

INSPECTION REPORT

CHIPSTEAD VALLEY PRIMARY SCHOOL

Coulsdon, Surrey

LEA area: Croydon

Unique reference number: 101752

Headteacher: Mr M Rosewell

Reporting inspector: Peter Howlett
23744

Dates of inspection: 2nd – 4th October 2001

Inspection number: 194705

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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:	Chipstead Valley Road Coulsdon Surrey
Postcode:	CR5 3BW
Telephone number:	(01737) 553255
Fax number:	(01737) 553657
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Mills
Date of previous inspection:	9 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23744	Peter Howlett	Registered inspector
9219	Anne Ferguson	Lay inspector
3574	Kanwaljit Singh	Team inspector
8183	Gillian Keevill	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
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	8 - 14
WHAT COULD BE IMPROVED	14 - 15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16 - 19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chipstead Valley is a large primary school for boys and girls aged four to eleven years of age. The school was re-designated as a two forms of entry school in 2000 and the school's roll is gradually falling as it changes from three to two form entry. The school is oversubscribed. The current number on roll is 478 full-time pupils. In addition, 60 children under five attend for extended morning sessions in one of two reception classes. The headteacher has been in post for one year and the deputy headteacher for two terms.

The school is situated in a large village located in Surrey, south of the London Borough of Croydon. The school is situated in extensive and pleasant grounds in a very attractive area. Most pupils live in the immediate locality but the school draws from a wide area encompassing the full range of owner occupancy. Many pupils come from favourable socio-economic backgrounds and the percentage of pupils eligible for free school meals (eight per cent) is below the national average. More than 90 per cent of pupils come from white UK heritage and there is a small number of pupils from diverse cultural backgrounds. There are 11 pupils with English as an additional language; this is a higher proportion than that found in most schools. Five of these pupils are at an early stage of English language acquisition. The proportion of pupils on the school's register for special educational needs is rising and at 20 per cent is close to the national average. Currently the school has 107 on the special educational needs register. Eight pupils have statements of special educational needs. Most pupils have received some pre-school education and the range of attainment on entry is broad, but overall it is above levels typically found nationally.

HOW GOOD THE SCHOOL IS

Chipstead Valley Primary is a successful and effective school with many strengths. Pupils respond very well to the very good and challenging climate for learning and their attitudes to their work are very good. They achieve well in English, mathematics and science and standards are high in these subjects by the time they leave school at eleven. The quality of teaching is good with a significant proportion of very good teaching. The school is an orderly and happy place and relationships within the school are good. The school gives excellent support to pupils on its register of special educational needs and is successful in stretching the more able pupils. The school is very well led and managed and gives good value for money.

What the school does well

- Pupils do very well in national tests and achieve well in lessons.
- Pupils behave very well and their attitudes to learning are very good.
- The quality of teaching is good and has a strong impact on the quality of pupils' learning.
- The school makes very effective use of its excellent assessment procedures in English and mathematics to set targets for improvement and to make sure of best progress.
- The school has high expectations of its pupils and shows a very good commitment to meeting the individual needs of all its pupils.
- The headteacher, with the support of the deputy headteacher, staff and governors, provides very good leadership and clear educational direction for the school.

What could be improved

- Pupils' achievements in information and communication technology (ICT).

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 good progress overall since the last inspection in June 1997; progress has been more rapid over the last year under the direction of the new headteacher. The school has successfully addressed the key issues raised by the previous inspection: lesson planning is more focused with the learning intentions clearly identified; the quality of curriculum planning is better and the school has built very effectively upon its assessment procedures; the very effective

implementation of its performance management arrangements ensures that staff appraisal procedures meet statutory requirements; opportunities to promote pupils' independence in their learning are satisfactory but not sufficiently planned for. In addition, the school has improved in a number of other important ways. For example, the quality of teaching has improved, there is greater challenge for higher attaining pupils, results in national tests continue to rise and school improvement planning is more sharply focused on raising standards. The school is well placed to make further improvements.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A	A*
mathematics	A	A	A	A
science	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards of attainment as demonstrated by results in national tests are high by the time pupils leave school at eleven.

At Key Stage 2 the overall rate of improvement in national test results over the past five years was better than the national trend. Results in the 2001 tests were well above the national average in all three subjects. When compared to those in similar schools, results are very high in English and well above average in mathematics and science. The proportion of pupils achieving level 4 was well above average in all three subjects and the school exceeded its published targets in English and mathematics. Whilst these targets were not challenging enough, the school's approach to target setting is now very effective and rigorous and is having a positive effect on raising standards across the school.

