

INSPECTION REPORT

**CHISLEHURST (ST NICHOLAS) C E PRIMARY
SCHOOL**

Chislehurst

LEA area: Bromley

Unique reference number: 101649

Headteacher: Mr J McDermott

Reporting inspector: Mr J Tyler
20506

Dates of inspection: 30th October to 1st November 2000

Inspection number: 225079

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: School Road
Chislehurst
Kent

Postcode: BR7 5PQ

Telephone number: 020 8467 2993

Appropriate authority: Governing body

Name of chair of governors: Mr E Cox

Date of previous inspection: 13th January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chislehurst (St Nicholas) C E Primary is average in size, with 206 pupils organised into seven classes. A further 14 pupils will join the Reception class during the academic year. The proportion of pupils who are eligible for free school meals is less than one per cent, which is well below the national average. The number of girls and boys is broadly balanced. There are very few pupils who speak English as an additional language, and none at an early stage of language acquisition. Six per cent of pupils are on the school's register of special educational needs, which is well below the national average, and none of them has a formal statement of needs. Pupils enter the school with attainment that is, on balance, above average. The headteacher, who has led the school for many years, is retiring at the end of this school year. The school is heavily oversubscribed.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils enter and leave with attainment that is, on balance, above average. They reach high standards in some aspects of learning, but could achieve even more if their strong knowledge and skills were used more effectively across the curriculum. The quality of teaching is good, contributing significantly to pupils' very positive attitudes and good behaviour as well as their success in national assessments. The school has not moved forward as much as it could in recent years because of weaknesses in leadership and management, despite a strong commitment to high achievement in some aspects learning. Overall, the school offers satisfactory value for money.

What the school does well

Pupils' knowledge and formal skills are very strong in English and mathematics, and attainment in the national assessments for eleven-year-olds is well above the national averages in these subjects

Pupils have very positive attitudes to learning, are well behaved and share good relationships with each other and adults.

Teachers set high expectations and explain ideas clearly so that pupils work hard and succeed in learning new ideas and skills.

Displays of work in most classrooms are highly stimulating, include examples from a range of subjects and demonstrate to all pupils that their work is valued.

What could be improved

The knowledge and formal skills learned so well in English and mathematics are not applied enough in a broader context.

Standards in information and communication technology are low because pupils make too little use of computers.

Arrangements for supervision are insufficiently rigorous to ensure pupils' wellbeing.

Pupils and teachers are not achieving their full potential partly because of weaknesses in the leadership and management of the school.

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 broadly maintained the strengths reported following its previous inspection, in January 1997. It has not dealt effectively with some of the aspects identified as needing improvement and, overall, has made less progress than it could. Substantial progress has been made in improving provision for pupils in the Reception class, which is now good. The school has introduced a child protection policy. It has improved its communication with parents, especially the quality of annual reports and information about the curriculum. There has been an increased responsiveness to parents in recent months. Standards in information and communication technology have not yet risen, because the school rightly chose to draw up a major development plan over a period of years. The first stages of these improvements have now started. The provision for pupils' spiritual and cultural development within the curriculum remains unsatisfactory. The school reviewed the level of classroom support staff and now employs one part-time assistant, but this remains insufficient. Minor issues

identified in the previous inspection report included lack of planning for pupils' personal, social and health education, inconsistencies in the marking of pupils' work and setting of homework, and various aspects of leadership and management. None of these has been dealt with effectively.

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	A*	A	A	A
mathematics	A*	A*	A	B
science	A	A*	B	C

<i>Key</i>	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Over a period of years, pupils have consistently reached high standards in the national assessments for eleven-year-olds. Attainment in English and mathematics tests is not only well above national averages but also better than in similar schools (those with a similar proportion of pupils eligible for free school meals.) Although the 2000 results were not quite as good as in the previous two years, the trend in overall performance over the last few years is upward. The school has exceeded its targets for attainment at the end of Key Stage 2.

