

INSPECTION REPORT

ST. MARY'S C.E. PRIMARY SCHOOL

Ashford

LEA area: Kent

Unique reference number: 118738

Headteacher: Mrs S Parkin

Reporting inspector: Mrs S D Morgan
1355

Dates of inspection: 11th – 12th June 2001

Inspection number: 197453

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Western Avenue Ashford Kent
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Telephone number:	01233 625531
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Appropriate authority:	The governing body
Name of chair of governors:	Canon J W Everett
Date of previous inspection:	September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Mary's is a large Church of England Voluntary Aided primary school. It has 385 pupils on its roll in Years 1 to 6 and 60 in the reception classes. It is oversubscribed. The number of boys and girls is similar, although there are more girls than boys in Years 2 and 3 and more boys in Year 6. Pupils come from a range of ethnic backgrounds, although most are white. The percentage of pupils who speak English as an additional language has been increasing and is higher than in most schools. Nine of these pupils are at an early stage of learning English. Pupils are mostly from average or below average socio-economic backgrounds. Just over ten per cent of pupils are entitled to free school meals, which is broadly in line with the national average. The current attainment of pupils on entry to the school is average. The proportion of pupils who have special educational needs, at just over 21 per cent, is broadly in line with the national average. Around two per cent of the pupils, an average proportion, have statements of special educational need. Most pupils' special needs relate to learning, speech or communication difficulties, although a small number have emotional and behavioural problems or physical disabilities.

HOW GOOD THE SCHOOL IS

This is a very good and effective school. It provides a positive environment for learning in which staff and pupils work hard and relationships are very good. The leadership and management of the school are very good and promote the achievement of standards that are well above average in English and mathematics by the time pupils reach the age of eleven. The quality of teaching is good, with particular strengths at the Foundation Stage and in English and mathematics. Very good use is made of information about how well pupils are getting on to help teachers plan their work effectively so that pupils make good progress. The school provides good value for money.

What the school does well

- Pupils do particularly well in English and mathematics, and standards in the national assessments for eleven year olds are well above average.
- Teaching is good, with particular strengths at the Foundation Stage and in English and mathematics.
- The ethos of the school successfully develops pupils who are highly motivated, mature and very well behaved.
- The headteacher provides excellent leadership which focuses very effectively on helping all to succeed in a caring and supportive Christian environment.
- Very effective use is made of assessment information to help teachers plan their work to meet the needs of pupils and improve standards.

What could be improved

- No major issues were identified during the inspection. An area for further development that the governing body may wish to include in an action plan has been identified in the report commentary.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in 1997, it was judged to be a good school with some very good features. Since then it has made very good improvement. Strengths identified by the last inspection have been maintained or built upon further. The quality of teaching has improved, with a significantly higher proportion of lessons being good or better. This is having a positive impact on standards. Provision for pupils with special educational needs has improved and work is planned well to meet the needs of all pupils.

The key issues from the last inspection report have been systematically dealt with. For example, the school improvement plan is now closely linked to the setting of budget priorities, clear targets are set and progress carefully monitored. The school continues to seek improvement in all aspects of its work and is well placed to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	A	A
mathematics	B	B	A	A
science	B	C	B	B

Key

well above average A

above average B

average C

below average D

well below average E

Results in the national tests for eleven year olds improved in 2000. English results improved significantly and were well above average. Results have been consistently above or well above average in mathematics. Science results showed improvement and were above average. Compared to schools with a similar proportion of pupils eligible for free school meals, the results were good in science and very good in English and mathematics. The trend of improvement for all three subjects is broadly in line with the national rate. Results indicate that overall pupils' achievements are good in science and very good in English and mathematics. Results in national tests for seven year olds have been consistent in English, but have fluctuated in mathematics. In 2000, they were above average in reading and average in writing and mathematics. Compared to similar schools the results were good in reading and satisfactory in writing and mathematics. Teacher assessments in science were close to the national average. The school's targets for future results for eleven year olds are appropriate, and have been based on careful analysis of the school's assessment of what pupils have achieved so far. In 2000, the school exceeded its targets in English and almost reached its target in mathematics.