At Key Stage 1 results in 2001 were well above the national average in reading and mathematics and above average in writing.

Inspection evidence confirms that pupils' achievements in relation to prior levels of attainment are good and that current standards are well above those typically found nationally. Most pupils in Years 2 and 6 are in line to achieve at least the nationally expected standards and a high proportion to exceed them in each of the three core subjects of English, mathematics and science.

In short inspections it is not intended to make detailed judgements on standards in all subjects. However, the evidence indicates that children attain standards above those typically found nationally by the time they complete reception and that pupils achieve well in music, art and design and history. Standards in information and communication technology are in line with national expectations. Pupils have insufficient opportunities to apply their ICT skills in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn, respond well to challenges set by their teachers and apply themselves conscientiously to any tasks given.
Behaviour, in and out of classrooms	Very good. Pupils of all ages behave well and get on together. Pupils' behaviour in all settings throughout the school day is very good.

Personal development and relationships	Relationships throughout the school are good. Pupils' personal development is good: they respond well to the opportunities given to them.
Attendance	Pupils like coming to school and attendance rates are good. Pupils are punctual to lessons.

Pupils' very good attitudes and behaviour and good relationships with staff and one another make a positive contribution to the good standards achieved and good progress made.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory with some good teaching	Good, especially in Year 2	Good, very good in Year 6

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 good overall. All 40 lessons observed were at least satisfactory with all staff observed teaching. Most lessons were at least good with a significant proportion of very good teaching. Teaching is particularly strong in Year 6 and consistently good in Year 2, although there are instances of good teaching throughout the school and of very good teaching between Years 2 and 6. Literacy and numeracy are well taught in most lessons. Good planning and assessment support teaching effectively. Teachers prepare individual lessons carefully building well on pupils' existing achievements. Teachers ensure that pupils have work at appropriate levels: the more able are sufficiently challenged and the lower attaining pupils receive good support. Teachers clearly identify learning intentions in lessons and, by sharing these with their classes, pupils have a clear sense of purpose in their learning. In most classes, teachers have high expectations of their pupils and this leads to good pace in lessons, good attitudes to learning and good levels of concentration. In Year 6 lessons the pace of learning is very good and pupils work hard with a sense of urgency. Relationships between teachers and pupils are consistently good. Learning support assistants make a valuable contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: very good emphasis on developing literacy and numeracy skills within a broad and balanced curriculum. Subject planning has improved, leading to much more focused learning. Pupils' literacy skills are promoted well in other subjects but links between subjects are not always sufficiently planned. Good enrichment through extra-curricular activities and homework. The school has identified the need to develop pupils' ICT skills further.
Provision for pupils with special educational needs	Excellent. Clear targets for improvement ensure that the needs of these pupils are very well met through classroom activities, especially in literacy and numeracy. Learning support assistants are well trained and make a significant contribution to the good progress that pupils make. The management of provision is outstanding, with assessment and monitoring procedures and intervention and support strategies of high quality.
Provision for pupils with English as an additional language	Good. The learning needs of a small number of such pupils are well met in lessons. There are good assessment arrangements and pupils' progress towards meeting appropriate set targets is closely monitored. The pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral and social development is well provided for through the everyday activities, routines and expectations of the school. Provision for spiritual and cultural development is good and there are good opportunities for reflection in assembly and in lessons.

How well the school cares for its pupils	Good. The school is a caring community in which all pupils are equally valued. Teachers know their pupils well and the school's procedures for and use of assessment in English and mathematics are exceptional.
--	--

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very effective and purposeful leadership in developing and managing the school. The partnership of headteacher and deputy head is very effective and they are well supported by other senior staff. The headteacher, staff and governors form a strong and effective team.
How well the governors fulfil their responsibilities	Good. The governing body plays a purposeful and effective role in shaping the direction of the school. Governors are knowledgeable about the school and are fully involved in planning, decision-making and policy-making.
The school's evaluation of its performance	Very good analysis and use of information. The school has a very clear understanding of its strengths and relative weaknesses. It takes all appropriate actions to analyse and evaluate how well it is performing and uses this information to take the school forward.
The strategic use of resources	Good. The school makes good use of its resources. Financial planning is good and clearly linked to the school's priorities. The school is very proactive in seeking additional sources of funding. Best value principles are well followed and all money available to the school is spent carefully.

