

# INSPECTION REPORT

## **PRIORY PRIMARY SCHOOL**

Slough

LEA area: Slough

Unique reference number: 110089

Headteacher: Mrs Carole Evans, C.B.E.

Reporting inspector: John Messer  
15477

Dates of inspection: 9-10 October 2000

Inspection number: 225049

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery Infant and junior

School category: Foundation

Age range of pupils: 3-12 years

Gender of pupils: Mixed

School address: Orchard Avenue  
Slough  
Berkshire

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Appropriate authority: The governing body

Name of chair of governors: Chair Mr Jack Crawford / Acting Chair Mrs Elaine Kyte

Date of previous inspection: 24 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This primary school has 786 pupils on roll, aged between three and twelve years, and is much bigger than most primary schools. Seventy-two of these pupils are taught on a part-time basis in the nursery classes. There are rather more boys than girls, especially in the nursery and reception classes. There are 31 classes and from Year 2 pupils are placed in ability sets for English, mathematics and science. Around a quarter of pupils are from ethnic minority backgrounds and 105 speak English as an additional language, which is a high number when compared with most other schools. The children come from a wide range of social and cultural backgrounds. The proportion of pupils entitled to free school meals, 12.6 per cent, is broadly in line with the national average. Children's achievements on entry to the school are slightly below those normally expected of three and four year olds, especially in the development of language skills. The school has a specially resourced unit for pupils who are physically disabled. Over a quarter of the pupils have special educational needs and 53 have a statement of special educational need; this is well above the national average. The school is larger than at the time of the last inspection.

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

This is an excellent school where standards are high. In 1998 the school was deemed to be outstanding and was designated a 'beacon of excellence' by the Secretary of State for Education. Standards are now higher than they were in 1998. The advanced use of information and communication technology to support teaching and learning is a particular strength of the school. Teaching is very good and results in highly effective learning for pupils. Pupils have especially good attitudes to work and relationships between pupils and teachers are very good. The inclusive way in which pupils with physical disabilities and those from different backgrounds and cultures are integrated into school life is exceptionally good. The headteacher has an excellent understanding of how children learn and provides strong leadership. The school is well supported by parents and the governing body. Teaching and support staff are hard working and are well deployed throughout the school in order to use their skills to best effect. Resources and accommodation are used efficiently to provide a rich learning environment. The curriculum is relevant to the needs of the pupils and promotes the full development of each individual. The school does not stand still; it is constantly seeking to improve standards further and provides excellent value for money.

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

- By the age of eleven pupils attain standards in English, mathematics, science and information and communication technology which are well above average. Pupils produce very good work in art and design, music and religious education.
- Excellent use is made of information and communication technology to support teaching and learning and this contributes to pupils' high levels of motivation.
- Provision for pupils with special educational needs is exceptional and pupils make excellent progress. They are well integrated into the life of the school which enhances their learning opportunities.
- The quality of teaching is very good and results in highly effective learning. Expectations of pupils' performance are high and pupils rise to the challenges set by teachers.
- Pupils' attitudes to learning and their behaviour are very good. They enjoy school and are keen to succeed and this has a positive impact on the very good progress they make.
- The school provides a full and varied curriculum which is relevant to pupils' needs and enables them to develop good foundations in the skills needed for success in the future.
- Parents are very strongly supportive and appreciative of the school.
- The headteacher provides outstanding leadership and governors give very good support and as a result this school is exceptional and provides an exemplary model of primary education.

