

INSPECTION REPORT

ALL SOULS' CE VA PRIMARY SCHOOL

Folkestone

LEA area: Kent

Unique reference number: 118870

Headteacher: Mr I Fagg

Reporting inspector: Mrs A Pangbourne
23818

Dates of inspection: 22nd - 23rd April 2002

Inspection number: 230726

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Stanley Road
Folkestone
Kent

Postcode: CT19 4LG

Telephone number: 01303 275967

Fax number: 01303 273868

Appropriate authority: The governing body

Name of chair of governors: Mrs C Solaini (acting)

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23818	Alison Pangbourne	Registered inspector
9391	Norma Ball	Lay inspector
8139	Barbara Johnstone	Team inspector

The inspection contractor was:

Serco QAA Ltd
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

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

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Souls' Church of England Primary School is situated on the outskirts of Folkestone. It draws its pupils from the local area, which is one of the highest areas of deprivation in Kent. The socio-economic circumstances of the pupils are below average with ten per cent entitled to a free school meal. However, the school now accommodates pupils from the Second Gurkha Rifles Regiment and service families are not eligible for free school meals. A significant number of pupils join or leave the school at short notice, with some of the Nepalese pupils rejoining the school after a short time in Nepal. Children's attainments on entry are below average. At the time of the inspection, there were 274 pupils on roll, of whom 127 had special educational needs. This is a well above average proportion. Their needs include dyslexia, moderate learning and behavioural difficulties, autism and physical difficulties. Four pupils had statements of special educational need, which is broadly average. There is a high proportion of pupils from ethnic heritages, mostly from Nepal, and 24 pupils speak English as an additional language. Numbers of boys and girls are about the same, but there are twice as many girls as boys in Year 3. The school has undergone extensive building works since the previous inspection to improve the classrooms and to accommodate the increasing roll.

HOW GOOD THE SCHOOL IS

This is a very effective school with many very good features. Attainment on entry is below average for most children, with language skills being particularly poorly developed. Almost half the pupils have special educational needs and there is significant mobility. Pupils attain average standards overall by the time they leave the school at the end of Year 6, although standards in mathematics are above average. This is because the quality of teaching is very good and the headteacher, senior staff and governors provide very good leadership. The school provides good value for money.

What the school does well

- Standards in mathematics are above average by the end of Year 6 because the school organises lessons to ensure that tasks are well matched to the needs of all pupils.
- The headteacher, senior staff and governors provide very good leadership, enabling all staff to work very well as a team and this contributes very positively to the success of the school.
- Teachers have very high expectations, are very well prepared and provide interesting activities that motivate the pupils. This contributes to the very good quality of the teaching, particularly for pupils in Years 3-6.
- The school promotes very good relationships and personal development, successfully encouraging very good behaviour and very positive attitudes to learning.
- Provision for pupils with special educational needs is very good and the school takes part in many initiatives to ensure that these pupils do as well as they can.
- The school is committed to promoting tolerance and understanding, regardless of pupils' racial background, and this contributes very positively to the ethos of the school, where all are valued.

What could be improved

- The use of marking is inconsistent across the school and does not always help pupils to improve their work.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in 1997. Standards in English, mathematics and science have risen in line with the national trend and have been at least above average in recent years. This year, standards are lower due to the high proportion of pupils with significant special educational needs in the current Year 6. The quality of teaching and learning has improved, with

no unsatisfactory teaching and more teaching judged to be very good. The school has successfully addressed the issues pointed out in the previous inspection. The curricula for information and communication technology and for physical education now meet statutory requirements and outdoor play provision for the youngest children has been improved. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of the pupils. The school is on course to meet its challenging targets and is well placed to make further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	B	B	A	A
Mathematics	A	B	A	A
Science	A*	B	A	A

Key

well above average A

above average B

average C

below average D

well below average E

Note: A* means that the school's performance is in the highest five per cent of schools nationally.