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 like school. • Children make good progress. • Teaching is good. • The good behaviour in the school. • The school works closely with parents and staff are approachable. • The school's high expectations. • The school is well led and managed. 	<ul style="list-style-type: none"> • Homework: too much or too little. • The range of activities outside lessons.

The overwhelming response of parents to the school is very positive. The inspection team is pleased to support their views. The inspection team finds that the school's provision for extra-curricular activities is good. It also finds that the management of homework is good and that homework makes a valuable contribution to pupils' learning because teachers link homework activities to those in lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils do very well in national tests and achieve well in lessons.

1. Standards as demonstrated by results in National Curriculum tests are high by the time pupils leave school at eleven.
2. At Key Stage 2 results in the 2001 tests were well above the national average in all three subjects. The overall rate of improvement in national test results over the period from 1996 to 2000 was better than the national trend. Results for 2001 show further improvements, particularly in English. At Key Stage 1 results were well above the national average in reading and mathematics and above average in writing. Inspection evidence confirms that pupils' achievements in relation to prior levels of attainment are good. The analysis of pupils' written work and lesson observations during the inspection confirm that current standards are high. Most pupils in Years 2 and 6 are in line to achieve at least the nationally expected standards and a high proportion to exceed them in each of the three core subjects.
3. In English, results in the National Curriculum tests at both key stages are consistently above the national average. At Key Stage 2 there has been a good improvement in the 2001 tests: the proportion of pupils achieving the expected Level 4 or above has increased substantially and exceeds the school's published target. The 2001 results show pupils do very well in reading and well in writing, with the girls doing significantly better than boys in writing at the higher levels. At Key Stage 1 results for 2001 in both reading and writing show a further improvement, particularly in the proportion of pupils achieving the higher Level 3. In reading this proportion is well above average.
4. In mathematics, test results at Key Stage 2 over the past five years were consistently well above national averages, apart from a dip in the results for 1998. The results for 2001 show further improvement. The percentage of pupils achieving the expected Level 4 or above was high and considerably above the school's published target (which was set too low). At Key Stage 1 nearly all pupils achieve at least the expected Level 2 each year and, in most years, results are well above the national average. In 2001 results show a good improvement, with a high percentage achieving the higher levels.
5. In science, test results at Key Stage 2 rose sharply in 1999 and the well above average results have been sustained since. Nearly all pupils achieved at least Level 4 in tests in the last two years and over 60 per cent achieved the higher than average Level 5 in both 2000 and 2001, indicating performances well above that found nationally.
6. The school offers a rich English curriculum. Pupils' speaking and listening skills are very good. Throughout the school teachers provide many opportunities for pupils to develop their speaking and listening skills. Good examples include discussions: by Year 6 pupils on the style and works of the artist Clarice Cliff, by Year 4 pupils when evaluating their own performances in a physical education lesson, by Year 3 pupils on the importance of the Koran to Muslims and by Year 2 pupils on an extract from Pepys' diary about the Great Fire of London. Pupils express their opinions and views with fluency and confidence and by Year 6 with an extensive range of vocabulary. Reading skills are high. Pupils read well; they are confident, fluent readers and, by the end of Years 2 and 6, nearly all achieve and many exceed expected standards.
7. A priority for the school has been to improve pupils' achievements in writing, in particular those of boys. In the three years to 2000, girls have done considerably better than boys in the national tests at Key Stage 2. A range of successful strategies has been introduced over the last year to give writing a higher profile in the school. The effectiveness of these strategies can be seen in the school's success in raising pupils' performance, including that of boys in the 2001 national tests. The good improvement in results in 2001 is in part due to nearly all pupils of both genders achieving at least Level 4, though girls did significantly better than boys at Level 5.