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

- The inspection team found no areas where significant improvement is required. The school is

highly effective and has excellent procedures for self evaluation and review.
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## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in February 1997 considerable improvements have been made. Standards in English, mathematics and science have improved steadily each year. The very few key issues raised at the time of the last inspection have been tackled successfully. The teaching of information and communication technology has been extended significantly to provide enhanced learning opportunities. Computers are now used extensively to support teaching and learning. Pupils in the classes for seven to eleven-year-olds now have more opportunities to apply their language skills in a wider range of contexts. Attendance registers are now completed properly and kept securely which was not the case at the time of the last inspection. The quality of teaching has improved markedly. The effective learning, the good relationships and excellent standards of behaviour have been improved further. Accommodation has been improved, most notably by the creation of a new school hall.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
mathematics	C	A	A	A
science	A	A	A*	A*

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

This table shows that by the age of eleven the pupils' results in 1999 were consistently well above average in English and mathematics and were very high in science when compared with all primary schools nationally. Results in 2000 have improved even further. The star symbol indicates that the school's results are in the top 5 per cent nationally. The school has set conservative targets of 80 per cent in English and 75 per cent in mathematics for the proportion of pupils expected to attain the national target of Level 4 by the age of eleven in 2001. As these targets were exceeded in 2000 it seems highly likely that the school will reach its targets in 2001. The targets are sufficiently challenging, however, as they are based on a careful analysis of the varying prior attainment of each year group. The upward trend in the school's results has been broadly in line with the national trend though this is maintained at a higher level than most other schools. Inspection findings confirm that standards are high in English, mathematics and science. Standards in information and communication technology are exceptional and far exceed national expectations of eleven-year-olds. Pupils, including those who have English as an additional language, make very good progress and work of particularly high quality is produced in art, music and religious education. Pupils with physical disabilities, and those with special educational needs attain standards which are in advance of those which might normally be expected of them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and keen to succeed. They are enthusiastic learners and are interested in the work that is presented to them.
Behaviour, in and out of classrooms	Pupils are courteous and considerate. They are very well behaved both in classes and around the school.
Personal development and relationships	Pupils form very good relationships with one another. They discuss issues sensibly with teachers and other adults. They show initiative and are pleased to take on responsibilities. They help each other willingly.
Attendance	The rate of attendance is below the national average but the school does all it can to promote regular attendance. Most pupils enjoy coming to school. Unavoidable medical reasons account for a large proportion of absences.

Pupils' very good behaviour and confident approach to their work have a positive impact upon the standards that they achieve. They work well independently and are also good at working collaboratively. Pupils are attentive, thoughtful and hard-working.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-12 years
Lessons seen overall	good	very good	very good

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

Teaching in English, mathematics, science and information and communication technology is very good and leads to very good learning. Lessons are carefully planned and well prepared. Teachers maintain high expectations of pupils' behaviour and performance. Appropriate challenges are provided for pupils according to their particular stages of development. Teaching is at least sound in all lessons; it is good in 34 per cent of lessons and very good, and occasionally excellent, in 44 per cent of lessons. The proportion of high quality teaching is much higher than at the time of the last inspection. The skills of literacy and numeracy are taught very well. Pupils with special educational needs receive exceptionally good support. Gifted and talented pupils are well provided for as are those with physical disabilities. Teaching is matched well to the needs of each individual.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very rich and varied curriculum is provided which meets the needs of all pupils. A good range of educational visits and after school activities enhance pupils' learning opportunities well.
Provision for pupils with special educational needs	Provision is excellent. Tasks are tailored to pupils' particular learning needs.
Provision for pupils with English as an additional	Provision is good and pupils make good progress. The very few pupils who are at an early stage of learning English are well supported and are

language	rapidly acquiring English speaking skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral, social and cultural development is very good and for spiritual development it is good. Pupils appreciate their own culture and that of others. Art, music and religious education extend pupils' cultural knowledge and understanding.
How well the school cares for its pupils	Teaching and support staff provide a secure and caring learning environment and child protection procedures are in place.