Inspection evidence shows that standards are above average in mathematics and average in English by the end of Year 6. Standards in science were not investigated on this inspection. The reason for the difference between standards this year and last year's National Curriculum test results is due to the number of pupils with significant special educational needs, particularly literacy difficulties, in the current Year 6. Almost one quarter of the year group has joined the school since Year 3. This year group has been identified as lower attaining and these pupils are achieving very well. By the end of the reception year, few children will attain the early learning goals in language and literacy and mathematics because they start school with such poorly developed language skills. Their achievement is satisfactory. By the end of Year 2, standards are broadly average in reading, writing and mathematics and pupils are achieving well. Last year's test results were below average in reading and mathematics and well below average in writing due to the high number of pupils with special educational needs in last year's Year 2. Pupils with special educational needs make very good progress and higher attaining pupils also do very well, with several of the current Year 6 obtaining a place at a selective school. Pupils who speak English as an additional language also do very well because of the very good provision made for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they are offered interesting activities. They are eager to learn and try hard to succeed.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in and out of the classrooms. They are polite and courteous.
Personal development and relationships	Very good. Pupils use their initiative and show a very good level of independence. Relationships are very good and teachers know their pupils very well.
Attendance	Very good. It is well above the national average.

- The way in which pupils respect the views and efforts of others is a particular strength. The attitudes and approach of pupils to their work was very good in most lessons and never less than good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

The quality of teaching is very good overall and leads to very good learning. The quality of teaching is highest in Years 3-6, where over half the lessons seen during the inspection were very good. English is taught well across the school. Literacy is also taught well because teachers have a secure understanding of how to teach these skills. Younger pupils in mixed age classes are sometimes taught in their own year group. This contributes to improved standards by the end of Year 2. The teaching of mathematics is very good in Years 3-6, where pupils are taught in groups according to their ability from across the classes. It is good in Years 1-2. Numeracy skills are taught very well and this contributes to above average standards by the end of Year 6.

Strengths in the quality of teaching include very high expectations, interesting strategies that motivate the pupils and encourage them to work hard, well prepared lessons and very clear explanation that ensures that all pupils, including those for whom English is an additional language, understand what they have to do. As a result, pupils make very good gains in their learning. They show interest in their tasks and try very hard to succeed. In the best lessons, teachers share what pupils are going to learn and consequently pupils have a very good understanding of their own learning. In the very small number of satisfactory lessons, plenary sessions were not used effectively to reinforce what pupils had learned. The school meets the needs of all its pupils very well. Tasks are planned to challenge higher attaining pupils and also to meet the individual needs of those with special educational needs and those for whom English is not their first language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A wide range of visits and visitors enriches it. Pupils develop their literacy and numeracy skills effectively through the use of information and communication technology.
Provision for pupils with special educational needs	Very good. Pupils are involved in the writing of their own very good individual education plans. Very good support from teachers and classroom assistants.
Provision for pupils with English as an additional language	Very good. These pupils are very well integrated into the school and receive very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral, social and cultural development. Good provision for spiritual development. The school very effectively promotes collaborative and co-operative work that has a positive impact on pupils' personal development. The emphasis on self-discipline and the way in which pupils care for each other are strengths. The school prepares its pupils well for life in a multicultural society.
How well the school cares for its pupils	Very good. Teachers know their pupils very well and very effectively monitor their personal development.

- The curriculum meets statutory requirements. A particular strength is the way in which the school organises the curriculum in Years 3-6 to enable pupils to be taught mathematics in groups according to their prior attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very strong and caring leadership, enabling all staff to give of their best. He is very well supported by the senior management team, who work very effectively together towards continual improvement.
How well the governors fulfil their responsibilities	Very good. The governors play a very effective part in the management of the school, contributing to the high standards in many of its aspects. They have successfully achieved this despite the many changes on the governing body.
The school's evaluation of its performance	Very good. The school evaluates its performance very thoroughly and takes steps to ensure improvement. For example, some pupils with special educational needs in Year 3 who did not reach the expected level in last year's statutory tests are now accommodated in a small class to give them more individual support. It also identifies pupils who would benefit from specific programmes to address their difficulties and arranges this support.
The strategic use of resources	Very good. The high spending on classroom assistants contributes positively to the standards attained. The significant carry forward in the budget is appropriately identified to support a further extension to the building that is due to commence shortly.