8. Standards in writing are good. Pupils write for a range of purposes and audiences. They get good opportunities to write in a range of subjects as well as in English lessons. They write stories, poetry, play scripts, letters, instructions and accounts. Year 2 pupils “help” their class teacher to correct his diary, putting in the full stops and capital letters. They write their own diaries with correct punctuation and spellings. Year 4 pupils learn to organise their work into coherent paragraphs. When discussing their story plans, they discuss how characters look and feel, how to introduce a story line and build it up to a climax. Year 6 pupils construct complex sentences, identify noun clauses and subordinate clauses. They discuss aspects of characterisation such as descriptions, speech and actions and how to build up a vivid picture of settings and atmosphere. Pupils can write extensive pieces of work, including stories with chapters, plays and autobiographies. They spell and punctuate accurately, make good use of connectives and demonstrate an extensive vocabulary.
9. Pupils’ high standards in literacy contribute strongly to their learning in other subjects. For example, in history pupils use their research skills to good effect and the quality of work produced by previous Year 6 pupils is above that normally found. Pupils take great care with the presentation of their work throughout the school.
10. Pupils’ number skills are very good. They use a variety of mental and written methods effectively. Analysis of last year’s work indicates that pupils made good progress. By eleven years old pupils have a good knowledge of fractions, decimals and percentages. They add and subtract decimal numbers competently. They compare equivalent fractions and convert fractions to decimals and then percentages. In Year 6 pupils relish the challenge of “quick-fire” questions. Pupils’ ability to use a range of mental strategies to work out problems in their heads is good. They show good development in their number strategies, both mental and written: Year 6 pupils in using a variety of methods to solve long multiplication problems and Year 2 pupils in using the appropriate operation to solve “word problems”. Pupils are confident in giving reasons for their chosen strategies and know how to check their answers. In lessons seen, many pupils are working at above expected levels for their ages. In their science work, pupils show good application of their mathematical skills and show a good understanding of the purpose of using graphs and tables to present information.
11. Pupils’ knowledge and understanding of scientific ideas are very good. By the time pupils leave school they have a very good understanding of life processes and their knowledge of the properties of materials and physical processes are well developed. Pupils have a good understanding of the principles of fair testing but are not always given sufficient opportunities to plan and conduct their own investigations. For example, in a Year 6 lesson pupils knew that molecules are packed tightly in solids and are loosely packed in liquids. They came up with a good range of suggestions when discussing what factors affect the speed that substances dissolve in water. However, they then carried out a pre-designed investigation following the teacher’s instructions rather than following up their own ideas.
12. Analysis of pupils’ work in art and design shows that pupils are offered a broad and rich curriculum and indicates clear progress in the development of techniques with a range of materials to achieve good standards in painting, sketching and observational drawing. In lessons observed pupils were achieving good standards in music and art and design. In most ICT lessons pupils were developing specific skills well but overall standards are average because they have insufficient opportunities to apply these skills in other subjects.

Pupils behave very well and their attitudes to learning are very good.

13. Despite the layout of the school with its three separate buildings and four playgrounds, the school is a calm, orderly and harmonious place. For example, young pupils have a long walk from their classrooms to the canteen at lunchtime but do so in a very orderly and sensible manner. Pupils’ behaviour in all settings throughout the school day is very good. Behaviour in the canteen at lunchtime is good. The canteen becomes crowded and noisy but orderly. Pupils move quietly and sensibly around the school and line up sensibly and quietly when required. Pupils of all ages behave well and get on together in the playground. The playgrounds are restricted in size for the number of pupils, but they are tolerant of one another, and a variety of games and activities take place in a good-natured manner. In assemblies, pupils arrive in a very

orderly way, sit quietly and listen attentively. Relationships between all pupils and between pupils and adults in the school are warm and respectful on both sides. Pupils are polite, considerate and care for one another. For example, on occasions in the playground, pupils were quick to look after others when they appeared to be unhappy.

14. Pupils' attitudes towards school and their learning are very positive. Attendance and punctuality are good. Pupils want to learn, are well motivated and take a good interest in their work. For example, there is a good start to the school day in the reception classes. Teachers prepare well, setting up early morning activities so all children know the routines, settle down to activities quickly and productively, collaborating well in groups. In science lessons, pupils are keen to learn and find out more. They are attentive and show good levels of concentration. In many lessons they respond well to opportunities to engage in discussions and are attentive to one another and their teachers. In the oral part of mathematics lessons, they like the challenge of quick fire questioning and respond with enthusiasm. In ICT lessons they support one another well.
15. The positive attitudes, good relationships and very good behaviour make a positive contribution to the good standards achieved and good progress made.

The quality of teaching is good and has a strong impact on the quality of pupils' learning.

