	0116 2720401
Fax number:	0116 2713552
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Beverley Barnes
Date of previous inspection:	1 st December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
16249	Mrs S. M. Barnes	Registered inspector
13895	Mrs A. P. Smith	Lay inspector
10611	Mr M. C. James	Team inspector
31334	Mrs B. Atcheson	Team inspector

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodland Grange is a larger than average school with 435 boys and girls organised into 16 classes. It is situated in Oadby to the south of Leicester. The pupils are aged between four and ten, and come in the main from the surrounding homes. Approximately fifteen per cent of the pupils, a much higher proportion than average, come from homes where English is an additional language. However, the majority of these pupils are not at the early stages of language acquisition where English is concerned. The proportion of pupils eligible for free school meals is well below average at around two per cent. Fewer pupils than average are identified as having special educational needs and the proportion of pupils with statements is well below average. Attainment on entry at the time of the previous inspection was judged to be average overall and, while there are fluctuations between year groups, this continues to be the case overall. The aims of the school are, "To develop the whole child, to provide quality education and to work in partnership with our families and the community."

HOW GOOD THE SCHOOL IS

This is an extremely effective school, where boys and girls from all groups make very good progress and achieve standards which are very high. This is due to the excellent leadership by the head teacher, senior management team and governors, which has resulted in very good standards of teaching and learning. Relationships within school and links with parents are excellent. The ethos of the school is very good and promotes pupils' academic and social development extremely well. The school's aims are very effectively met. The school provides excellent value for money.

What the school does well

- Standards in English, mathematics and science are above average at the end of Year 2 and well above those expected by the time pupils leave the school at the end of Year 5.
- Information and communication technology is used very effectively as a tool to support learning, communication, administration and planning and the standards pupils attain are very high.
- The quality of leadership of the head teacher, senior management and governors is excellent.
- The quality of teaching and learning is very good throughout the school.
- The ethos of the school is very good. Relationships are excellent, as is the provision the school makes for pupils' social development.
- Assessment is excellent and is used very effectively to ensure that pupils from all groups are making the best possible progress.
- Provision for pupils with special educational needs is very good and they achieve very well as a result.
- The effectiveness of links with parents is excellent and as a result they are enabled to make excellent contributions to their children's learning at home and at school.

What could be improved

While there are no key areas for improvement, the school is aware that it needs to continue its programme to review and update areas as identified in its school development plan.

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 excellent improvement since it was last inspected in 1997. The two key issues identified at that time have been fully resolved. In fact the provision for pupils' spiritual development, which was judged to be satisfactory at that time, is now very good. The leadership and management of the school which was judged to be very good is now excellent and this has led to steady, determined incremental improvement in all areas of school life. The high academic standards noted at that time have not only been effectively maintained, but in many cases have been significantly improved. Standards in English, mathematics and science are now well above those normally expected by the time pupils leave school at the end of Year 5. Standards in information and communication technology are exceptionally high. The provision for pupils' moral and cultural development has improved and is now very good. Provision for social development has also improved and is now excellent. Assessment, which was judged

to be good, is also now excellent and is used very effectively when planning lessons. The information gathered is used very efficiently to ensure that the needs of all pupils are met very successfully. The quality of teaching and learning has also improved. It was good at the time of the previous inspection, but is now very good overall throughout the school. In addition, there have been substantial improvements to the accommodation, which have had a significant positive impact on the quality of education pupils receive.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	B	A	A
Writing	A	B	A	B
Mathematics	B	A	A	B