- A particular strength is the very good leadership of the headteacher. He has successfully established a strong team and is well respected by staff, pupils and parents. He has made use of any available funding to improve facilities for staff and pupils.
- The school applies the principles of best value very effectively and evaluates spending very carefully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and parents feel comfortable in approaching the school with questions and concerns. • Their children enjoy coming to school and they make good progress. • The teaching is good and children are expected to work hard. • Behaviour is good and children are encouraged to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents would like more activities to be arranged outside lessons.

The inspection team fully supports the positive views held by parents. With regard to their concern about activities outside lessons, they found that a good range of extra-curricular activities is provided.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in mathematics are above average by the end of Year 6 because the school organises lessons to ensure that tasks are well matched to the needs of all pupils.

1. One of the reasons why standards are above average in mathematics by the end of Year 6 is because the school takes particular care to ensure that tasks are very well matched to the needs of all pupils. It does this by teaching pupils in Years 3-6 in sets according to their level of attainment from across the classes. The headteacher teaches one of the sets and this means that pupils can be taught in smaller groups. Generous provision for classroom assistants also ensures that pupils receive a lot of individual attention. As a result, tasks can be closely matched to the needs of individuals, not only those needing extra support.
2. Good examples were seen during the inspection. For example, higher attaining pupils in Year 6 learned strategies to find 75 per cent of 55 mentally before moving on to modify and complete spreadsheets. This challenging lesson, where pupils used a computer program to calculate and sort data, met the needs of the pupils and motivated them to succeed because the headteacher had given them a problem that was very relevant. The pupils were amused to find that the task asked them to amend and recalculate data about spelling test results for the registered inspector! As a result, the pupils learned that the task that they were asked to complete had a real purpose and worked hard to succeed.
3. At the same time as this activity was taking place, another group of lower attaining pupils in Years 5 and 6 were introduced to long multiplication. Here, the teacher took every opportunity to boost pupils' self esteem, saying 'Don't worry if you can't do it today- you'll do it tomorrow!' As a result of the teacher's clear and patient explanation, the pupils learned to estimate 38×34 by rounding to 40×30 . This gave them a good strategy on which to base their answer. The classroom assistant gave very good support when pupils used their whiteboards in pairs to solve 42×29 , saying 'Are you sure? Don't rush- you've forgotten something very important!' Consequently, the pupils checked their work and calculated the answer successfully.
4. In another set, pupils in Years 3-5 learned different ways of making sums with two single digit numbers. Very clear explanation by the teacher ensured that pupils understood the task and the way in which she encouraged pupils to explain their strategies and then used their responses as teaching points meant that all pupils made very good gains in their understanding. The classroom assistant worked closely with the teacher, providing effective support and ensuring that pupils overcame any difficulties.
5. Similar organisation is also successful for the younger pupils. Pupils in the mixed classes for Years R, 1 and 2 are taught in year groups from across the classes. Older children in the reception year learned to make repeating patterns with two and three-dimensional shapes. Although most could make a simple pattern, few could name all the shapes correctly. The classroom assistant took every opportunity to extend language, taking particular care to ensure that children for whom English was not their first language understood. At the same time, pupils in Year 1 used their knowledge of number facts to solve problems using number bonds to ten, with some higher attainers using numbers to 20. The teacher and classroom assistant closely monitored each group, with many pupils seeking adult approval. Both adults gave reassurance, patiently encouraging correct orientation of numerals. As a result, pupils worked hard to complete their tasks. Average and higher attaining pupils in Year 2 learned to count in fives and tens and explored the relationship between multiplication and division. Careful planning ensured that tasks were well matched to the needs of individuals, resulting in some pupils being completely focused on their own work, while others shared their ideas with a partner.