The school works in close partnership with parents. The curriculum is especially relevant to pupils' needs and provides them with firm foundations for the next phase of their education. Educational visits are well planned and are linked well with the work pupils do in school. The school's curriculum complies with most statutory requirements the exception being swimming which is not taught as there are no suitable facilities in the area. Pupils flourish within the highly caring learning environment provided by the school.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher gives outstanding leadership. She has a firm belief in the potential of all pupils to succeed. Her deputies and senior staff provide excellent support. Staff work exceptionally well together as a team.
How well the governors fulfil their responsibilities	Governors provide very good support and fulfil their responsibilities effectively.
The school's evaluation of its performance	The school evaluates its performance clearly and accurately. Precise performance data is recorded and is analysed well to identify areas for development.
The strategic use of resources	Resources, both human and physical, are used very efficiently.

The school has developed an ethos which is rooted in a commitment to improve standards. Finances are used efficiently and the principles of best value are used well to ensure cost effectiveness.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents feel staff are approachable.</li> <li>• Their children like coming to school.</li> <li>• The teaching is good and children make good progress.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework children are given.</li> <li>• Information about how their children are getting on.</li> <li>• The partnership with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with the parents' positive comments. Inspection findings show that parents are given good information about pupils' progress and that pupils are provided with an appropriate amount of

homework. A good range of activities outside lessons is provided though the school is unable to provide swimming tuition as there are no suitable pools in the area.

## **PART B: COMMENTARY**

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

**By the age of eleven pupils attain standards in English, mathematics, science and information and communications technology which are very high. Pupils produce very good work in art and design, music and religious education.**

1. The pupils' performance in the National Curriculum tests for eleven year olds in 1999 was well above the national average in English and mathematics and was very high in science. The school's performance improved in all three subjects in 2000. These high standards are confirmed by inspection findings. In English, by the end of Year 6, pupils' attainments are well above national expectations of eleven year olds. They have a very good understanding of how to use different types of speech for different situations and good work was seen where pupils were preparing interviews as part of their work on the First World War. They are skilled at writing poetry, letters for different purposes, descriptive passages and instructions as well as writing associated with other subjects in the curriculum, such as history, geography and religious education. They have a secure knowledge of the technicalities of language. Good work was seen where pupils were learning about personification. They understood how this strategy could enrich their writing and composed inventive phrases such as, 'The fire crackled with glee and sullied the air'. Pupils use words sensitively and understand how to choose words carefully in order to create an accurate image or an effect which has a strong impact on the reader. When describing the emotions which different colours can suggest one pupil wrote, 'Fright is grey, the place where your fear lives'. Effective use is made of computers to create 'The Priory Times' which follows the format of a newspaper and includes well written news items. Pupils are well read and have a good knowledge of a wide range of literature. Each year group is introduced to a specific set of children's classic literature, including poetry. Pupils in Year 6, for example, are studying 'The Silver Sword' by Ian Serrallier and 'The Highwayman' by Alfred Noyes and they remember reading 'Watership Down' in an earlier class.
2. By the age of eleven, pupils attain standards in mathematics which are well above national expectations. Higher attaining pupils in Year 6 understand how to convert fractions to decimals and percentages and apply their knowledge well in realistic situations. In a lesson on percentages, for example, pupils studied the marketing and packaging of breakfast cereals and deduced that the 'buy one – get one free' promotion enabled retailers to offer 100 per cent extra and 'buy two get one free' offered 50 per cent extra. They understood that a 25 gram packet was 40 times smaller than a packet weighing one kilogram and could determine which gave better value for money. Younger pupils looked at cereal packets and knew that a cuboid could also be described as a rectangular prism. Pupils in a lower Year 6 set understood and used the term 'inverse operation' accurately and understood tests for divisibility. In a practical lesson on algebraic problems they showed good powers of deduction as they worked out whether or not the correct change had been given when purchasing a number of items. Throughout the school pupils use their skills well in other subjects such as geography and science. In a movement lesson, pupils, including those with physical disabilities, understood how to make symmetrical and asymmetrical patterns when creating shapes with their bodies.
3. By the end of Year 6, pupils attain very high standards in science. In the National Curriculum tests in 2000 it is remarkable that 80 per cent of pupils surpassed the national target of Level 4 and attained the higher Level 5 standard. Pupils in Year 6 have a good understanding of the physical properties of sound and know that sound travels at a different speed according to the density of the matter through which it is passing and understand why sound cannot pass through a vacuum. They understand the reason why pitch changes and know why a violin is played at a higher pitch than a cello. Pupils in Year 3 describe the properties of solids and liquids and several can also describe the properties of gases accurately.
4. Good foundations for learning are laid in the classes for the five to seven-year-olds. In the National Curriculum tests for seven-year-olds in 1999, pupils' performance was very high in reading and writing and well above average in mathematics. Results in the tests and assessments in 2000 were better still with nearly half the pupils surpassing the national target of Level 2 and attaining the