16. The overall quality of teaching is good, with some very good features. During the inspection, all full-time teachers were seen at least once. Every lesson observed was at least satisfactory. Eighty per cent of lessons were good or better, including 30 per cent very good and one excellent lesson. This is a good improvement on the last inspection, when just over 50 per cent of lessons were judged good and five per cent very good. This good teaching was seen across the school and in a variety of subjects for example, in English, mathematics, science, information technology, music, physical education, art and design, history and religious education. Teaching in Year 6 is a strength of the school: six of the ten lessons observed were very good and one was excellent. In the small sample of lessons seen at the Foundation Stage, teaching was considered to be satisfactory overall, although there were some instances of good teaching.
17. Good and very good teaching is securely grounded in very effective planning, which is influenced by teachers' good use of assessment. Teachers build well on what pupils know, understand and can do. Teachers use the results of their analysis of pupils' answers in assessments to identify areas of weaknesses and to plan future work for groups of pupils and set individual learning targets. For example, in mathematics there is effective collaboration in forward planning between the Year 6 teachers in their use the subject coordinator's analysis of the results of the optional national tests at the end of Year 5 to plan work in those aspects where pupils did not perform so well.
18. Lesson planning is good and teachers prepare individual lessons carefully. By clearly identifying learning intentions and by sharing these with their classes, teachers ensure that pupils have a clear sense of purpose in their learning. In the most effective lessons teachers take every opportunity during lessons to reinforce the learning intentions of the lesson.
19. The management of pupils' learning is good. Relationships between teachers and pupils are consistently good. Teachers know their pupils well and pupils respond to their expectations. In most classes teachers have high expectations of their pupils and this leads to good pace in lessons, very good attitudes to learning and good levels of concentration. In Year 6 lessons the pace of learning is very good and pupils work hard with a good sense of urgency. However, in a few instances in Year 1 and reception lessons, the pace of lessons was too slow because teachers did not make sufficiently high demands upon pupils and underestimated their capabilities. For example, in a Year 1 mathematics lesson the teacher was insufficiently aware that pupils had mastered how to count on in ones and should have moved on to a further challenge sooner.

20. Teachers use a variety of appropriate methods and structure their lessons well. Good questioning skills challenge pupils' understanding and extend their knowledge. They make good use of a range of resources to support pupils' learning. Learning support assistants make a valuable contribution to pupils' learning. Teachers use homework effectively to support pupils' learning. The management of homework is good. Homework makes a valuable contribution to pupils' learning because teachers make appropriate links between homework activities and the learning intentions in lessons.
21. Teachers are very confident in teaching mathematics and English and have a good understanding of how to teach literacy and numeracy skills. Most lessons observed were at least good because there was good pace, skilful questioning and high expectations. Teachers ensure that pupils have work at appropriate levels. The more able are sufficiently challenged and the low attaining pupils receive good support.
22. Teachers have a good understanding of the principles of the National Literacy Strategy. Teachers also give pupils good opportunities to develop their literacy skills across the curriculum. Pupils also develop their speaking and listening skills well, both in the whole class parts of the literacy lesson and in other subject areas. There is a good emphasis on developing key vocabulary, for example, in science and mathematics. Good discussions take place in religious education, geography and history lessons. There are good opportunities for pupils to develop their writing skills in a range of subjects.
23. The school has implemented the National Numeracy Strategy well. Teachers' planning and organisation of numeracy lessons are good. Teachers provide good opportunities for pupils to practise and develop their mental arithmetic skills. In most lessons the mental starter is brisk and pupils respond enthusiastically. Questioning is generally brisk and enables pupils of all abilities to participate. So, for example, in a Year 2 lesson on using the right operation in word problems, the teacher pitched the pace of the questioning and the difficulty of the questions to sustain the attention of the more able pupils and also to ensure that the less able could keep up and participate fully. Teachers give pupils time to work out the answers in their heads and to explain the strategies they used. When pupils are uncertain, they are still encouraged to give an answer, knowing that it is safe to get it wrong. Good management of the plenary sessions involves all pupils through effective follow-up questions. Throughout the school, pupils' mental skills are developing well.
24. There are a number of aspects of teaching that could be developed further to make teaching and learning even better. Teachers mark work diligently but generally do not make sufficient evaluative comments in pupils' books or indicate to pupils how they might further improve. Teachers do not plan sufficiently to use ICT to support pupils' learning in other subjects. In a few instances, although teachers are themselves clear on the purpose of lessons, they do not always explain this to pupils. Although the most effective teachers use pupils' wrong answers effectively to make teaching points, sometimes teachers miss opportunities to do so. In science, pupils are given opportunities to carry out investigations but there are insufficient opportunities to plan, hypothesise and design experiments for themselves. Investigative work is often over-controlled and directed by teachers.

The school makes very effective use of its excellent assessment procedures in English and mathematics to set targets for improvement and to make sure of best progress.