The headteacher, senior staff and governors provide very good leadership, enabling all staff to work very well as a team and this contributes very positively to the success of the school.

6. The headteacher has a very clear vision for the continual development of the school focused on the provision of the best quality environment, high standards and the expectation that each pupil will reach their full potential, without loss of esteem, in a caring environment. He has shared this view effectively with governors and staff, resulting in a committed team that works very well together towards common goals. As a result, pupils do very well by the time they leave the school. There are several reasons why the school is so successful. The headteacher, staff and governors analyse its performance very thoroughly and take action to address weaknesses. For example, there is a very high proportion of pupils with significant special educational needs in Year 3 and this was reflected in the results of last year's statutory tests. To give these pupils the best possible chance of improvement, they are accommodated this year in a very small class and receive intensive support. This is proving to be successful in raising standards. The proportion and nature of pupils with special educational needs varies between year groups and the school has clearly identified year groups where standards are likely to be lower, such as the current Year 6, and implements a range of language projects to raise standards.
7. Another reason for the success of the school is the way in which the classroom assistants and teachers work together as a team. The school has deliberately made generous provision for classroom assistants to ensure that pupils receive as much individual and small group support as possible and they play a full part in the school. As well as providing valued support in classes, they take a leading role in the delivery of a wide range of programmes designed to raise standards. Some of these programmes are national initiatives, but the school has introduced others. Examples of some of these group activities, seen during the inspection, show that classroom assistants have been well trained to teach these programmes and that they are having a positive effect on standards. Classroom assistants also take responsibility for a wide range of other activities. Some are qualified swimming instructors and assist with swimming lessons and all have been trained in first aid. They attend staff meetings and work closely with teachers, who value their contributions. For example, a recent release of balloons to raise money for charity was suggested and organised by a classroom assistant. The resulting map, showing where the balloons were found, contributed very positively to pupils' geographical skills.
8. The teamwork shown by the teachers is fundamental to its success. They plan work together to ensure that the setting arrangements are successful and that pupils develop their skills steadily and systematically. Little time is lost as pupils move around the school to their different classrooms because the teachers are skilled in starting and finishing sessions on time, resulting in seamless movement from session to session. The special educational needs co-ordinator and the teacher for pupils for whom English is an additional language are also very much part of the team with very close liaison between them and class teachers. This sharing of information contributes positively to the standards attained by these pupils.
9. The headteacher and governors are committed to providing the best possible environment for staff and pupils in the Victorian building on a cramped site. They have worked together successfully to access any available funding to enhance the facilities. Since the previous inspection, there has been an extensive building programme, resulting in attractive extra classrooms, a computer suite, a designated play area for the youngest children and a quiet garden in the playground. Staff and pupils appreciate all these facilities. The next phase in the building programme is due to start shortly. This will provide extra teaching space and storage for resources. Another example of the way in which the headteacher uses all available resources to the benefit of the pupils is the use of the adjoining municipal park for supervised play at lunchtime, as the school does not have its own grassed area and the playground is small.
10. Although there has been some turn over amongst the governing body and the recent loss of the chair of governors, the acting chair has ensured that the role of the governors is well developed and that they play an active part in the management of the school. They keep themselves very well informed through regular visits to the school and are committed to providing the best possible education for the pupils. This is well illustrated in the way in which they manage the funding available to them. For example, the generous provision for classroom assistants contributes positively to the standards attained.

Teachers have very high expectations, are very well prepared and provide interesting activities that motivate the pupils. This contributes to the very good quality of the teaching, particularly for pupils in Years 3-6.