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

As can be seen from the table above, standards in reading, writing and mathematics in the national tests at the end of Year 2 are consistently at least above average and often well above average. In tests for pupils in Year 2 in 2002 results in reading, writing and mathematics were all well above average. The results for reading were well above those attained in similar schools when the proportion of pupils eligible for free school meals was the criteria. They were above results attained in similar schools in writing and mathematics. Standards at the end of Year 2 are currently above average in English, mathematics and science. Standards at the end of Year 5 are well above those normally attained in English, mathematics and science and very high in information and communication technology. This represents significant improvement since the previous inspection which noted that standards were good. The school makes excellent use of assessment and target setting to challenge and support pupils of all levels of prior attainment and their achievements are very good as a result. Pupils with special educational needs make very good progress due to the high quality of the support they receive. Pupils who are gifted and talented are set appropriately high targets for their learning and their achievements are very good. Boys and girls from all ethnic groups, including those with English as an additional language, achieve in line with their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They respond to their lessons with enthusiasm and apply themselves well to their work.
Behaviour, in and out of classrooms	Pupils throughout the school are very well behaved. They know precisely what is expected of them and this contributes to the relaxed and positive atmosphere in classes and around the school.
Personal development and relationships	Personal development and relationships are excellent. Pupils develop a very mature and confident approach to their work and towards staff and other pupils.
Attendance	Good. Pupils' arrive on time and settle quickly to lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Very 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.

The quality of teaching is very good throughout the school. This represents an improvement since the previous inspection, when it was judged to be good. During the current inspection all of the teaching observed was at least good and most was very good. On occasion teaching was excellent. Teaching in English, science, information technology and mathematics is very good throughout the school. Literacy and numeracy skills are taught very effectively. Particular strengths in the teaching are in the teachers' and support staff's teamwork and in their planning. Teachers plan together in year groups, taking very good regard to how well pupils have achieved in previous lessons. This means that particular teachers' expertise and skills benefit all pupils. As a result of the very good quality planning, lessons are interesting and very appropriate to the needs of pupils of different prior attainment. The pace of work is generally brisk and pupils respond with concentration and effort. Boys and girls from all groups make very good gains in their learning overall and achieve very well as a result. A particular strength in the teaching is in the teachers' planning to include the use of information and communication technology to support work in other subjects. This has a very positive impact on pupils' confidence and skill with computers as well as in the subjects concerned.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is suitably broad and varied. It is enriched with an excellent range of extra-curricular activities. Links with the partner schools are very good and the community makes a very good contribution to pupils' learning opportunities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good and they make very good progress as a result.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is very good and great care is taken to ensure that all have equal and full access to the full range of the curriculum. They make progress in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, including their spiritual, moral and cultural development is very good. Provision for their social development is excellent.
How well the school cares for its pupils	The school provides very good care. Pastoral systems ensure that pupils are well known by staff. Child protection procedures are very good. Procedures for eliminating oppressive behaviour are very effective.

Links with parents are excellent and parents view the school as very good. The school is also very supportive of its parents and keeps them very well informed. As a result they are enabled to make a very positive contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the head teacher are excellent. Her leadership is calm and purposeful, and focussed on the attainment of the highest possible standards for all. She is superbly supported by the deputy head. Leadership of their subjects by curriculum co-ordinators is very good.
How well the governors fulfil their responsibilities	The governors fulfil their role extremely well. They have a very good knowledge of what the school does particularly well and the areas for further improvement. The principles of best value are effectively applied.
The school's evaluation of its performance	The school evaluates its performance extremely effectively and sets appropriately challenging targets for improvement.
The strategic use of resources	Resources, including time, are used very efficiently. Staffing levels are good and the accommodation is suitable and is used very efficiently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents say their children like school and make good progress in their learning.• Teaching is good and the school expects children to work hard and do their best.• The school is well led and managed.• School helps children to learn to be mature and responsible.	<ul style="list-style-type: none">• A small number of parents feel their children do not get the right amount of work to do at home.

The inspectors broadly agree with all of the positive views expressed by parents, but found that the quality and range of homework are good. Teaching is very good and pupils make very good progress overall in their learning. The leadership and management of the school are excellent. The provision for pupils' social development is also excellent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above average at the end of Year 2 and well above those expected by the time pupils leave the school at the end of Year 5.