25. Assessment practices are at the heart of the school's strategies to raise standards.
26. Senior management uses assessment data strategically to very good effect and the school's 'Assessment and Data Report' is a very effective management tool. The school's analysis and presentation of performance data is excellent and its procedures for assessment, recording and data analysis are rigorous. Teachers use assessment information effectively to make sure that pupils make best progress in English and mathematics.

27. Assessments used throughout the year are very carefully administered and analysed. During the year a number of assessed activities are carried out and pupils' progress checked. Teachers undertake termly assessments of pupils' performance in literacy and numeracy against key objectives and or National Curriculum level descriptors and the school tracks the results by pupil and by class. All data is collated in a comprehensive whole school computerised database that enables the school to track the individual performance of pupils and the performance of key groups: by gender, ethnicity and special educational needs as well as by class and cohort. Thorough analysis and evaluation of this data is available and graphically presented in the Assessment and Data Report.
28. The school has a very good understanding of how to make best use of assessment information to raise standards. The headteacher shows excellent insight in the use of assessment data. For example, in developing the school improvement plan, the headteacher and deputy headteacher have drawn effectively upon performance data to determine future priorities and to establish criteria by which to judge the success or otherwise of planned actions. Subject co-ordinators in the core subjects have a good understanding of performance data and of standards in their subjects and regularly monitor assessment outcomes. Their analysis of pupils' success rate on questions in assessments has helped teachers to focus on areas of weaknesses and inform their planning. Senior managers use the value-added analysis in the Assessment and Data Report to identify both strengths and weaknesses in staff performance and this information is used effectively to set targets for individual teachers within the school's performance management procedures. The governing body is kept well informed and can hold the school to account through access to the Assessment and Data Report, which clearly demonstrates class and cohort performances and progress.
29. Whilst the published targets for end of Key Stage 2 national tests in 2001 were not sufficiently demanding, the school's capacity to accurately predict individual performances in national tests and set targets at the end of both key stages is much improved since the appointment of the new headteacher. The school's approach to target setting for pupils in English and mathematics is now very effective and rigorous and is having a positive impact on raising standards across the school. The school sets challenging interim targets annually for each class and cohort within the school from Year 2 onwards. These targets in turn are based on individual pupil targets which are set following end of year assessments. To help pupils achieve their end of year targets, teachers provide them with short term learning targets.
30. Despite these strengths there are areas for further development. In particular, the school needs to develop further its system for tracking the individual performance of pupils from assessment on entry to the school to the end of Year 1 and to use baseline assessment to set cohort targets for the end of Key Stage 1.

The school has high expectations of its pupils and shows a very good commitment to meeting the individual needs of all its pupils.

31. The school's ethos is very positive and promotes individual success. Within the school community there is a shared commitment to raising the achievements of all pupils. All teachers work hard to ensure an effective climate for learning and create positive expectations of pupils' behaviour and achievements. Parents believe that the school has high expectations for their children.
32. The school is firmly committed to educational inclusion and makes excellent provision for pupils with special educational needs. The school has identified approximately 20 per cent of its pupils as having special educational needs, for a variety of learning and behaviour difficulties. Eight pupils have a statement of special educational need. Support is expertly managed by the special educational needs co-ordinator (SENco) who is very experienced and knowledgeable. The school procedures for identification and assessment of individual needs are very good. Pupils' needs are identified early in reception and continually reassessed over the time they remain on the register. These are well recorded on individual educational plans (IEPs) and objectives are well communicated to all staff. Systems for the regular monitoring and evaluation of progress against targets set for pupils are very good. The SENco liaises well with staff to

ensure regular feedback on outcomes of observation and assessment. IEPs are working documents and are rewritten termly by the SENco in discussion with class teachers and learning support assistants. Work is well planned at different levels in lessons. Training for support staff is extensive and they are deployed well. Pupils with formal statements are well supported to ensure full access to the National Curriculum as well as meeting their specific needs.

