

INSPECTION REPORT

CHEAM PARK FARM JUNIOR SCHOOL

North Cheam

LEA area: Sutton

Unique reference number: 102965

Headteacher: Mr Gordon Drane

Reporting inspector: David Welsh
10992

Dates of inspection: 27 - 28 March 2000

Inspection number: 181740

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Kingston Avenue North Cheam Sutton
Postcode:	SM3 9UE
Telephone number:	020 8644 8969
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Appropriate authority:	The governing body
Name of chair of governors:	Wendy J Cook
Date of previous inspection:	5 – 8 December 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cheam Park Farm Junior School is situated in North Cheam, in the London Borough of Sutton. The school has increased in size since the last inspection, is larger than most junior schools and is fully subscribed. There are 440 pupils aged seven to eleven who attend full-time. Most pupils live in the immediate neighbourhood but an increasing proportion of pupils travel from further away.

English is the first language for most pupils but other languages spoken are Gujarati, Tamil, Urdu and Turkish. The proportion of pupils who learn English as an additional language is low and stable (4.3 percent). The proportion of pupils with special educational needs (18.4 percent) is slightly below the national average but the proportion of pupils with a statement of special educational need (1.4 percent) is close to the national average. The proportion of pupils on free school meals (4.3 percent) is well below the national average. This is consistent with the pupils' socio-economic circumstances, which are above average. The school admits pupils from the whole range of ability but, overall, pupils' levels of attainment on entry to the school are above average.

HOW GOOD THE SCHOOL IS

Cheam Park Farm is a good school with some very good features. The school has continued to improve in many ways since the last inspection and its strengths far outweigh the weaknesses. Strong leadership gives a clear direction to the school and provides a climate in which pupils are keen to learn. Teaching is good overall and standards in English, mathematics and science are well above the national average. The school gives good value for money.

What the school does well

- The headteacher provides strong leadership. He is supported effectively by the deputy headteacher, staff and governing body.
- Pupils' attitudes to school are very good.
- The provision for pupils' moral development is very good.
- Teaching is good overall.
- Standards in English, mathematics and science are well above the national average.
- Standards in art are high.

What could be improved

- Standards in information and communication technology are too low (identified by the school for development).
- The school does not comply with the recommended minimum teaching hours for pupils of junior age and not enough time is devoted to subjects other than English, mathematics and science.
- There are limitations in the amount of information given to parents on their children's progress, in the provision of extra-curricular activities and in the consistency of the setting of homework.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected, in December 1994, Cheam Park Farm was reported to be a good school. The school has maintained that reputation and has continued to improve in many ways. Improvement since the last inspection is good. Standards in English, mathematics and science have continued to improve in line with the national trend and there have been improvements in other areas. All the action points from the last inspection have been tackled well, except for promoting further multicultural awareness. The school has continually reminded parents of the need for safe, careful and legal practice when parking their vehicles outside the school at the end of each school day, but, despite its best efforts, the safety of pupils as they arrive and leave school is still a cause of concern. A rigorous programme of monitoring and evaluating all aspects of school life, especially teaching, has been implemented. This has assisted the development of a wider range of teaching strategies, which has improved both the quality of teaching and pupils' learning. The school now has better classroom accommodation for some pupils and standards in art are considerably higher.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	well above average A
mathematics	A	B	A	B	above average B
science	A	A	A	B	Average C
					below average D
					well below average E