1. Pupils consistently attain standards in English, mathematics and science that are above average by the end of Year 2 and well above those expected at the end of Year 5. Standards attained by the end of Year 5 are even higher than at the time of the previous inspection, when they were judged to be above those normally attained. The results of the end of key stage tests for pupils in Year 2 in 2002 were well above average in reading, writing and mathematics. They were well above those attained in similar schools in reading, when the proportion of pupils eligible for free school meals was the criteria and above average when compared to similar schools in writing and mathematics.
2. At the end of Year 2, the great majority of the pupils write with a clear and reasonably neat hand. The writing is interesting and varied and spelling conforms to phonetic rules. Writing by higher attaining pupils is well organised, clear and imaginative, spelling is generally accurate and handwriting is joined and legible. Reading is developing well and most pupils read at least at the level generally expected for their age, with significant numbers attaining the higher level three by the end of the year. In mathematics, pupils handle numbers confidently. They add and subtract two digit numbers correctly. Higher attaining pupils use mental addition and subtraction with numbers up to fifty to work out different ways to arrive at matching totals. In science, pupils have good opportunities to take part in a range of practical experiments. As a result, they develop good skills in monitoring and measuring changes and recording what happens. They learn about the similarities and differences between plants and animals, sorting them into categories. They learn how heat and light affects plant growth and know about forces and their effect on different materials.
3. At the end of Year 5, pupils' writing is lively and thoughtful. For example when pupils write their own versions of African legends. Ideas are sustained effectively in well punctuated sentences, which are often formed into paragraphs. Spelling is generally accurate and pupils make good use of adventurous and exciting words. They have a good sense of audience and stories have interesting beginnings, middles and endings. Pupils take obvious enjoyment in the use of descriptive language such as when writing scary stories and use words well for effect in their work. Spelling has generally developed to a good level and pupils write complex words correctly in the main. Pupils' reading is generally confident and they read with enjoyment. Overall, standards are well above those generally expected for their age. In mathematics, pupils' work covers a wide range of mathematical aspects. As a result they attain good levels of competence with numbers. Pupils learn a variety of ways to effectively resolve mathematical problems. They learn to deduce two division facts from $8 \times 5 = 40$, for example, and have a good knowledge of correct mathematical vocabulary. In science, pupils apply ideas they have learnt to explain the change of pitch when rulers of different lengths are flipped. They systematically record their observations and can describe evaporation, for example and predict the changes which will occur in some common materials in different temperatures. They are aware that some changes are reversible and some are not and make good use of computers to research and record their findings.

Information and communication technology is used very effectively as a tool to support learning, communication, administration and planning and the standards pupils attain are very high.

4. The school ensures that the potential for information and communication technology to be used in many aspects of school life is fully realised. Not only is it used as part of the curriculum to

develop pupils' skills, knowledge and understanding, but also to enhance and facilitate communication at all levels within the school.

5. Standards pupils achieve are very high throughout the school. For example, pupils in Year 3 competently compose and play music in a range of styles using computer programs. By the time they leave the school at the end of Year 5, pupils design computer presentations, research information from the internet, design their own web pages and create and interrogate spreadsheets with ease in work linked to subjects such as science. This use of information and communication technology has a very positive impact on the standards they attain in other subjects, such as in science.
6. That the effectiveness of the school's links with parents is excellent, is due, in part, to the efficient and innovative use of information and communication technology. The school administration uses internet and e-mail facilities very efficiently to enhance the potential for parents to communicate speedily in requesting forms and information, and ordering new uniform on line, for example. The use of technology to make systems within the school work efficiently does not end at the office, or in the maintaining of financial records, for example, but is also used very effectively in the library. Pupils talk enthusiastically of the system of computer-run thumb print identification to check out library books, for example, saying that it makes them feel like characters from the television series "Mission Impossible".
7. The school web-site is large, up to date and very informative. It allows pupils who have the facilities to continue with their work at home in a purposeful way, using the "e-learning" part of site, and also provides very relevant information for parents on various subjects that their children are studying. Many pupils have created their own web pages within the site. The school is aware that not all parents and pupils will have access to computer facilities at home, or feel equally confident to use them, and so a very popular "inter-net café" is run each week for pupils and parents alike. These measures make a very positive contribution to parents' understanding of what their children are working on in school.
8. Teachers' confidence is developed very effectively in the subject and computers are used throughout the school on a daily basis to help the writing of schemes of work, planning for lessons and writing reports. They are also used to maintain efficient, accurate records that track pupils' progress very well.
9. The high standards and excellent use of information and communication technology throughout the school is due, in the main to the excellent leadership of the subject by the co-ordinator. He works very diligently to ensure that all pupils have full access to a suitably broad and challenging scheme of work and also that the facilities are managed effectively to support work in other subjects. For example, in a science lesson for pupils in the three Year 3 classes on light and shadow, very good use was made of data sorting systems, interactive white board and projectors to enhance pupils' learning. The co-ordinator also regularly monitors the use of the subject as well as the various pages of the web-site. Pupils are thrilled when they discover some comment on their personal web-page that lets them know that their work has been read and appreciated by him.