In the Foundation Stage, children learn successfully in all areas of the curriculum and achieve very well in relation to their varying starting points. By the end of the reception year standards overall are above national expectations. Current standards, for five to eleven year olds in information and communication technology (ICT) are average. In other subjects, there is evidence of good standards and pupils achieve very well. For example, in art a good range of media is used leading to some high quality painting, drawing and collage work. Pupils develop their designing and making skills well in design and technology and use a range of materials to make interesting products. The range of written work and research in other subjects, such as history, is good. Throughout the school, the presentation of pupils' written work is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy their lessons, work hard and persevere even when they find a task difficult. These positive attitudes make a significant contribution to the progress that they make.
Behaviour, in and out of classrooms	Very good. Pupils are very courteous and sensible in all aspects of school life. There have been no exclusions in the past year.
Personal development and relationships	Relationships throughout the school are very good. Pupils readily help each other and take any responsibilities they have very seriously.
Attendance	Attendance is above the national average. Unauthorised absence is below the national average.

TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in all of the lessons observed during the inspection, and very good or better in 24 per cent. This is an improvement since the last inspection, particularly as the proportion of very good and excellent teaching has increased significantly. Teaching was most effective in the Foundation Stage, because the organisation of children's learning enables them to grow in confidence and to make good progress in developing their skills and understanding. For pupils' aged five to eleven years, teaching was good in English and mathematics. In many lessons, varied and interesting activities were very well planned, and teachers had high expectations of pupils. Throughout the school, teachers' good subject knowledge and very good use of learning support staff were particular strengths which enabled pupils to make good progress. Relationships between staff and pupils were very good and teachers organised and managed classroom activities well. This enabled pupils to complete work productively. A significant strength is the focus in lessons on the development and application of pupils' literacy and numeracy skills. In all of the lessons observed, teachers provided work which was well matched to the needs of all pupils and this enabled them to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality, range and balance of learning opportunities provided by the school is very good. Particular strengths are in English, mathematics, art and design and technology. The curriculum is enriched by a good range of extra-curricular activities and extended through trips and educational visits. Very good planning throughout the school ensures that pupils of all levels of attainment make good progress.
Provision for pupils with special educational needs	Good. Pupils' individual education plans are regularly reviewed and help teachers to meet pupils' needs. Provision for those pupils with more significant needs is very good. This leads to high self-esteem and promotes their personal development.
Provision for pupils with English as an additional language	Satisfactory. There are good links with and support for the families of pupils learning English as an additional language. There is a clear focus on developing spoken language skills in a number of classes, but staff do not have a shared understanding of what constitutes the most effective approach.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for pupils' moral, social and cultural development. The Christian ethos helps pupils develop respect for each other and know right from wrong. Provision for spiritual development is good, both in assemblies and throughout the curriculum.
How well the school cares for its pupils	The school cares for its pupils very well. Staff know their pupils well and cater for their needs. Child protection procedures are good. The school has effective procedures to promote very good behaviour. Monitoring of pupils' academic performance is very good. Pupils' achievements are systematically recorded and there is careful tracking of how pupils are doing. This helps raise standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She has a clear vision of how the school will continue to develop and improve. She has enthused others to create a supportive and caring learning environment in which standards have risen and the quality of teaching has improved. Senior staff share her vision and work hard to put it into practice. Subject co-ordinators in English, mathematics and science monitor the quality of teaching and learning to identify areas for improvement, and this helps raise standards.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities satisfactorily and ensures that good financial practices contribute to the strategic planning of the school. Its role has developed well since the last inspection and governors are now fully involved in tasks such as development planning.
The school's evaluation of its performance	The school has very good systems for evaluating its performance and uses the information well to improve the standard of teaching and learning. Systematic analysis of test results enables the school to note trends in attainment and set targets for groups and individual pupils.
The strategic use of resources	Spending decisions are carefully considered and finances prudently managed. Resources are of good quality and used effectively to promote pupils' learning. The recent installation of the computer suite is having a positive effect on pupils' learning. The principles of best value are well applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. The school expects their children to work hard and achieve their best. • The teaching is good and their children make good progress. • The school helps their children become mature and responsible. • The school works closely with parents and they feel comfortable about approaching the school with a question or problem. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework. • The range of activities outside lessons.