In the national assessments for seven-year-olds in 2000, attainment was well above average in reading and writing and above average in mathematics. In the context of similar schools, mathematics was below average, even though a significant number of pupils achieved the higher Level 3. The trend in results over the last few years is upward in reading and writing but downward in mathematics.

In the work seen throughout the school, pupils' knowledge and formal skills are very strong in English and mathematics. For example, most read fluently, write neatly and perform number problems quickly. These considerable strengths, however, are not applied enough in other aspects of these subjects and across the curriculum. The result is that standards are not as high as they could be. Pupils with special educational needs underachieve in many lessons. Although the inspection concentrated on English and mathematics, particular strengths were noted in music and art. Pupils sing very well and instrumentalists play regularly in church. The quality of art contributes significantly to the stimulating displays in classrooms. The school also has a reputation for sporting success.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and are enthusiastic learners. They are keen to ask and answer questions, settle quickly to work and are attentive during class discussions. They enjoy school.
Behaviour, in and out of classrooms	Behaviour is good in lessons and generally around the school. Pupils are polite and thoughtful.
Personal development and relationships	Pupils share good relationships with each other and adults. Older pupils take responsibilities seriously and show kindness to younger ones. They use their initiative well when given the opportunity.
Attendance	Attendance is good. Pupils are punctual arriving at school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 judged to be at least satisfactory in 93 per cent of lessons seen, good or better in 71 per cent and very good in 21 per cent. This overall good quality of teaching is a very significant factor in pupils learning successfully. Teachers set high expectations and explain ideas clearly so that pupils work hard and most succeed in learning new ideas and skills rapidly. Expectations are sometimes too high for lower-attaining pupils, so that they struggle without success. Teachers often ask good questions that check pupils' understanding, but miss opportunities to extend it. They lack expertise in information and communication technology, but a detailed training programme is due to start shortly. The marking of work throughout the school and setting of homework in the junior classes are inconsistent. Relationships between teachers and pupils are good and contribute strongly to the happy atmosphere in the school as well as pupils' positive attitudes to learning. In younger classes, pupils are encouraged to refer to individual targets for improvement and this helps them to concentrate on specific skills and aspects of learning. Since the previous inspection, the quality of teaching has particularly improved in the Reception class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the Reception class is good, covering all six areas of learning in detail. The school is not meeting statutory requirements for the teaching of information and communication technology. There is limited teaching of personal, social and health education. Visits to places of interest enrich the curriculum, and older pupils have a good range of extra-curricular activities.
Provision for pupils with special educational needs	Often, teachers do not plan activities that support these pupils effectively. This is especially so when individual education plans do not set precise targets. Pupils value their weekly, special lessons when work is set at the right level for their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school satisfactorily cultivates pupils' personal development. Pupils are clearly taught to understand right and wrong and to take responsibility. There are too few opportunities in lessons for reflection. Pupils are taught to appreciate Western culture particularly through music and art, but are not sufficiently introduced to other traditions.
How well the school cares for its pupils	Teachers know their pupils well and often give them good guidance. The school promotes good behaviour successfully with rewards that are valued by pupils. Arrangements for supervision are insufficiently rigorous to ensure pupils' wellbeing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher engenders a strong commitment to high achievement in some aspects of learning. Leadership and management responsibilities are not sufficiently delegated to enable most staff to fulfil their roles effectively. The school has not increased its effectiveness as much as it could in recent years.
How well the governors fulfil their responsibilities	The governing body is industrious and supportive. Governors have been very successful in driving forward plans for the development of information and communication technology. However, they do not have a clear vision of how all aspects of the school should develop over time. The school development plan does not identify appropriate priorities.
The school's evaluation of its performance	The school does not sufficiently challenge its own provision and performance. A lack of systematic monitoring of teaching results in inconsistencies. The analysis of assessment information does not fuel curriculum and staff development. Consultation within the school is too narrow and so weaknesses are not identified and dealt with.
The strategic use of resources	The school's budget is not used as effectively as it could be because of the weaknesses in school development planning. There are too few classroom support staff for the needs of the pupils, while the cost of administrative staff is high. The school administration makes too little use of new technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Their children like school.</p> <p>Good teaching enables pupils to make good progress.</p> <p>Children are expected to work hard and do their best.</p> <p>Standards of behaviour are good.</p> <p>The school helps pupils to become mature and responsible.</p> <p>They feel happy to approach the school with questions or concerns.</p>	<p>The way that they are informed about their children's progress.</p> <p>Collaboration between the school and parents.</p> <p>The range of activities outside lessons.</p>