Since the last inspection, the school has continued to maintain its high standards in English, mathematics and science. The results over the past four years have continued to rise in line with the national trends. In addition, the proportion of pupils who attain above average has increased, the school's test results being well above the national average. This supports the inspection's findings that the higher attaining pupils are being appropriately challenged. It is evident from looking at the test results of individual pupils when they were seven and comparing them with the results at the age of eleven that the pupils have made good progress over the key stage. In conjunction with the Local Education Authority, the school set itself targets last year in English and mathematics. It achieved the target in English, but in mathematics the school's result was 1 per cent below as a result of pupils' absence during the tests. Ambitious targets have been set for 2000, and the school is working hard to meet them. There is some very good work in art. Standards in other subjects could be higher, particularly in information and communication technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and they talk with enthusiasm about their work. They are responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour in nearly all lessons is good and it is often very good. On occasions, a few pupils behave inappropriately in class and in the confined space of the playgrounds. Pupils move around the school in an orderly manner.
Personal development and relationships	Personal development is very good, overall, and improves as the pupils move through the school. Relationships within the school are very good and the pupils display very mature attitudes. They are keen to take responsibility.
Attendance	Good. It is slightly above the national average and nearly all pupils arrive at school on time.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 is good overall. This is a significant improvement upon the findings of the previous inspection when teaching was judged to be satisfactory overall. In 25 per cent of lessons seen during the inspection it was very good. It was good in 39 per cent and satisfactory in 32 per cent. In 4 per cent of lessons it was unsatisfactory. Good teaching is nearly always seen in English, mathematics and science and this has a positive impact on pupils' learning, which is good overall. There are particular strengths, which contribute to the quality of teaching. Planning is very good. The aims are clearly shared with pupils to help them to assess their own progress. Questioning is used most effectively to make pupils think. Tasks are carefully planned to meet the needs of pupils of all abilities and teachers make good use of other adults, who play a significant role in supporting pupils' learning. Where teaching is unsatisfactory, the school's policy for managing the class is not applied effectively. Teaching meets the needs of all pupils in class except where teaching is unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum and gives well above the average time to English and above average time to mathematics, which helps to promote high standards in these subjects. However, pupils have insufficient time to attain the same high standards in information and communication technology, design and technology, geography, history, music and physical education. This is the result of the school being one hour short of the recommended minimum teaching hours for pupils of junior age, coupled with the fact that literacy skills are not sufficiently developed through other subjects.
Provision for pupils with special educational needs	Good. Teachers plan well for individual pupils, based on their Individual Education Plans. The specific help they receive from support staff and the special needs co-ordinator is good. However pupils with special educational needs do not receive the same entitlement to a broad curriculum as other pupils as a result of receiving specific support at the same time every week.
Provision for pupils with English as an additional language	Good. Pupils are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The programme for spiritual, moral, social and cultural development is good overall. Moral development is very good. Spiritual and cultural development are satisfactory and have not improved significantly since the last inspection.
How well the school cares for its pupils	Procedures to ensure the health and safety of the pupils are satisfactory. Teachers and other staff know the pupils well. They take a keen interest in the children's welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership. He is ably supported by the deputy headteacher, with whom he works effectively in partnership to monitor and evaluate the work of the school. The role of subject leaders is developing well. In particular, they have made a significant impact on standards in English, mathematics and science. The co-ordinator for pupils with special educational needs has made a similar impact on the progress made by these pupils.
How well the governors fulfil their responsibilities	The governing body carries out its statutory duties satisfactorily and is becoming increasingly effective.
The school's evaluation of its performance	There are very good procedures in place for monitoring and evaluating the work of the school.
The strategic use of resources	Very good use is made of specific grants for pupils with special educational needs and for improving standards through the use of booster classes. The principle of 'best value' is applied when making decisions related to the use of financial resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress in school. • Behaviour in the school is good. • The teaching is good. • They feel comfortable about approaching the school with questions or a problem. • The school expects the children to work hard and to achieve their best. • The school is well led and managed. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The inconsistency of children bringing work home. • More regular information on their child's progress. • The school to work more closely with parents. • A wider range of extra-curricular activities, especially in Years 3 and 4.

The inspection team agrees with the strengths identified by parents. It also concurs with some parents' views that extra-curricular activities for the younger pupils are insufficient, that information on pupils' progress is limited and that the very good homework policy is not consistently applied across the school. The inspection team supports the majority view that the school works hard to ensure a close working relationship with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides strong leadership. He is supported effectively by the deputy headteacher, staff and governing body.