Overall, parents are very pleased with the school. The inspectors agree with the positive views expressed. However, the inspection team found the setting of homework to be satisfactory and the range of activities outside of lessons to be good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils do particularly well in English and mathematics, and standards in the end of Key Stage 2 national assessments are well above average.

1. By the end of Key Stage 2, pupils achieve standards in English and mathematics that are well above the national average and very good compared with those achieved by similar schools.

2. When children enter the reception class, overall attainment is broadly average, although a significant number have below-average personal and social skills. Children learn successfully in all areas of the curriculum and achieve very well in relation to their varying starting points. By the end of the reception year, standards overall are above national expectations. Higher attaining children are working in the early stages of the National Curriculum and some at Level 1 in the key areas of communication, language and literacy and in their mathematical development. Children listen carefully to each other, follow adults' instructions and speak clearly with good sentence structure. They handle books with care and identify the initial sounds of words, and some higher attainers read quite complex text with understanding. Children write their names legibly and higher attainers write simple words. Most children count accurately beyond 10, use good mathematical vocabulary and sort and compare quantities. Some of them add numbers to 10 and count quickly in 2s.

3. In Key Stage 1, pupils have the opportunity to write for many different purposes. They write stories, instructions and descriptions using correct punctuation and grammar and have a well-developed knowledge of the "mechanics" of writing, for example the use of alliteration and suffixes. Pupils in Key Stage 2 build on their earlier work and write adventurously for a wide variety of purposes and audiences. They make good use of the opportunities provided to write at length and in different curriculum areas. For example, they produce leaflets to persuade children to attend St Mary's, record scientific experiments, write about life in Roman Britain and compile newsletters. Many pupils employ punctuation, paragraphing and sentence construction effectively to help produce interesting pieces of writing. Higher attaining pupils use a wide range of vocabulary to create atmosphere and express their ideas. Handwriting and spelling are good throughout the school. Teachers place considerable emphasis on the presentation of work and pupils take great care to set out their work carefully and write neatly. By the age of seven, pupils are able to express opinions on books they have read. They use a range of skills to read new words and read accurately and fluently. Pupils at the end of Key Stage 2 read confidently and with understanding. They have a good knowledge of types of story, different authors and some of the devices used to gain effect. Throughout the school pupils listening skills develop well and they are articulate and confident. When speaking to the rest of the class, older Key Stage 2 pupils speak audibly and clearly. For example, groups of Year 6 pupils clearly reported back the results of a science investigation and the conclusions that could be drawn.

4. Throughout the school the mathematics curriculum is planned well to meet the needs of all pupils. The presentation of pupils' work is very good. They have a good understanding of mathematical symbols and are able to use a wide range of mathematical vocabulary with confidence. Pupils participate enthusiastically in mental maths' sessions and older pupils develop a range of strategies for solving problems. Older pupils carry out a range of mathematical investigations and apply their knowledge well. By the age of seven pupils know the multiples of numbers such as, three, five and ten. Average pupils have a sound understanding of numbers up to a hundred and many higher attaining pupils have a good understanding of much higher numbers. Pupils can solve simple division problems and draw and name two-dimensional shapes. By the age of eleven, pupils are able to calculate area and

perimeter and higher attainers are able to calculate volume. They understand probability and know the metric equivalents of imperial units.

5. Very good use is made of support staff, and teachers ensure that they are well prepared. They are knowledgeable and make a significant contribution to pupils' learning during group activities. The setting arrangements, together with "springboard" and "booster" classes for older Key Stage 2 pupils, ensure that work is set to meet the needs of all. Demanding work is set for higher attaining pupils, who achieve very well.