The inspection broadly agreed with parents' positive views and partly with their concerns. Annual reports to parents are detailed and informative. There are fewer opportunities than in most schools to meet teachers formally to discuss progress. However, most teachers welcome informal contact at the end of the school day. The school has recently become more responsive to parents, but partnership is not a strong feature. The range of extra-curricular activities for older pupils is good, but it is less so for younger pupils, which is quite common in primary schools.

A few parents suggested that the lunch arrangements, whereby pupils eat in their classrooms, do not foster social development. It is not feasible to use the hall for lunches, but the school might usefully investigate ways of enabling different seating arrangements within classrooms. A small number of parents said that their children were lower attainers and received less support than they needed. The inspection observed this to be the case in many lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' knowledge and formal skills are very strong in English and mathematics, and attainment in the national assessments for eleven-year-olds is well above national averages in these subjects

1. Over a period of years, pupils have consistently reached high standards in the national assessments for eleven-year-olds. Attainment in English and mathematics tests is not only well above national averages but also better than in similar schools (those with a similar proportion of pupils eligible for free school meals.) Since 1997, the test results have often been in the top five per cent nationally. The 1999 results were particularly high and although the number of pupils achieving the higher Level 5 in 2000 decreased, the school remained well above average. The trend in overall performance over the last few years is upward. The school has exceeded its targets for attainment at the end of Key Stage 2 and has set a very challenging target for the end of this year.

2. In the work seen throughout the school, pupils' knowledge and formal skills are very strong in English and mathematics. In English, pupils speak confidently, using a wide vocabulary. Standards in reading are very high and pupils enjoy an interesting range of books, including those from the recently improved library. Most pupils read fluently and expressively. Parents support their children's reading development very successfully. Through much of the school, the emphasis in writing is on formal skills learned through exercises in grammar, punctuation, spelling and comprehension, and pupils reach high standards in these aspects. Younger pupils use a rather wider range of writing skills. In Year 2, for example, pupils use their skills in writing poems, recipes, stories, descriptions and letters. Pupils of all ages write neatly and legibly.

3. In mathematics, pupils reach very high standards in the formal skills of using numbers and above-average standards in their knowledge of shape and space. They solve number problems quickly when they are presented in a standard form. Pupils' recall of facts is extremely good. For example, they know their multiplication tables well, remember the names of shapes, and follow simple rules accurately.

Pupils have very positive attitudes to learning, are well behaved and share good relationships with each other and adults.

4. Pupils enjoy coming to school and have very positive attitudes to learning. They are enthusiastic about most of their work and like to know that they have achieved a high standard. They are keen to ask and answer questions. In a Year 5 English lesson, pupils' willingness to share their ideas with the class helped everyone to make good progress. Pupils are attentive during class discussions and settle quickly to work. They concentrate for long periods of time and this helps them to complete a lot of work.

5. Behaviour is good in lessons. When Year 2 pupils used toys in a science lesson about forces they were very sensible, which enabled them to learn effectively. Some older pupils were well behaved even when they were somewhat bored by unchallenging tasks in a mathematics lesson. Behaviour is also generally good around the school. Pupils are sometimes rather noisy and excitable during wet playtimes or at lunchtime, but not badly behaved. They are polite and thoughtful, for example by greeting people cheerfully and opening doors for others.