1. The headteacher provides strong leadership. He has a clear vision for the school, which is exemplified in the “ethos of the school” in the Prospectus. The school is effective in meeting its aims, although it is not quite so successful in helping pupils to understand the multicultural nature of our society. Over the past four years, standards, which are above the national average in English, mathematics and science, have been maintained in line with the general national trend. The school has continued to improve in other areas, such as the role of subject leaders and monitoring and evaluating its work. The School Development Plan is detailed and gives clear guidance to staff about current and future initiatives. It is based upon a clear identification of the school’s strengths and weaknesses. Responsibilities are defined and costs and target dates included.
2. The deputy headteacher plays a significant role in the development and monitoring of the curriculum. He analyses the results of the Standard Assessment Tests and identifies the strengths and weaknesses in pupils’ knowledge and understanding. He works well with the headteacher. Together with subject leaders and external consultants, they are jointly involved in the structured programme of monitoring and evaluating the work of the school. Curriculum leadership in English, mathematics, science and special educational needs, in particular, is very good. As a result of the support offered to teachers and the programme of monitoring and evaluating their work, teaching has improved and pupils make good progress in their learning. Year group leaders are expected to ensure a consistency of approach within the year group and they do this well except in Year 5.
3. The governing body is becoming increasingly effective, although the programme of monitoring visits to the school is not sufficiently defined to ensure they occur. Governors take seriously their collective and individual responsibilities as detailed in an action plan. They apply the principles of ‘best value’ when spending decisions are made and the school makes good use of the available resources.

Pupils’ attitudes to the school are very good.

4. On their questionnaires, nearly all parents indicated that their children like school. Conversations with pupils confirm this. Pupils have very good attitudes to school and to work. This contributes positively to the progress they make. They arrive promptly and with few exceptions they behave well in class. Pupils concentrate very well in lessons and they take pride in their work, which is neatly presented. Pupils take care with their handwriting and drawings they have very good relationships with adults and each other. Pupils value the opinion of others when engaged in work in pairs and larger groups, such as when sorting numbers into Venn diagrams. They move in an orderly manner about the school, for example, when they proceed to and from the hall for assembly and physical education, and also when leaving the classrooms to use the playgrounds at break and lunchtimes. Pupils show mature attitudes and they are keen to take responsibility. They enjoy participating in assemblies and extra-curricular activities. They are enthusiastic when responding to teachers’ questions in class and assembly and they are sufficiently confident to engage visiting adults in sensible conversation. Pupils are conscientious about completing their homework. They are ready to take on further responsibilities; for example, a school council.

The provision for pupils’ moral development is very good.

5. The provision for the development of pupils’ moral values is very good. The daily acts of collective worship offer a strong moral message, which is usually reinforced in a way that is relevant and interesting to the pupils; for example, an assembly which used pupils themselves to demonstrate vividly the inaccurate and insidious nature of gossip. Expectations of

behaviour concentrate on the attitudes and values which are expected from pupils, rather than merely offering a list of prohibitions, and these are reinforced by frequent references by teachers to what constitutes considerate behaviour. Each class has supplemented the general expectations with a further list of expectations, particular to the needs of each group. Some classes display the summaries they have made of the positive qualities of each class member, serving to emphasise the value that is attached to them. All adults working in the school offer positive role models of tolerance, fairness and concern for others and this has a considerable impact on pupils.

Teaching is good overall.