The quality of leadership of the head teacher, senior management and governors is excellent.

10. The leadership of the school is excellent overall and is characterised by a consistency of approach, a commitment to the continued refining and improving of systems, and the striving for the highest possible standards. This is a significant improvement since the previous inspection which judged the quality of leadership to be very good. The leadership of the head teacher is excellent. It is calm and purposeful, and based on a very thorough knowledge of the school deriving from her full and practical involvement in all aspects of the school day. She is superbly supported by the deputy head, senior management team and governors in setting the standards for rigorous yet attainable targets for improvement. This extremely high quality of leadership has resulted in excellent

relationships throughout the school, a shared commitment to school aims and the development of skills and confidence in pupils and staff alike. The leadership of their subjects by co-ordinators is very good.

11. The management of the school is excellent. It is very tightly linked to continued review and improvement and the principles of best value. Systems for monitoring and evaluation are accurate and honest and lead, not only to suitable celebration of strengths, but also to acknowledgement of anything that can be improved still further and the consequent refining and development of systems. Governors share the head teachers' accurate understanding of the strengths of the school and areas identified for review. The administration of the school is very efficient.
12. The stability provided by the leadership of the school over the years has resulted in the confidence of parents, pupils and staff alike. Parameters are clearly set and understood, and the climate of celebrating individual strengths, while striving for excellence, is fully embedded in all aspects of school life.

The quality of teaching and learning is very good throughout the school.

13. The quality of teaching and learning is very good overall. This is a significant improvement since the previous inspection which judged teaching to be good overall. During the current inspection all of the teaching observed was at least good and a significant proportion of very good and excellent teaching was observed.
14. The previous inspection noted the commitment, hard work and team approach of the staff as being particular strengths. This remains a key element of the high quality achieved. The excellent relationships between all staff and pupils continue to contribute to the high quality of lessons and so to pupils' achievements. Teachers plan together very well and this not only ensures that pupils in all classes have equal opportunities, but also that the specific knowledge and skills of some teachers in particular areas of the curriculum are used very effectively to support their colleagues.
15. Teachers have very high expectations of pupils' response and behaviour, and the challenge in the work is consistent throughout the school. This results in pupils all knowing exactly what is expected of them. Consequently there are no unexpected new requirements and pupils are relaxed and happy, and concentrate on their work very well. Because of the very clear instructions and very well established expectations, little time is wasted. Pupils know that they can always turn to staff if they need further explanations or instructions, and consequently they make very good progress in their learning. Teachers' marking is generally thorough and helpful, and supports pupils in coming to an understanding of what they need to do to improve still further.

The ethos of the school is very good. Relationships are excellent, as is the provision the school makes for pupils' social development.