6. Pupils share good relationships with each other and adults and this has a marked effect on the quality of learning. They share resources and work well together when asked to. When pupils' work is marked constructively, they respond positively. They value rewards given for good work. At playtimes, pupils get on well together. Occasional disagreements are usually sorted out quickly. Older pupils take responsibilities seriously. Tasks are carried out conscientiously so that the school runs smoothly. They show kindness to younger pupils when acting as monitors and at other times. Older pupils were seen helping younger ones put on their boots at playtime and comfort them when they fell over and cried. Pupils use their initiative well when given the opportunity. Some Year 3 and 4 pupils, for example, prepared the right number of chairs for a meeting in the library although they had not been asked to do so.

Teachers set high expectations and explain ideas clearly so that pupils work hard and succeed in learning new ideas and skills.

7. Teaching was judged to be at least satisfactory in 93 per cent of lessons seen, good or better in 71 per cent and very good in 21 per cent. This overall good quality of teaching is a very significant factor in pupils learning successfully. Teachers set high expectations and pupils respond positively to the challenge by working hard and behaving well. Expectations are especially high for formal skills in English and mathematics and for pupils' ability to recall knowledge quickly and accurately. Teachers explain ideas clearly so that most pupils succeed in learning new ideas and skills. Pupils in Year 3 revised and extended their knowledge of fractions well because the teacher's explanations were accompanied by very clear demonstrations. When pupils settled to individual tasks they knew exactly what to do and concentrated very well.

8. Teachers often ask good questions that check pupils' understanding. For example, they make sure that pupils understand specialist vocabulary, the meanings of complex sentences and why number problems are set out in a particular way. When Year 6 pupils read an extract from Macbeth and then wrote in a similar style, the teacher asked very good questions that extended their understanding of the structure of language. Relationships between teachers and pupils are good and contribute strongly to the happy atmosphere in the school as well as pupils' positive attitudes to learning. In younger classes, pupils are encouraged to refer to individual targets for improvement and this helps them to concentrate on specific skills and aspects of learning.

Displays of work in most classrooms are highly stimulating, include examples from a range of subjects and demonstrate to all pupils that their work is valued.

9. Most classrooms are either awkward shapes or small, but teachers make them look inviting and stimulating. Displays are not only on the walls but also often strung from the ceilings or on tables. Displays of work, information, artefacts, photographs and posters help pupils to learn. For example, pupils refer to spelling lists, displays of mathematical shapes and historical artefacts to help them complete tasks. Some displays give good background information on topics being covered in lessons and stimulate discussions. In most classrooms, the range of subjects represented in displays is broad and relevant to ongoing lessons. Pupils are keen to spot examples of their own work and proudly show them to other people. Year 6 pupils were enthusiastic when it was suggested that the best examples of some English work would be displayed. Art displays in some classes and shared spaces are especially good and pupils show great interest in the techniques that have been used.

WHAT COULD BE IMPROVED

The knowledge and formal skills learned so well in English and mathematics are not applied enough in a broader context.

10. Pupils have very good knowledge and formal skills English and mathematics, but do not apply them enough within these subjects and across the curriculum. The result is that pupils' overall attainment in English, mathematics and other subjects are not as high as test results indicate, nor as high as they could be.

11. Too much work in English, especially in Key Stage 2, is in the form of repetitive exercises and pupils make insufficient use of the resulting skills in a range of situations. In some classes, pupils have limited opportunities to write in a variety of forms, using appropriate style and language. Opportunities to extend literacy skills through writing in other subjects are often missed, as many pieces of work are copied. In history, some writing by younger pupils about a Victorian classroom, the Titanic and Guy Fawkes was thoughtful and at a good standard for their age. Over time, however, only a limited range of skills is developed and so, for example, some letters written by older pupils as if from evacuees in 1941 lacked depth. In subjects such as history, religious education and science, pupils often copy work rather than write their own ideas and findings. This also removes the opportunity for pupils to practise using their reading skills to interpret information and combine ideas from different sources. Pupils gain very little experience in the full process of planning and drafting both hand-written and word-processed text.