11. The very good quality of the teaching, particularly for pupils in Years 3-6 is another reason why the school is so successful. A particular strength is the way in which teachers choose interesting activities to motivate the pupils and are very well prepared. For example, in an English lesson for pupils in Year 6, to teach the importance of writing clear instructions, the teacher quickly gained the pupils' attention by showing the instructions for making a paper plane in an old 'Rupert' annual. The pupils were fascinated on hearing the teacher tell of his difficulties as a child in following the instructions, as he made the plane. The pupils then followed the teacher's oral instructions to make their own plane before writing them. This class, where half the pupils have special educational needs, developed their listening skills in a way that motivated them and learned the need for clear instructions, some making significant errors when they did not listen carefully. The pupils settled to the task of writing instructions quickly, responding well to the teacher's very high expectations that they should use correct terms such as 'mountain' and 'valley' folds, because they knew that if they finished the task they would be allowed to fly their planes.
12. In a science lesson, also for pupils in Year 6, pupils learned how animals adapt to their habitats in a 'fun' way. They designed creatures to live on a desert planet, on a planet with less gravity than Earth and under the sea, labelling their features. They were very motivated to begin the task, sharing their ideas with each other. The teacher constantly reminded them of the importance of matching features to the habitats and of using correct scientific vocabulary. Finished designs showed that pupils knew that desert creatures need large ears and splayed feet.
13. In an art and design lesson, for pupils in Years 3 and 4, the teacher was very well prepared with linen from her airing cupboard and wrapping paper to illustrate a range of patterns. The pupils passed round a wide range of cards showing paintings by Matisse, responding very positively to the teacher's very high expectations that they should handle them carefully. As a result, they passed them round almost reverently, examining the different patterns. The cards had been well chosen to be interesting to the pupils and some of the pupils for whom English is not their first language were fascinated and tried hard to describe what they could see. The whiteboard and flip chart to support the lesson had been prepared beforehand and so no time was wasted when pupils were ready to begin their individual tasks of drawing patterns such as spots, zigzags, squares and triangles in their sketch books.
14. Other features of very good teaching include the very effective use of time targets to ensure that pupils know how long they have to complete an activity. This results in pupils remaining on task and settling quickly to activities. Teachers manage their pupils very well and explain tasks very clearly to ensure that all pupils, and particularly those for whom English is an additional language, understand their tasks. As a result of all these very good features, pupils have a very good understanding of their own learning and work hard to succeed.

The school promotes very good relationships and personal development, successfully encouraging very good behaviour and very positive attitudes to learning.

15. Very good relationships are evident between all adults and pupils and between the pupils. There is a strong sense of community and teachers and pupils know each other well. Pupils show very caring attitudes towards each other and value the contributions of others. For example, during a lesson for children in the reception class, a child accidentally dropped some of his resources and his classmates were quick to help him pick them up, reassuring him as they did so. In an art and design lesson for pupils in Year 3 and 4, pupils passed cards depicting the work of Matisse round the circle, patiently waiting for their turn, secure in the knowledge that all would have the opportunity to see each card. Pupils listen to each other quietly as they explain their

work or answer questions. All adults provide pupils with very good role models and manage them in a positive and consistent manner.

16. Attitudes and behaviour in lessons were never less than good, and many very good examples were seen. Pupils know that they are expected to behave very well and they try very hard to meet these expectations. They show a determination to succeed and are highly motivated. This is because tasks are interesting and they know that they can ask for help if they need it. Very good behaviour was evident during an English lesson for pupils in Year 6. Here, pupils were making paper aeroplanes to illustrate the need for clear instructions. No pupil attempted to fly their plane, however tempted, because they knew it was not appropriate and they trusted their teacher to allow them to fly them at the end of the lesson. When this opportunity arose, the pupils showed consideration and sensible behaviour, leading to orderly plane flying.
17. Many examples were seen where pupils were encouraged to work in pairs and groups, sharing resources and helping each other. For example, pupils in Year 5 and 6 worked in pairs recording their calculations together on whiteboards, explaining their strategies to each other. Children in the reception year shared scissors and glue amicably as they produced repeating patterns. Pupils in Year 4 worked in pairs in the computer suite, editing text and helping each other with the 'cut and paste' facility.
18. Pupils are expected to take responsibility and show self-discipline from an early age and this develops well as they move through the school. The youngest children, for example, walked the considerable length of the school from the hall to their classroom, without touching the many attractive displays in the corridor. Pupils of all ages automatically open doors for adults and offer to carry books. They behave responsibly when they use the adjoining municipal park for play activities, sensibly using the steps back into the school grounds. Older pupils take care of younger ones and this is particularly evident at lunchtimes, where older ones chat with younger ones, making sure that they have a drink, know the routine for second helpings and clear the tables afterwards. All these factors contribute very positively to the orderly ethos of the school and are fundamental to its success.