Teaching is good, with particular strengths at the Foundation Stage and in English and mathematics.

6. All the lessons observed were at least satisfactory and almost eight out of every ten were good or better. This is an improvement since the last inspection. The headteacher has been successful in ensuring that a good range of teaching skills and expertise is available within the school. She has managed problems created by some long-term staff illness very well and this has limited any disruption to pupils' learning. Teachers are effectively deployed, for example to provide specialist teaching of science to older Key Stage 1 pupils and mathematics to older Key Stage 2 pupils. This is contributing to the continued improvement in standards. Teachers are enthusiastic, well motivated and have high expectations. The work in pupils' books indicates that the quality of teaching is consistently good, and this leads to pupils achieving very well over time. Parents commented that standards expected of their children are high but achievable, and that each child is treated as an individual. Teachers have good levels of subject knowledge and, where expertise requires further development, for example in aspects of ICT a well-planned programme of training is taking place.

7. The planning of work is a particular strength. A broad range of activities is planned. Teachers in the same year group plan together and there is a strong emphasis on ensuring that pupils apply their literacy and numeracy skills to all areas of the curriculum. Work is well planned to meet the needs of pupils with special educational needs. Targets on individual education plans are clear and used by staff. The results of previous assessments are used effectively by staff to identify aspects of pupils' skills and knowledge which require further development and to set individual targets for improvement. There is satisfactory planning of work for those pupils who are learning English as an additional language, with a clear focus on developing pupils' spoken language skills in a number of classes. However, staff do not have a shared understanding of what constitutes the most effective approach.

8. In the Foundation Stage, teachers and support staff work very well together. All staff share high expectations of what children can achieve. Work is well planned to cover the areas of learning, to meet the needs of all children effectively, and to provide challenging work for higher attaining children and good support for lower attainers. Careful planning ensures that activities have a clear focus on developing or consolidating particular areas of children's knowledge and understanding, and also provides opportunities for children to develop their independence by making decisions. Teachers develop children's language and vocabulary well, for example, using the word "author" when reading a story. They also encourage children to contribute to whole class discussions and to speak clearly and with expression. Staff ensure that opportunities for children's personal and social development are used well. Emphasis is placed on children becoming responsible, taking care of the equipment they use, listening carefully and taking turns to answer. This leads to children making rapid progress.

9. Throughout the school teachers manage classroom activities well and create a stimulating and positive learning atmosphere. They are encouraging and supportive and recognise pupils' achievements by giving praise for good work completed. This develops pupils' confidence and self-esteem and enables them to learn effectively when they find aspects of the work difficult. For example, in a

mathematics lesson, good use of a range of resources and careful questioning enabled lower attaining pupils to develop their understanding of division. The teacher helped them to explain how they would share cubes equally between two pupils. She suggested that they should think of the cubes as sweets and think about being fair. They successfully completed the task, and went on to calculate how many groups of three could be made from twelve cubes. Teachers encourage pupils to explain to the rest of the class how they found the answer to a problem. This enables them to check pupils' understanding and also share various strategies for calculating an answer with the class. All teachers carefully explain the purpose of each lesson and this helps pupils have a clear understanding of what they have to do. Teachers set time targets for the completion of tasks and this ensures that time is used effectively. They expect pupils to work hard and to produce well-presented work of good quality. In discussions, pupils said that teachers marked their work regularly and this enabled them to know how they were doing. They also commented that the teaching was good.