12. In mathematics, pupils rarely apply their knowledge and skills in investigating patterns and solving practical problems. Pupils learn number facts thoroughly, which is a considerable strength, and are taught formal methods of recording from an early age. This results in them usually being able to solve problems presented in a familiar form. However, they rarely think about how they have achieved a solution. Some pupils were asked hard questions involving doubling and halving numbers and did not at first notice when they made mistakes. When asked how they had obtained their answers, however, they thought carefully and corrected them. Pupils do not often look to see if there are alternative approaches to problems. This sometimes leads them to use long-winded methods when a quick, mental calculation would have been easier. There is very little use of mathematics in other subjects, such as measuring and using graphs in design and technology and science. This restricts opportunities to use skills in ways that are relevant and deepen understanding.

Standards in information and communication technology are low because pupils use computers too little.

13. Following the previous inspection, the school rightly chose to draw up a detailed, long-term plan for developing information and communication technology. This included consideration of external sources of funding, improvements to buildings and how computers can be used most effectively. The plan offers a positive way forward. The first stages are now being implemented, with the cabling of the school in order to network classrooms and the arrival of tenders for constructing the planned computer suite. The subject co-ordinator is preparing a training programme so that staff will be able to make good use of the new hardware and software.

14. At present, however, standards remain low and the main reason is that pupils rarely use computers in lessons. Most teachers lack sufficient expertise to enable them to plan how to use information and communication technology and to teach the specific skills that pupils need to learn. They miss many opportunities to encourage the appropriate use of computers both in school and at home. In an English lesson, the teacher told pupils that they should not use a computer for drafting a poem for homework, but could use it at a later date to make display copies. This missed the chance for pupils to use their home computers for one of their most important functions – editing text. The school is not meeting statutory requirements for the teaching of information and communication technology.

Arrangements for supervision are insufficiently rigorous to ensure pupils' wellbeing.

15. Though all adults clearly care about the wellbeing of pupils, the systems for ensuring this and the rigour with which they are carried out are inadequate. When classes walk to the swimming pool too few adults accompany them to see pupils safely across the roads or to deal with unexpected situations. The outside play areas are awkward to supervise and present a range of potential hazards. During morning playtimes, the number of staff on duty is too small to deal with common events. When a young pupil fell over and was mildly injured, the teacher dealt with it well, but did not see others venturing onto areas that are off-limits. During both morning and lunch playtimes, adults are often distracted by the needs of a few pupils, take their eyes off the majority and are unaware of the risks some pupils are facing. At such times during the inspection, a minority of pupils was seen playing in unsuitable places, such as one who climbed a tree. On another occasion, one adult accompanied a visitor into the school, leaving one area insufficiently supervised. Staff do not always position themselves in the best places to have a clear view of the whole play area.

Pupils and teachers are not achieving their full potential partly because of weaknesses in the leadership and management of the school.

16. The headteacher, who retires at the end of this school year, engenders a strong commitment to high achievement in some aspects of learning. He has been instrumental in the school maintaining its strong performance in the national tests for seven and eleven-year-olds and its good standing in the community. However, the school has not increased its effectiveness as much as it could in recent years. As explained earlier in this report, some aspects of learning are less well developed and so the school is not fulfilling one of its main aims, "...to develop each child's full potential."

17. Leadership and management responsibilities are not sufficiently delegated to enable most staff to fulfil their roles effectively. Subject leaders, with the exception of information and communication technology, are not asked to draw up detailed plans for developing their subjects and so improvements are not co-ordinated. They do not have clear guidance on how to carry out the role of subject leader. The analysis of assessment information does not fuel curriculum and staff development, often because it is insufficiently detailed to identify aspects of concern.

18. The school does not sufficiently challenge its own provision and performance. A lack of systematic monitoring of teaching results in inconsistencies. For example, pupils read in groups in some classes but not in others, some teachers' marking of work is unhelpful, and expectations for homework do not develop systematically through the school. Consultation within the school is too narrow and so weaknesses in provision are not identified and dealt with. When comparing its performance with other schools, there is insufficient thought beyond how many pupils reach expected levels in the national tests and gain places at selective schools. There has been no serious consideration of how some other schools achieve equally high test results but also give pupils richer, more rounded learning experiences. The school is rightly proud that booster classes enable almost all pupils to reach at least Level 4 in the Year 6 tests. However, it has not identified the underachievement of the few pupils with special educational needs in many lessons and asked, for example, whether this might be linked to the relative lack of learning support assistants and high cost of administrative staff. Very few of the minor weaknesses identified in the previous inspection have been addressed.