Provision for pupils with special educational needs is very good and the school takes part in many initiatives to ensure that these pupils do as well as they can.

19. The school has a well above average proportion of pupils with special educational needs and it takes particular care to ensure that these pupils do as well as they can. The school's philosophy is to raise self-esteem to ensure all pupils feel self-confident and keen to learn. It is successful in this. There are several ways in which the school ensures very good provision for pupils with special educational needs. It seeks to involve parents at every stage, providing a family literacy project to help parents support their children and it is currently seeking to appoint a family liaison officer to further improve contact. The school takes part in national initiatives designed to raise standards for lower attaining pupils, often led by classroom assistants, but it also takes part in several other projects. This is because the school is continually striving to move forward and provide the best for the pupils.
20. The school is aware that a significant number of children have poor language skills on entry to school. To improve this, teachers and classroom assistants were trained to use a programme designed by another local education authority. Two years ago, some children in the reception class were identified as in need of intensive support and were withdrawn from their class each day for extra help in small groups and also followed a language enrichment course in their class. Their progress has been closely monitored, with clear improvement evident. Parents of these children have been closely involved, meeting the special educational needs co-ordinator each term and playing games at home with their children, designed by the speech and language therapist. These pupils are now in Year 2 and are expected to do better in the national tests than was predicted when they started school. The project has continued since its introduction for children being identified as in need of support on entry to school.

21. There are a significant number of pupils with complex needs in literacy in the current Year 3. To meet their needs, these pupils are taught together in a small class. The class teacher and classroom assistant are taking part in a 'pilot' programme set up by the educational psychologist. This involves very precise teaching of literacy in small groups as well as a daily word building programme for some pupils. This is another example of how the school is constantly striving to raise standards, particularly for pupils with special educational needs.
22. The generous provision for classroom assistants also contributes positively to the standards attained by these pupils. Many examples were seen during the inspection where classroom assistants provided very good support. For example, the classroom assistant took every opportunity to extend language for children in the reception year, saying 'Can you find me a blue square? Now you ask me to find something.' The classroom assistants are fully involved in the monitoring of pupils' individual education plans and work very closely with teachers to ensure that pupils make very good progress towards their targets.
23. Another example of the way in which the school supports these pupils is evident in the induction programme on transfer to secondary school. Pupils with special educational needs and other vulnerable pupils visit the secondary school in small groups and then visit individually, tracking a pupil in Year 7 for a lesson, usually of their choice. This boosts their confidence and gives them a good start before joining the general induction programme for all pupils. The very good provision for these pupils, together with the school's continual search for new ways to raise standards is fundamental to the success of the school.

The school is committed to promoting tolerance and understanding, regardless of pupils' racial background, and this contributes very positively to the ethos of the school where all are valued.