10. In the most successful lessons observed during the inspection teachers made very good use of support staff. Their work is thoroughly planned and this makes a significant contribution to pupils' progress. Support staff are knowledgeable and develop pupils' understanding through very careful and challenging questioning. For example, in a Key Stage 2 literacy lesson, pupils were evaluating the impact, appeal and honesty of advertisements. Pupils were asked to look at a number of advertisements from magazines and write down their opinions. During the activity a learning support assistant worked with higher attaining pupils and discussed their views asking them to consider the visual images and visual impact. Pupils enthusiastically put forward their ideas and were keen to share them with the rest of the class at the end of the lesson. This led to pupils using a wide range of vocabulary and making very good learning gains during the activity. The teaching was very good because the activities were stimulating and well planned. Very effective use was made of support staff and pupils provided with the opportunity to work on a range of tasks.

The ethos of the school successfully develops pupils who are highly motivated, mature and very well behaved.

11. The school has a strong ethos based on Christian beliefs. This is evident in all aspects of its work. There is a clear moral code both in the school's discipline policy and class rules. Pupils are aware of the school rules and follow them, and clearly know right from wrong. Teachers consistently encourage pupils to think about the consequences of their actions and this has a very positive effect on pupils' behaviour both in lessons and around the school. They settle to work quickly and concentrate well. In class, pupils work well on individual tasks and in pairs and groups. Older pupils discuss aspects of their work with considerable maturity and help and support each other. Pupils are keen to succeed and show motivation and enthusiasm. They give out and clear up resources with little fuss and even the youngest pupils in the reception class use resources sensibly and clear up well. In the playground, behaviour is very good and pupils show good levels of co-operation and concern for others. In discussions, pupils said that they enjoyed school and that they liked to work hard. Parents were very positive both about behaviour management and discipline within the school. They felt that there were positive rewards for good behaviour and their children knew what was expected. All of these factors have a positive impact on pupils' learning.

12. Relationships are very good within the school. The ethos encourages care and respect for others and pupils are polite both to each other and adults. For example, they hold doors open, walk sensibly in corridors and listen to and follow instructions. Adults encourage all pupils to put forward their thoughts and ideas and this develops pupils' self-confidence. Many opportunities are provided for older pupils to take responsibilities such as House Captain. All pupils are encouraged to think of others less fortunate than themselves and the school organises fund raising for a number of charities. Pupils' spiritual development is planned throughout the curriculum. In science, for example, Year 2 pupils were pond

dipping, looking at creatures that lived in and around the school pond. The adults working with the children emphasised the need to take care of the tadpoles and insects found, as well as encouraging pupils to study and record what they observed. During the lesson pupils developed their scientific knowledge. They also learned to take care of the plants and animals being studied and were enthralled when looking at the creatures under magnification.

The headteacher provides excellent leadership which focuses very effectively on helping all to succeed in a caring and supportive Christian environment.

13. The headteacher provides excellent leadership which promotes the aims of the school very effectively. She has been very successful in developing an ethos which focuses on raising pupils' achievements in a very caring and supportive Christian environment. Contributions from the wider school community, such as governors and parents, are encouraged and valued. The headteacher has been very successful in establishing a shared view of the school's educational direction amongst staff, governors and parents and has successfully built upon the strengths identified in the previous inspection report. Parents commented about her approachability. They felt that if there was a really important issue which needed to be resolved the headteacher always ensured that there was time for discussion.

14. The school is self critical and looks to identify areas for development, so that it can improve as much as possible. Systematic monitoring of teaching by the headteacher and senior staff has led to improvements in teaching and learning. Teachers see monitoring as helpful in developing their skills and promoting better learning. The school's clear commitment to raising pupils' achievement is seen in the high standards attained at the end of Key Stage 2.

15. An effective management team meets regularly and consists of representatives from all sections of the school. Good channels of communication are in place, for example members of the management team meet with learning support assistants and mid-day supervisors to share information. Management team members analyse school results and prepare papers to inform staff of strengths and weaknesses. These are then discussed so that appropriate action can be taken. The team discusses standards of attainment regularly. Subject co-ordinators for English, mathematics and science effectively monitor standards in their subject through activities such as observing lessons and reviewing books and planning. They have a clear overview of standards throughout the school and what needs to be done to improve further. For example, the ICT co-ordinator has identified particular applications which require development, training is taking place and teachers' planning being improved. Co-ordinators of other subjects are knowledgeable about their subjects. They are clear about improvements that have taken place and what needs to be done in the future. Time is allocated for them to monitor the work in their subjects, although this has been limited in recent months owing to staffing difficulties.