16. Pupils' learning is strongly supported by the excellent relationships formed with each other and the adults in the school. There is a whole school culture shared by both pupils and staff, where everyone consistently tries to do their best, bearing out the school aim statement "aiming to achieve excellence and success by working together". Pupils enjoy coming to school because, as pupils in Year 5 said, "learning is fun and everyone is friendly." They really enjoy their learning because the teaching is interesting. They are so enthusiastic they want to move on to the next challenge. Year 5 pupils, for example were very eager to move onto the next set of tables when undertaking a quick fire multiples challenge in their mathematics lesson, because they had enjoyed their learning so much. As a direct result of the excellent relationships, there is a relaxed atmosphere of mutual respect, where pupils and all staff can share a sense of humour at appropriate times whilst being constantly sensitive to the needs of others, knowing when to be serious and when to be quiet and concentrate.

17. Pupils respond positively to the very good opportunities provided to help each other or adults around the school. They value the support given to them by their friends and consider the teachers as being among their friends. There is a respectful exchange of views between pupil and teacher. Pupils talk confidently in discussion. They play and work well collaboratively. At playtime they play in mixed gender, mixed age groups, with older pupils caring for younger pupils and helping the smooth running of lunchtime. The provision for pupils' social development is excellent. Throughout the school, pupils are encouraged to become independent learners. Reception children for example confidently set up their own apparatus to test which three-dimensional shapes roll and which do not. Both school and class councils are very effective in sharing views and finding solutions. For example, the school council was effective in putting pupils' views on school meals across to the representative of the local authority. This has resulted in substantial changes being made which meet the full approval of all pupils.

Assessment is excellent and it is used very effectively to ensure that pupils from all groups are making the best possible progress.

18. Procedures for assessing pupils' attainment and progress are excellent. They have improved significantly since the time of the school's previous inspection. The overall use made of the information gained from these procedures is also outstanding. In the core subjects of English, mathematics and science, assessments are undertaken at the end of suitable topics of work, and teachers keep most detailed records of pupils' current attainment, together with samples of their work. This assessment information is used very effectively to ensure that pupils are provided with work that is suited to their particular needs, with more able pupils, and those with special educational needs, routinely being presented with a varying range of relevant, but at the same time, challenging activities.
19. Procedures for monitoring pupils' progress through the school, in these subjects, are excellent. The school possesses considerable evidence about the attainment of pupils, both from its own procedures and through the information provided by national and optional tests. This information is most carefully used to plot the progress that pupils have made, including the progress of different groups. It is also used to check pupils' progress in relation to gender and ethnicity, to ensure that all groups of pupils are being equally supported and encouraged. The information is further used to set targets for pupils relating to future improvement.
20. In other subjects of the curriculum assessment procedures are also exemplary. Assessment opportunities are listed in teachers' planning, and most suitable activities are undertaken to test pupils' present knowledge and understanding relating to key skills and knowledge. Detailed records are kept to judge both pupils' present attainment and to illustrate their progress. As with the core subjects, the information is used very effectively to provide work for individual pupils which is particularly well suited to their requirements. The information is also used effectively in the preparation and completion of pupils' annual reports.

Provision for pupils with special educational needs is very good and they achieve very well as a result.

21. The provision for pupils with special educational needs is very good. This is an improvement since the time of the school's previous inspection. Clear procedures are in place, and they closely follow the new Code of Practice on the identification and assessment of pupils. Individual education plans are provided for pupils who are on the school's special needs register and these are of very good quality, with clear and most appropriate targets. These targets are carefully reviewed each term. Great care is taken to ensure that the work provided for pupils is closely suited to their needs. Pupils are fully involved in all appropriate school activities, and they relate very well to other pupils.

22. The teaching provided for pupils with special educational needs is very good. Teachers and teaching assistants have a clear understanding of the needs of pupils, and they work closely together in arranging a most suitable range of activities and work for them. Very positive relationships are established, and help and support are constantly provided. Pupils with special educational needs make very good progress in relation to the targets set for them, as well as very good progress overall.
23. The management of the provision for pupils with special needs is very good. The co-ordinator keeps extensive and detailed records, and the progress made by the pupils is very carefully checked. Parents are kept fully aware of the provision being made for their children, and they are provided with copies of their individual education plans. The governor appointed to monitor the school's provision for pupils with special needs carries out her responsibilities most effectively, efficiently and thoughtfully.