higher Level 3 standard in reading, writing, mathematics and science. In Year 2, pupils understand how to use adjectives to best effect and change adjectives in passages to make their writing more descriptive. They speak about their work with confidence and read with good understanding and expression. In the foundation stage, children study texts carefully and understand that 'speech bubbles' contain the words spoken by each character in a story. In the nursery, speaking and listening skills are developing well. Pupils listen to stories with rapt attention and learn a good repertoire of songs, such as 'Five Speckled Frogs' and 'The Three Bears' Song'.

5. In information and communication technology, children in the foundation stage gain confidence in moving images around the screen and using an electronic pencil to draw pictures. They have a good understanding of terms such as 'icon' and are familiar with the computer suite. In Year 1, pupils learn how to write in capitals and lower case letters, to change fonts and to use different colours for their lettering. They use the eraser, drag from the 'file' menu confidently to select a clean piece of 'paper' and shut down the machines correctly at the end of the lesson. One child with special educational needs experimented freely and by the end of the session knew a great deal about what could be achieved by using one particular program. In Year 2, pupils use painting programs successfully, using quick-draw shapes, colours and patterns to create well designed covers for their sketch books. In Year 4, pupils develop good word processing skills. They use different fonts, apply 'cut and paste' techniques to their work and check their spelling automatically. In Year 6, pupils use spreadsheets well and understand how to incorporate formulae to find, for example, the perimeter of a rectangle and subsequently of a series of rectangles and regular polygons. As a result of thorough teaching, exceptionally good resources, the systematic use of assessment and high expectations, pupils have, by the age of eleven, well developed skills that are much in advance of national expectations for their age.
6. Very good work is produced in art and design. In the nursery, children create good paintings in primary colours after studying the work of Mondrian. Effective links are made with mathematics as pupils in Year 1 create symmetrically painted butterflies and with literacy as they study the work of Miro and write poems about colour. Pupils in Year 3 create bold masks in papier-mâché having been inspired by Aztec masks and pupils in Year 5 use computers and a paper batik technique to create very good work inspired by the colours used in African paintings. Pupils in Year 4 study Kandinsky and create attractive prints and paintings inspired by his work. Pupils in Year 6 create very good photo-montages based on Hockney's work. Pupils in Year 2 visited the National Gallery and were intrigued by the famous paintings they studied. Artists and craftsmen visit the school to work with pupils and this further enhances the richly varied curriculum which is taught.
7. In religious education, a display of exceptionally high quality on the major world faiths has been created. This carefully constructed display includes paintings, pupils' writing, religious artefacts, models, appropriate liturgical music from different religions and imaginatively selected video pictures. A certain reverence has been established in the area in which the display has been assembled. Pupils show a very good knowledge and understanding of the major faiths.
8. Pupils attain high standards in music. All pupils learn how to play the recorder and all learn to play at least one from a range of woodwind and several stringed instruments as well as electronic keyboards, brass and percussion instruments. A great many pupils gain awards from the Royal Associated Music Board. Pupils in Year 2 sing well and use percussion instruments to accompany their singing. In one lesson they demonstrated advanced technical knowledge and showed a good understanding of such terms as 'drone' and 'ostinato'. The school chamber choir maintains an excellent standard of singing and performs in competitions and at many functions.