16. A close working partnership exists between the headteacher and governors. Governors' involvement in the life of the school has increased since the last inspection and their development has been supported well by the headteacher. They are now more informed about the school's work and a number are linked to classes and make regular visits to the school. An annual conference for staff and governors has been established to discuss the school improvement plan and this has led to governors becoming fully involved in the development process. Governors have a range of expertise and most attend training. Prudent and efficient use of the school budget has enabled the allocation of funding for a range of initiatives. For example, the appointment of an additional member of staff to allow release time for co-ordinators and improvements to accommodation and learning resources.

Very effective use is made of assessment information to help teachers plan their work to meet the needs of pupils and improve standards.

17. Since the last inspection, the school has developed a systematic approach to using a range of data from tests to help teachers plan their work for pupils. This has been effectively managed by the deputy headteacher. Increasing use is being made of the electronic storage of data to monitor the progress of both individuals and classes. Pupils who are making insufficient progress can be identified, weaknesses can be addressed and necessary improvements made to the curriculum. The information has been useful in developing the understanding of both staff and governors about standards in the school. It has enabled teachers to identify and support pupils who may be underachieving and plan suitable work for the highest attainers. The information is also used at parents' meetings.

18. Very precise individual targets are set for pupils in English, and teachers often refer to these in lessons so that pupils know what they must do to improve. Parents commented positively about the setting of long and short-term targets and felt that they helped their children make progress.

WHAT COULD BE IMPROVED

19. No major issues were identified during the inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. An area for further development that the governors, headteacher and staff may wish to include in an action plan is:

- ensuring that all staff have a shared understanding of what constitutes the most effective approach to developing the spoken language skills of pupils who are learning English as an additional language.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	19	52	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	445
Number of full-time pupils known to be eligible for free school meals	45

FTE means full-time equivalent.

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	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	24

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	27	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	37	36	37
	Total	59	58	59
Percentage of pupils at NC level 2 or above	School	89 (84)	88 (92)	89 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	25
	Girls	37	36	38
	Total	59	58	63
Percentage of pupils at NC level 2 or above	School	90 (87)	88 (97)	96 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	33	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	29
	Girls	29	28	28
	Total	53	52	57
Percentage of pupils at NC level 4 or above	School	83 (68)	81 (74)	89 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	28
	Girls	29	29	29
	Total	53	54	57
Percentage of pupils at NC level 4 or above	School	83 (75)	84 (77)	89 (86)
	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	1
Black – African heritage	0
Black – other	15
Indian	0
Pakistani	1
Bangladeshi	7
Chinese	1
White	357
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	27
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	315

Financial information

Financial year	2000/2001
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	£
Total income	856,346
Total expenditure	916,972
Expenditure per pupil	2,056
Balance brought forward from previous year	153,703
Balance carried forward to next year	93,077

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	448
Number of questionnaires returned	155

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	6	0	1
My child is making good progress in school.	48	45	3	0	4
Behaviour in the school is good.	43	45	7	0	5
My child gets the right amount of work to do at home.	26	52	16	1	5
The teaching is good.	52	46	0	0	2
I am kept well informed about how my child is getting on.	39	50	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	55	42	2	1	1
The school expects my child to work hard and achieve his or her best.	57	38	3	0	3
The school works closely with parents.	32	58	7	0	3
The school is well led and managed.	54	44	1	0	1
The school is helping my child become mature and responsible.	48	46	3	0	3
The school provides an interesting range of activities outside lessons.	23	42	14	3	18

*due to rounding figures may not add to 100%

Other issues raised by parents

Some parents and carers expressed mixed views on the amount of homework and the range of activities provided outside of lessons. The inspection team found the setting of homework to be satisfactory and the range of activities outside of lessons to be good.