19. Governors are industrious and supportive, but do not have a clear vision of how all aspects of the school should develop over time. The school's main priorities over the last few years have been to maintain academic strengths and meet the key action points from the previous inspection. These are valuable objectives but would be even more so if they were part of a broader vision for the school. The school development plan does not identify appropriate priorities and so there is no overall co-ordination of improvements. Its almost total lack of planning for

curriculum development is a very significant weakness. Teachers and governors are not sufficiently involved in drawing up the plan. Where they have been heavily involved in specific aspects, planning has been good and has led to successful improvement, such as with the Reception curriculum. The school's budget is not used as effectively as it could be, mainly because of the lack of prioritisation in planning and delegation of responsibilities, but also because of inefficient use of resources such as new technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The school should now:

- ♦ broaden the planning for English and mathematics and ensure that the full range of literacy and numeracy skills are applied and practised in other subjects;
- ♦ raise standards in information and communication technology by continuing with existing plans for development, and paying particular attention to training staff;
- ♦ extend and add rigour to the arrangements for the supervision of pupils;
- ♦ improve the leadership and management of the school by:
 - setting in motion a programme of school self-review with a clearer vision for the school and the aim of building on strengths;
 - fully involving staff and governors in drawing up a comprehensive school development plan with appropriate priorities. They should both co-ordinate improvements and help governors to make budget decisions;
 - delegating more responsibilities, with clear leadership and guidance for subject leaders;
 - developing an open, positive and rigorous system for monitoring teaching.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	50	22	7	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)	206
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12

English as an additional language

No of pupils

Number of pupils with English as an additional language	1
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	17
	Girls	15	14	13
	Total	32	29	30
Percentage of pupils at NC level 2 or above	School	100 (100)	91 (91)	94 (94)
	National	83 (82)	84 (83)	90 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	14	11	15
	Total	29	28	31
Percentage of pupils at NC level 2 or above	School	91 (94)	87 (94)	97 (100)
	National	84 (82)	88 (86)	88 (87)

Numbers in parentheses are for the previous 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	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	14
	Girls	17	15	17
	Total	32	29	31
Percentage of pupils at NC level 4 or above	School	100 (100)	91 (100)	97 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	17	14	17
	Total	32	28	32
Percentage of pupils at NC level 4 or above	School	100 (100)	87 (100)	100 (97)
	National	70 (68)	72 (69)	79 (75)

Numbers in parentheses are for the previous reporting year.

Ethnic background of pupils

	No. of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	0

	No. of pupils
Bangladeshi	1
Chinese	0
White	
Any other minority ethnic group	202

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

0

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	21.4
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	15

Financial information

Financial year	99-00
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	£
Total income	389,387
Total expenditure	382,448
Expenditure per pupil	1,731
Balance brought forward from previous year	41,159
Balance carried forward to next year	48,098

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	3	1	0
My child is making good progress in school.	66	29	2	0	3
Behaviour in the school is good.	52	44	2	1	1
My child gets the right amount of work to do at home.	45	39	13	2	1
The teaching is good.	62	34	1	0	2
I am kept well informed about how my child is getting on.	29	48	14	8	1
I would feel comfortable about approaching the school with questions or a problem.	62	30	5	3	0
The school expects my child to work hard and achieve his or her best.	75	23	0	0	2
The school works closely with parents.	34	45	13	7	1
The school is well led and managed.	52	33	7	2	6
The school is helping my child become mature and responsible.	60	32	5	0	3
The school provides an interesting range of activities outside lessons.	15	46	25	8	6

Other issues raised by parents

A few parents suggested that the lunch arrangements, whereby pupils eat in their classrooms, do not foster social development. A small number of parents said that their children, who are lower attainers, receive less support than they need.