**Excellent use is made of information and communication technology to support teaching and learning and this contributes to pupils' high levels of motivation.**

9. The school is at the cutting edge of developments in the use of information and communication technology. Many exceptionally good examples of its use were seen during the inspection. Teachers use their lap-top computers well to prepare presentations. The interactive whiteboard and projector was used well in many lessons to support learning. In an English lesson in Year 2 on

adjectives and poetry writing, for example, colourful video pictures of a volcano erupting stimulated thought about using the most appropriate words to describe this awesome phenomenon. The moving video clip was frozen and became a still picture. The teacher then used the board to add and change words as the pupils suggested appropriate adjectives. This technique adds a new dimension to teaching strategies and, where well prepared, such presentations are very effective in gaining and sustaining pupils' interest.

10. Such presentations are used effectively in many subjects. In mathematics in Year 6, for example, excellent presentations are prepared to illustrate the relationships between percentages, vulgar and decimal fractions and in science the workings of the ear are well illustrated. Despite some 'teething troubles' with hardware, teachers use the equipment very effectively. They are still developing techniques to make their lessons even more captivating. The technician, who maintains the machines and solves problems, is very effective at minimising the frustration which occasionally occurs as a result of temporary breakdowns.
11. In the classes for five to eleven-year-olds, pupils use a program which progressively introduces them to a wide range of skills and concepts mainly associated with the development of literacy and numeracy. The program enables each pupil to progress at a pace which suits each individual. If pupils are successful in mastering an idea or a skill they are automatically introduced to another level but if they require further consolidation to gain understanding, then the software directs them towards further extension activities. Pupils are very keen to follow the programs and groups take it in turns to spend periods during the lunch hour to work on them.

**Provision for pupils with special educational needs is exceptional and pupils make excellent progress. They are well integrated into the life of the school which enhances their learning opportunities.**

12. The school's success in providing for pupils with physical disabilities is marked by the fact that they pass almost unnoticed among the school's highly diverse population. Levels of integration are high and, wherever appropriate, pupils with physical disabilities work alongside the others in class lessons. This was successfully accomplished in a lesson in physical education, for example, where a pupil with severe and multiple learning difficulties worked comfortably with the rest of the class, helped by minimal support from her learning assistant. Pupils in wheelchairs sit alongside others when using computers or singing in the school choir. High levels of care are maintained, coupled with high expectations of pupils' ability to make progress. Appropriate challenges are built into teaching programmes to promote effective learning. Statements of special educational need incorporate clear targets and these are used well in teachers' planning. Parents are kept closely informed of progress and regular reviews are conducted. The school complies fully with the nationally recommended code of practice for pupils with special educational needs.

**The quality of teaching is very good and results in highly effective learning. Expectations of pupils' performance are high and pupils rise to the challenges set by teachers.**

13. All the teaching seen was at least sound and nearly a half was very good and occasionally excellent. Where teaching is less effective it is largely as a result of a lack of experience and an under developed repertoire of teaching strategies. One of the key features which results in high quality teaching in the school is the belief in the ability of all pupils to succeed. This is coupled by the close interest which teachers take in the attainment and progress of each individual. Classroom support assistants make a major contribution to the quality of teaching. They are skilled in managing the needs of pupils who need extra support and work well in collaboration with teachers. Careful records are kept and teachers reflect on the varying learning styles displayed by different pupils. Several display, for example, unconventional learning patterns and these are taken into account as teachers prepare and teach their lessons. This genuine interest in the performance of all pupils promotes a mutual trust, understanding and respect. Relationships between staff and pupils are very good and as a result the control of behaviour is not an issue. Teachers plan stimulating lessons which grip pupils' interest, as in the mathematics lesson in Year 6 which concerned cereals and was related to shopping and hence to pupils' everyday lives. Here, imaginative teaching, high expectations of performance, very good relationships and a close

knowledge of each individual's personal stage of development, resulted in excellent teaching, highly effective learning and exceptionally good progress. In this lesson pupils were highly motivated and displayed regret that the lesson had to come to an end.