33. Performance data for pupils with special educational needs is collated on a database and the SENco and assessment coordinator use this to identify pupils who are underachieving. A measure of the school's very successful support for pupils with special educational needs is that these pupils regularly achieve the standards that are expected for their age group which in turn plays a significant part in the school achieving high results in the national tests. Pupils are helped to make good and sometimes very good progress.
34. Provision for more able pupils is good. A current priority for the school is to improve the achievements of the more able pupils. Over the last year the school has worked hard to meet their needs. It makes effective use of assessment data for identifying pupils with the potential to achieve well and sets challenging targets for end of key stage national tests. This has led to good improvements in the proportion of pupils achieving the above average Level 3 in the national tests at Key Stage 1 and the above average Level 5 at Key Stage 2.
35. The provision for pupils with English as an additional language is good. Their learning needs are well met in lessons and they make good progress. There are good assessment arrangements and their progress towards meeting appropriate targets set is closely monitored.
36. The school is keen to provide a range of opportunities for pupils to excel outside the academic curriculum. The school has its own swimming pool and has a strong reputation for competitive swimming and for providing good teaching. Provision for performing arts is good, particularly in music. The school benefits from the services of a specialist music teacher who is very knowledgeable and is able to pass on his love of music to the pupils. The school is rightly proud of the CD recorded and produced of Year 6 pupils performing their own compositions.
37. The school offers a broad and balanced curriculum which provides opportunities for pupils to make good progress in their personal and social education. Although there is no written policy, the school promotes the moral and social development of pupils very well. Provision for spiritual and cultural development is good and there are good opportunities provided for reflection in assembly and in lessons. Assemblies are worthwhile occasions and provide good opportunities for pupils to appreciate one another's work and to acknowledge the achievements of others. There are good opportunities for pupils to express their views, opinions, feelings and concerns. Personal and social education and citizenship are planned for in the curriculum. A school council is due to be started this year. A good range of extra-curricular activities and a residential school trip for Year 6 pupils provide a range of experiences and pupils respond well to the opportunities given to them to help in the school. However, provision for pupils' personal development could be improved if more opportunities for their independent learning were to be provided.

The headteacher, with the support of the deputy headteacher, staff and governors provides very good leadership and clear educational direction for the school.

38. The quality of the management of the school is very good. The headteacher has made an excellent start in his first year in post. He provides strong and effective leadership and has a clear sense of purpose and a commitment to moving the school forward. He has taken decisive steps in implementing a number of successful initiatives to raise standards and improve provision. He is well supported by a new deputy who joined the school two terms ago. The partnership of headteacher and deputy head is very effective because they work well together and have a similar vision for the school. They have a good understanding of the needs of the school and have a clear strategic plan for its future development. With the support of the staff and governing body, they give firm steer to the school community.
39. Management structures within the school are good. There are effective systems to ensure the smooth running of the school and good levels of delegation. The management of the

curriculum is very good. Subject co-ordinators are keen and enthusiastic and provide effective leadership. The co-ordinators for English, mathematics and science provide good leadership. The assessment coordinator provides effective leadership. Management of provision for special educational needs is excellent and the special educational needs co-ordinator works very effectively to ensure high quality support for these pupils. Management of provision for pupils with English as an additional language is good.

40. Monitoring and evaluation procedures are very good. The arrangements for monitoring and evaluating the quality of teaching are positive, constructive and rigorous. All staff are observed and monitored on a regular basis, receive appropriate feedback and support and have performance targets that clearly focus on school improvement and pupil progress. The success of these arrangements can be seen in the overall improvement in the quality of teaching since the last inspection. Monitoring by the English, mathematics and science co-ordinators enables them to have an effective overview of the school's provision in their subjects. However, the co-ordinator for ICT has insufficient overview of provision and standards.
41. School improvement planning is very good. The headteacher and deputy have rewritten the school development plan in full consultation with staff and governors. The current plan identifies the school's priorities in a clear and accessible way. The priorities are appropriate, provide firm direction to the developmental work of the school and help inform the budget process. The school development plan is supported by subject action plans. The quality of these plans is good because they clearly identify what needs to be done. Very good monitoring opportunities are built into school planning. This means that the school takes all appropriate actions to analyse and evaluate how its performing across all aspects. Effective strategies are in place to address any weaknesses that have been identified. For example, the school has focused on improving standards in writing and has successfully implemented a number of strategies to improve boys' writing.
42. The governing body gives good support and plays an active part in the management of the school. There are well-defined and appropriate committees with clear terms of reference. Governors are knowledgeable about the school and the governing body is appropriately involved in planning, decision-making and policy-making. There is an effective working relationship between staff and the governing body.
43. The school is efficient and is managing its strategic use of resources well. It is currently in a delicate financial situation because of falling rolls. However, the headteacher and governors are very careful in ensuring that the tight budget is spent sensibly. The school development plan is a useful working tool in linking major spending to the most important priorities for the school. Day-to-day financial control is good. Money allocated for special educational needs is efficiently spent and funds specified to support pupils with English as an additional language are well spent to progress these pupils' learning. Staff are deployed well to make the best use of their expertise and experience in the appropriate year groups. The additional support staff make a good contribution to teaching and pupils' learning. The school is applying the principles of best value effectively. For example, it is working well to compare results with other similar schools.