6. Teachers prepare their lessons thoroughly throughout the school. They identify precise learning objectives and in nearly all cases explain them to the pupils at the beginning of the lesson. Teachers identify opportunities for assessing what children have learnt and, in the best lessons, for reinforcing learning as the lesson progresses; for example, asking the pupils to define each of the individual parts of a flower before exploring the meaning of pollination, fertilisation and germination. Where appropriate, pupils are grouped according to prior knowledge. Teachers ensure that support staff are fully aware of the aims of the lesson and the part they should play in helping pupils to learn. Support staff and other adults are used effectively and they make an important contribution to pupils' learning. At the end of the lesson the teachers return to the learning objective and assess how many pupils have understood it. They encourage the pupils to make their own assessment of whether they have fully achieved the objective and this helps pupils with their learning.
7. In the very good lessons, teachers revise previous learning before moving on. Effective use of questioning, such as, "What other cycle have we drawn?" reminds pupils of the water cycle learnt in previous years. Teachers share the learning objectives with the pupils and they ensure that new vocabulary is emphasised; for example in a Year 6 science lesson, the teacher emphasised the ending of the two words, *stamen* and *stigma*, to help pupils remember which is male and which is female. Good strategies are used; for example, after the introduction, pupils are set tasks and then the learning is revised before another topic is introduced and the pupils are set further tasks. This allows the teacher to assess pupils' learning, to revise those aspects that pupils have not understood, and then to introduce appropriate new concepts. Different tasks are set for pupils of different abilities to ensure appropriate challenge. High but realistic expectations ensure that all pupils make very good progress, including the higher attainers.
8. In a Year 4 mathematics lesson, questions were fired at pupils in quick succession and the pupils responded with grins of triumph when they were able to keep up. The teacher targeted questions at certain pupils to ascertain their difficulties and he emphasised taking turns, "everyone deserves a chance". A very good explanation of a Carroll diagram enabled all pupils to understand readily what it is and they were keen to get started on their tasks. The teacher targeted pupils who required assistance and his very good use of encouragement motivated pupils to try harder. Good use of time targets encouraged pupils to concentrate well. The teacher's love of numbers enthused pupils.
9. In art and swimming lessons, teachers use their very good subject knowledge to improve the pupils' technique. In swimming, teachers give clear instructions to pupils on how to improve their strokes. In art, pupils are shown how to press lightly when they require light colours. Pupils are encouraged to evaluate their own and others' work.

Standards in English, mathematics and science are well above the national average.

10. Good use is made by teachers of the substantial daily allocation of time, which is devoted to the development of the skills of literacy and oracy. Pupils speak with confidence and are very articulate, making good use of their wide vocabulary to express their ideas clearly, logically and persuasively. They listen with great attention and courtesy to their teachers and one another and are able to make good use of discussion in order to extend and modify their own thinking. Older pupils are able to use whole class discussion in order to prepare more demanding assignments, for example, when planning a character study of *The Pied Piper of*

Hamelin, they exchanged ideas on how a quotation from the poem could be used to support their views. Nearly all pupils read accurately and fluently, many with good expression, which conveys their appreciation of the text. Pupils' response to texts is mature and thoughtful. They show a clear understanding of the strategies used by writers to convey mood and atmosphere and this clearly adds to their enjoyment of a wide range of reading. The quality of the response of many pupils to what they are reading is similar to that which would normally be expected from pupils in secondary school. Pupils can write for a wide variety of purpose and audience and much time and effort is devoted to their own creative writing. A particular strength is the wide vocabulary which most pupils use creatively and adventurously. Pupils put great thought into their choice of words and are conscious of the effect that this can have. Standards of spelling and punctuation are high and older pupils can paragraph their work correctly in order to achieve greater clarity and precision. Standards of handwriting and presentation are high and pupils take much care to ensure that their work is of pleasing appearance.

11. Attainment is well above average in all areas of mathematics, including shape and space and data handling; for example, pupils draw angles with precision and describe their work using appropriate mathematical terminology. They produce graphs and charts and can interpret the data they contain. Pupils use their mathematical knowledge effectively to support their learning in other subjects. They measure accurately and incorporate their knowledge of angles when making models in design and technology lessons, and use their understanding of graphs in science, for example, to interpret information about the effect of exercise on their pulse rates. Attainment is particularly high in number work involving written calculations. Pupils use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000 and above average pupils can order, add and subtract decimal numbers. Year 6 pupils utilise their knowledge well to perform relatively complex tasks. In one lesson, pupils equipped an imaginary youth club with sporting equipment. This activity involved not only decisions about the quantities required and the necessity of keeping within a fixed budget, but also converting English pounds to French francs by applying the current exchange rate. Work on mental mathematics is weaker. Whilst pupils have a good recall of number facts, such as multiplication tables, they lack a range of strategies to allow them to perform calculations 'in their heads' with confidence. The school has successfully introduced the National Numeracy Strategy this year, and this is beginning to address this relative weakness.
12. There is a strong emphasis on scientific investigation throughout the school, which increases pupils' depth of understanding. As much of their learning is based upon this investigative approach, it enhances pupils' ability to work and think like scientists. Throughout the key stage, pupils are encouraged to observe, predict outcomes, interpret results and draw conclusions. They understand the need for a 'fair test' when comparing rates of absorbency in different materials. They make predictions before testing their hypotheses by carrying out varied experiments on musical instruments to investigate the relationship between the pitch of different sounds and how changes to the pitch can be made. Pupils present their findings clearly in charts, tables and graphs. They show good use of literacy and numeracy skills, their handwriting is neat and their careful illustrations reflect a good standard in art. By the age of eleven the pupils have a good knowledge of life processes and living things; for example, they know the parts of a flower and they can describe the processes of pollination, fertilisation and germination. They have a secure understanding of physical processes, such as how friction slows objects.