14. Teachers plan carefully and are clear about the skills, knowledge and understanding that are to be taught in each lesson. Where the lesson objectives are shared with the pupils the lesson is more purposeful. At the end of the lesson teachers often discuss with the pupils how much they feel they have learned. Teachers mark pupils' work carefully and include helpful comments that show pupils how they might improve their work. This on-going assessment helps teachers to evaluate the success of their lessons and plan the next steps in learning. In one particularly good mathematics lesson in Year 3, the teacher suspected that a concept he had taught in a previous lesson had not been fully grasped. His questioning at the start of the lesson confirmed his suspicion and he adjusted the lesson skilfully to fill in the gap in understanding before moving on to the next stages. Teachers engender a serious approach to work and a business-like working environment typifies each teaching area.
15. From Year 2, pupils are grouped into sets according to ability, for lessons in English, mathematics and science. This helps teachers to make sure that their teaching is accurately directed at pupils' varying stages of development and that tasks are well matched to pupils' particular learning needs. Teachers maintain high expectations of pupils' performance in every set. Pupils who have special educational needs and require extra learning support are suitably challenged, as are those who show advanced levels of attainment. Pupils who have unconventional learning needs are identified and appropriate provision is made. In several cases, for example, pupils are placed in an advanced set for mathematics teaching because they have deep insights into mathematical patterns even though they are not capable of producing much written work as evidence of their ability. High expectations of the neat and orderly presentation of work are maintained and pupils of all abilities produce neat, careful work. The high quality of teachers' marking makes a strong contribution to effective learning.

**Pupils' attitudes to learning and their behaviour are very good. They enjoy school and are keen to succeed and this has a positive impact on the very good progress they make.**

16. Throughout the school most pupils are happy in their learning and enjoy their lessons. They are competitive and keen to succeed but are also sensitive to the feelings of others. Pupils are courteous and speak naturally with visitors and other adults. They are developing high levels of self-esteem and most, including those with physical disabilities, are confident in their ability to learn successfully. In lessons pupils are attentive and take turns to make their point in discussions. They behave well in class and in the playground. They move about the school sensibly and show a remarkable ability to be in the correct room at the right time and in the appropriate set for lessons. Beautiful artefacts are left out on display in the area currently devoted to the celebration of different world faiths and pupils resist the temptation to touch them. Pupils' personal development is successfully fostered by the high expectations which staff have of responsible behaviour. Pupils are given responsibilities within class and groups of older pupils are appointed each fortnight to be prefects who assume responsibility for assisting with the smooth running of the school. Their personal development is also fostered through their contact with cultural elements in the curriculum, such as playing musical instruments, visiting art galleries and sharing ideas with pupils from a range of cultural backgrounds. A high degree of racial harmony pervades the school. The adventurous activities, including fencing, climbing, swimming and archery, which the oldest pupils enjoyed on their residential visit to the Isle of Wight, further supported personal and social development.

**The school provides a full and varied curriculum which is relevant to pupils' needs and enables them to develop good foundations in the skills needed for success in the future.**