The effectiveness of links with parents is excellent and as a result they are enabled to make excellent contributions to their children's learning at home and at school.

24. The school places a very high emphasis on parents being as fully involved in their children's learning as possible. This was noted at the time of the previous inspection, which judged links with parents to be very good. The school has continued to build upon and develop these links, which are currently excellent. Parents contribute to their children's learning with much enthusiasm and are very supportive of the work of the school. They help in school on a regular basis, particularly in the youngest classes. Those who cannot support school in this way have many very good opportunities to support in other ways, such as Friends of Woodland Grange, or supporting their children's work at home using the website. Parents provide much useful additional funding. The parents' association raises in the region of £7,000 each year and this is used to enhance the resources the school can provide for pupils.
25. Time is set aside during the autumn and spring terms when parents can come into school and work beside their children in class. High numbers of parents are involved in school activities overall. For example, approximately 130 parents helped to decorate the school for 'decoration day' at the end of November and there is at least 90 per cent turnout for curriculum evenings. Parents regularly attend class assemblies and parents' evenings. On occasion, the school issues challenges to parents and their children, who come into school for example to take part in "Wacky Races", building models with scrap materials.
26. Information for parents is very good. Reports are of high quality and provide parents with a very good standard of information about their children's progress. The school prospectus and the governors' annual report to parents provide them with accurate and useful information about the school. Newsletters are sent out to parents in hard copy and also posted on the school web-site. Parents with access to computers may also obtain a CD Rom with in depth information about the school. All told, the school provides a high quality selection of relevant information which is accessible and clearly presented. As a result, parents are very knowledgeable about all aspects of the school and the work their children are doing. This enables them to make very positive contributions to their children's learning, both in school and also at home.

WHAT COULD BE IMPROVED

27. While there are no key areas for improvement, the school is aware that it needs to continue its programme to review and update areas as identified in its school development plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to raise standards further, the head teacher and governors should:-

Continue to critically review and update all aspects and subjects in a rolling programme as outlined in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
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	2	10	7	0	0	0	0
Percentage	10	53	37	0	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	435
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs

	YR – Y5
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	65

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5
National comparative data	5.4

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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	40	36	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	39	39
	Girls	36	36	36
	Total	75	75	75
Percentage of pupils at NC level 2 or above	School	99 (94)	99 (92)	99 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	36	39
	Girls	34	33	34
	Total	70	69	73
Percentage of pupils at NC level 2 or above	School	92 (95)	91 (95)	96 (98)
	National	85 (85)	89 (89)	89 (89)

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

*Ethnic background of pupils**Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	220	0	0
White – Irish	2	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	12	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	145	0	0
Asian or Asian British – Pakistani	10	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	0	0	0
Chinese	6	0	0
Any other ethnic group	9	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Financial information****Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	25.6:1
Average class size	27.2

Education support staff: YR – Y5

Total number of education support staff	21
Total aggregate hours worked per week	397

FTE means full-time equivalent

Financial year	2002/3
	£
Total income	882,978
Total expenditure	810,430
Expenditure per pupil	1892
Balance brought forward from previous year	111,808
Balance carried forward to next year	72,548

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	435
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	1	1	0
My child is making good progress in school.	58	37	2	1	1
Behaviour in the school is good.	54	40	2	1	3
My child gets the right amount of work to do at home.	44	42	10	3	1
The teaching is good.	71	27	2	0	1
I am kept well informed about how my child is getting on.	50	40	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	69	25	5	0	0
The school expects my child to work hard and achieve his or her best.	70	25	3	0	1
The school works closely with parents.	59	33	6	1	3
The school is well led and managed.	77	19	1	0	3
The school is helping my child become mature and responsible.	65	30	2	1	3
The school provides an interesting range of activities outside lessons.	60	31	5	0	3

Please note numbers may not always add up to a hundred due to rounding of percentages.