24. Two years ago, the Second Gurkha Rifles Regiment became stationed locally and the school now accommodates a significant number of Nepalese pupils. The way in which these pupils, who may arrive and leave at short notice, have been integrated into the school is a strength. At the meeting for parents before the inspection, parents praised the way in which their children were learning about another culture. The school faces the challenge of integrating these pupils into our education system, while at the same time ensuring that they retain their own culture and language for when they return to Nepal. It is successful in this, partly due to the support of the teacher employed by the Minority Communities Achievement Service who visits the school twice a week. Some pupils join the school with very little English, but due to the support from this teacher and all adults in the school, who take special care to make sure that they understand, they quickly become settled into the school. There is considerable mobility amongst these pupils, but the school takes care to ensure that newcomers are welcomed.
25. As part of its community ethos, the school makes every effort to welcome and support Nepalese parents, particularly as the mothers are often on their own as their husbands are abroad. There are classes about the English educational system and a wide range of resource materials for pupils and parents to use at home. Attractive displays show that the school values and respects the Nepalese culture with pictures, information and artefacts on display. Every opportunity is taken to share and celebrate their culture. For example, pupils have taught their peers traditional songs and dances. In lessons and at playtime, the Nepalese pupils play a full part, being completely integrated and settled in the school. A visitor to the school immediately notices the way in which the values of all pupils are respected, regardless of race and this contributes strongly to its success.

WHAT COULD BE IMPROVED

The use of marking is inconsistent across the school and does not always help pupils to improve their work.

26. The quality of marking is inconsistent across the school. This has already been identified as an area for development and the school is currently developing its policy as part of a training course being undertaken by one of the staff. There are examples of good marking, which encourage pupils to improve their own work. However, much of the work seen during the inspection was marked with ticks or crosses with some brief comments. Some roughly drawn 'smiley faces' were also used. Where marking is brief, pupils have little understanding of their own work and take less responsibility for their own learning than might be expected.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the very good work of the school and raise standards further, the headteacher and the governing body should now address the following in their action plan:

- (1) Develop and implement a marking policy to ensure consistency throughout the school and to encourage pupils to understand how to improve their own work. * (paragraph 26)

* The school has already identified this as an area in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

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

7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	9	2	0	0	0
Percentage	0	32	56	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

274

Number of full-time pupils known to be eligible for free school meals

28

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

4

Number of pupils on the school's special educational needs register

127

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

49

Pupils who left the school other than at the usual time of leaving

25

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	25	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	27	29	33
Percentage of pupils at NC level 2 or above	School	75 (80)	81 (77)	92 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	26	32	30
Percentage of pupils at NC level 2 or above	School	72 (80)	89 (87)	83 (93)
	National	85 (84)	89 (88)	89 (88)

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

Where numbers of boys and girls are omitted from the table, it is because the boys' totals were ten or fewer.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	17	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	18
	Girls	16	16	17
	Total	33	31	35
Percentage of pupils at NC level 4 or above	School	94 (85)	89 (79)	100 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	13	13	14
	Total	27	27	29
Percentage of pupils at NC level 4 or above	School	77 (73)	77 (61)	83 (73)
	National	72 (70)	74 (72)	82 (79)

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	21
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	2
White	231
Any other minority ethnic group	0

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)	11.4
Number of pupils per qualified teacher	23.6
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	330.15

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	4.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	00/01
	£
Total income	572,151
Total expenditure	595,787
Expenditure per pupil	2,337
Balance brought forward from previous year	110,402
Balance carried forward to next year	86,766

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	284
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	1	3	0
My child is making good progress in school.	60	33	3	1	3
Behaviour in the school is good.	56	37	5	0	1
My child gets the right amount of work to do at home.	38	49	10	3	0
The teaching is good.	66	29	4	0	1
I am kept well informed about how my child is getting on.	56	33	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	18	3	0	1
The school expects my child to work hard and achieve his or her best.	60	33	5	1	0
The school works closely with parents.	49	38	11	1	0
The school is well led and managed.	74	22	4	0	0
The school is helping my child become mature and responsible.	59	38	1	0	1
The school provides an interesting range of activities outside lessons.	37	35	21	4	3

Other issues raised by parents

Parents were pleased with the education provided and praised the way in which the cultural mix prepared their children for life outside school.