17. The school provides a very rich curriculum which meets most of the requirements of the National Curriculum and the expectations of the locally agreed syllabus for religious education. The exception is swimming which is not taught regularly because there are no facilities in the locality. The curriculum provided for pupils gives due emphasis to English and mathematics and the skills pupils learn in these areas have a major impact upon their ability to access other areas of the curriculum. Although the school has not adopted the national literacy and numeracy strategies, these areas of the curriculum are taught well. The significant emphasis on developing literacy and numeracy does not lessen the breadth of the curriculum. There is a strong emphasis on science where the pace of learning is particularly good. Religious education maintains a high profile in the school's curriculum and contributes significantly to pupils' awareness of different religious beliefs and understanding of different cultures. Pupils develop a sense of wonder as they learn about the complexity of the world and consider their place in the great scheme of things. Provision for spiritual development is good.
18. Prominence is given to developing pupils' awareness of the multi-cultural nature of society. Literature from other cultures is studied, African and Indian music features in the curriculum and art from around the world is examined. Pupils develop a sensitive awareness of their own cultural traditions as well as an understanding of the richness and diversity of other cultures. Provision for cultural development is very good. Health education and drugs awareness form part of the school's programme for personal and social education. Pupils mix together happily and collaborate well. They have a keen sense of justice and fair play. Moral and social development are fostered well.
19. Information and communication technology features strongly and skills learned in this area are used well across the curriculum. Art and music are also strong features of the curriculum and pupils' increasing knowledge of children's classic fiction and poetry contributes to the well rounded education they receive. They all learn to play musical instruments and singing is highly valued. An annual summer musical performance is organised for parents and friends. Facilities for physical education are mostly good. There are keenly fought sporting fixtures against other schools. No pupils are disapplied from taking a full part in the curriculum and the school is highly committed to ensuring equal opportunities for all. A significant proportion of pupils come from disadvantaged homes and the school's curriculum helps to ensure that any areas of social and cultural development, which might not be emphasised sufficiently in the home, are provided via the school's curriculum. The curriculum is designed to fit each pupils' needs. The school's curricular provision serves the community's needs well and helps to ensure that all pupils are well prepared for the next phase of their education.

**Parents are strongly supportive and appreciative of the school.**

20. At the pre-inspection meeting for parents high levels of satisfaction were expressed for the care the school provides and for the good climate for learning which has been established. The school is committed to working closely with parents in seeking high quality education for all pupils. There is a flourishing Parents' Association and a significant number of parents are school governors. A good home/school agreement has been adopted and the school is always ready to listen and take note of any concerns parents might have. At the pre-inspection meeting, parents expressed their appreciation of teachers' efforts to develop an enthusiasm for learning and were pleased that teachers were accessible and prepared to listen and advise. Open days are held twice a term for the parents of pupils in the nursery and in the rest of the school parents' meetings are held termly. Several parents work in classrooms and help the school on school visits. Parents greatly appreciate the curricular evenings which the school organises, such as the sessions on helping parents to use the school's computer equipment. Most like the school reports and find them informative. Parents give strong support and appreciate the partnership with parents which the school fosters.

**The headteacher provides outstanding leadership and governors give very good support and as a result this school is exceptional and provides an exemplary model of primary education.**

21. The headteacher provides outstanding leadership. She has a clear vision for maintaining a high quality of education for all pupils. The school mission statement, 'The children come first', is her

guiding principle and she makes strenuous efforts to translate her vision into reality. She is highly successful; the mission statement shapes the school's caring ethos and the school provides exceptionally high standards of education for all its pupils. The headteacher has a very clear understanding of the varying learning patterns which different pupils possess and is ever mindful of tailoring provision to fit the needs of all pupils. She has a strong belief in the potential of all pupils to succeed and endeavours to maintain an inclusive learning environment where each pupil's needs are addressed. She works in close association with the school governors to provide highly effective leadership and management. Relationships are very good and there is a strong feeling of partnership and teamwork in the school. The bursar provides excellent support and helps to ensure that every penny of the money the school is allocated is spent to best effect. The able administrative staff help to ensure that all office procedures run smoothly and efficiently. Space, time, finances and personnel are used creatively to ensure enhanced learning opportunities for pupils. The organisation is complex but each element meshes well one with another and a calm, purposeful working atmosphere results. The school has been highly successful in obtaining substantial sponsorship from industrial concerns which has helped it to maintain a leading position in the educational use of information and communications technology. This school is exceptional and provides an exemplary model of primary education.