WHAT COULD BE IMPROVED

Pupils' achievements in information and communication technology.

44. In lessons seen pupils achieve in line with standards typically found nationally. However, throughout the school pupils do not reach standards commensurate with their abilities and fall short of the standards reached in English, mathematics and science.
45. Year 1 pupils show sound mouse control with a Paint and Draw program to click, drag and infill using "paint pots". Year 5 pupils enter data that they have collected onto a spreadsheet and they are learning how to design their own spreadsheet to manage their pocket money. They know how to use formulae to add the contents of several cells and multiply the contents of two cells. Year 6 pupils show growing confidence in their use of the internet and can access it to find information. They can run a search using a well known search engine, record and use website

addresses. They access different web sites confidently using the icons on the tool bar. This work shows that pupils are capable when given the opportunity of working at levels comparable to national expected standards. However, opportunities to develop higher levels skills are insufficient. There is insufficient regular use of information and communication technology in classrooms. Pupils do not have enough opportunities to apply the skills they acquire in the ICT suite to support their learning in other subjects. For example, in science there is little evidence of the use of programs to store and retrieve information or the development of skills of interrogation of databases. There is very little evidence of the use of art or music software. In history and geography pupils seldom make use of the facilities of the internet for research purposes. The school is currently focusing on the application of ICT to support pupils' writing and pupils make some use of word processing skills. For example, Year 4 pupils can edit text by inserting or deleting words and can change sequence of text by cutting and pasting.

46. Although the teaching of ICT has improved since the last inspection, there remains a number of barriers to high achievement. The ICT suite is badly designed and inhibits learning. Planning is not as strong as in other subjects. Overall planning is sound but it is not consistent across the year groups and learning intentions are often too broad and ill defined. Teachers do plan sufficient opportunities to develop pupils' ICT skills through other subjects. Assessment procedures are insufficiently developed and at present there is no system for tracking the individual progress of pupils. The co-ordinator does not have a sufficient overview of standards and provision in the classrooms or a strategic view for future developments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve pupils' achievement in information and communication technology by:

- identifying planned opportunities for information technology to support pupils' learning in other subjects;
- developing measures to assess pupils' attainment and monitor their progress against national standards;
- improving lesson planning to make learning objectives more specific;
- improving provision in the ICT suite; and
- enabling the coordinator to have a clear overview of standards and provision.

(paragraph 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	20	8	0	0	0
Percentage	2.5	27.5	50	20	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	535
Number of full-time pupils known to be eligible for free school meals	43

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	107

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

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
	2000	38	42	80

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	38	38
	Girls	39	40	40
	Total	76	78	78
Percentage of pupils at NC level 2 or above	School	95 (87)	98 (92)	98 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	38	38
	Girls	40	40	40
	Total	78	78	78
Percentage of pupils at NC level 2 or above	School	98 (92)	98 (92)	98 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	57	35]	92

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	45	48	56
	Girls	34	30	35
	Total	79	78	91
Percentage of pupils at NC level 4 or above	School	86 (87)	85 (84)	99 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	47	52
	Girls	32	29	32
	Total	74	76	84
Percentage of pupils at NC level 4 or above	School	80 (88)	83 (81)	91 (87)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	4
Black – other	4
Indian	11
Pakistani	1
Bangladeshi	1
Chinese	5
White	440
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	22.2
Number of pupils per qualified teacher	26
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	286

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	12.6
Number of teachers appointed to the school during the last two years	11.8
Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	1	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/2000
	£
Total income	1,199,480
Total expenditure	1,204,439
Expenditure per pupil	2,252
Balance brought forward from previous year	41,377
Balance carried forward to next year	36,418

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	530
Number of questionnaires returned	154

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	2	0	0
My child is making good progress in school.	68	30	2	0	0
Behaviour in the school is good.	51	46	2	1	0
My child gets the right amount of work to do at home.	33	53	10	3	0
The teaching is good.	62	37	1	0	0
I am kept well informed about how my child is getting on.	48	46	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	2	1	1
The school expects my child to work hard and achieve his or her best.	66	32	1	1	0
The school works closely with parents.	47	48	3	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	58	39	1	0	1
The school provides an interesting range of activities outside lessons.	36	44	13	4	1