22. Governors are kept well informed about all school issues and maintain good oversight of provision. The governing body fulfils its statutory responsibilities well and keeps a careful watch on how financial allocations are used. Specific grants are used for their intended purposes and substantial sums are raised as a result of sponsorship from computer firms.
23. The headteacher and senior staff are vigilant in their monitoring and evaluation of the school's performance. The quality of teaching is monitored regularly and effective action is taken to maintain a consistently high standard. The school does not stand still; it is constantly seeking to improve standards further. An ethos which is rooted in a commitment to improve standards steadily and enhance further the quality of provision for all pupils has been firmly established. This creates a momentum which leads to the search for further improvements as the school pursues its quest to provide the highest possible quality of education for all its pupils.
24. Pupils make very good progress from the nursery through to Year 6. Most enter the school with standards of attainment which are broadly in line with national expectations and leave with standards which are high. Taking into account the exceptionally high standards which the school maintains, including the high standards of care and inclusiveness and the very good quality of teaching, coupled with the broad and relevant curriculum provided, the school provides excellent value for money for the community it serves.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

25. The inspection team found no areas where significant improvement is required. The school is highly effective and has excellent procedures for self-evaluation and review.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	39	34	22	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	714
Number of full-time pupils eligible for free school meals	0	89

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y7
Number of pupils with statements of special educational needs	6	47
Number of pupils on the school's special educational needs register	9	210

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	105

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	8.2
National comparative data	5.7

#### 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	55	38	93

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	51	54	53
	Girls	38	38	38
	Total	89	92	91
Percentage of pupils at NC level 2 or above	School	96 (100)	99 (100)	98 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	52	52	52
	Girls	38	38	38
	Total	90	90	90
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	99 (99)
	National	84 (81)	82 (85)	88 (86)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	47	46	93

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	43	47
	Girls	41	39	46
	Total	83	82	93
Percentage of pupils at NC level 4 or above	School	89 (84)	89 (86)	100 (99)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	44	47
	Girls	37	43	46
	Total	75	87	93
	School	86 (87)	94 (88)	100 (100)

at NC level 4 or above	National	70 (68)	72 (69)	79 (75)
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*Percentages in brackets refer to the year before the latest reporting year.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	27
Black – African heritage	5
Black – other	1
Indian	72
Pakistani	30
Bangladeshi	0
Chinese	4
White	423
Any other minority ethnic group	29

*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)	38.2
Number of pupils per qualified teacher	18.5
Average class size	26

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

Total number of education support staff	33.3
Total aggregate hours worked per week	604

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	18

Total number of education support staff	2
Total aggregate hours worked per week	25

Number of pupils per FTE adult	12
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*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	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.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	1 885 680
Total expenditure	1 899 280
Expenditure per pupil	2 451
Balance brought forward from previous year	14 561
Balance carried forward to next year	961

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	741
Number of questionnaires returned	277

### 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	1	0	1
My child is making good progress in school.	73	24	0	1	2
Behaviour in the school is good.	69	29	1	0	1
My child gets the right amount of work to do at home.	49	42	5	0	4
The teaching is good.	81	17	0	0	1
I am kept well informed about how my child is getting on.	58	34	5	1	2
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	0	0
The school expects my child to work hard and achieve his or her best.	82	17	0	0	1
The school works closely with parents.	56	35	6	1	2
The school is well led and managed.	77	21	1	0	1
The school is helping my child become mature and responsible.	71	25	1	0	3
The school provides an interesting range of activities outside lessons.	39	30	10	2	18

### Other issues raised by parents

Parents are strongly supportive of the school. Several individuals raised minor issues but no consensus was apparent. A significant minority of parents believes that the school does not provide an interesting range of activities outside lessons but the inspection findings show that a good range of such activities is provided.