Standards in art are high.

13. Art plays an important part in the life of the school. By the time they leave, most pupils attain standards that exceed the national expectations for their age. Their painting skills are particularly good. This represents an improvement since the time of the last inspection. Throughout the school, pupils are encouraged to observe carefully. They are given opportunities to work with a range of media to represent what they see, feel and imagine. The high standards that are attained are the result of good quality teaching. There is suitable teaching of specific techniques and pupils are encouraged to refine and improve the skills they learn by using their sketchbooks. Teachers make thoughtful use of appropriate resources, for example, soft-lead pencils when teaching 'smudging' techniques. Pupils study the work of a

range of European artists and try to emulate their styles in their own work. They develop a good knowledge and above average pupils can compare and contrast styles and their effect with confidence. However, whilst pupils have an above average knowledge and understanding of European art their experience of the art of other cultures is limited.

WHAT COULD BE IMPROVED

Standards in information and communication technology are too low.

14. By the time they leave the school, pupils' attainment in information and communication technology is below national expectations. Although the school has developed a scheme of work designed to ensure that pupils' knowledge, skills and understanding are systematically developed as they progress through the school, in practice this is not being implemented consistently. Standards in some areas of the subject are better than in others. Work in word processing, for example, is often at a satisfactory level. Many pupils have regular access to computers out of school and, as a consequence, have confidence in skills such as loading and saving programs, controlling a mouse and accessing and selecting from menus. Work in other areas, particularly controlling, monitoring and modelling is weak. This is a result of pupils having inadequate access to machines on a regular basis and receiving too little direct teaching of skills. Too frequently, machines are switched off or are not being used. Although there are isolated examples of good work, teachers do not successfully exploit the potential of information and communication technology to support learning across the curriculum. Prior to the inspection the school recognised there was a weakness and has plans to improve its provision by providing a computer suite and ensuring that all pupils receive regular information and communication technology lessons.

The school does not comply with the recommended minimum teaching hours for pupils of junior age and not enough time is devoted to subjects other than English, mathematics and science.

15. The school's curriculum is broad and includes all the subjects of the National Curriculum and religious education. The school devotes a high proportion of time to English. Whilst this contributes to the high standards attained in this subject it means less time is available for other subjects. This, coupled with the fact that the school's teaching time is one hour below the minimum recommended for this age group by the Department for Education and Employment, results in pupils attaining lower standards in the foundation subjects than in the core subjects of English, mathematics and science. The school has not sufficiently explored the imaginative use of literacy across the curriculum so that skills are learned and practised through work in other subjects. The skills of report writing, for example, could be developed through work in history, thus making more efficient use of available time.
16. The school's provision for pupils with special educational needs is good. They are well supported in class during the morning and receive small-group teaching in the afternoon. However, the current arrangements for this withdrawal result in their missing other lessons. As the withdrawal is always at the same time of the week, the effect is that these pupils are being denied access to the full curriculum available to their classmates.

There are limitations in the amount of information given to parents on their children's progress, in the provision of extra-curricular activities and in the consistency of the setting of homework.

17. At their meeting and on the questionnaires they returned, parents justifiably wanted more information about how their children progress. They currently have two meetings a year, one in the autumn and one in the late spring, and a written report towards the end of the summer term, after which parents may request an additional interview. Parents report that at the first meeting in the autumn term they receive information on how their child has settled into the new class but they do not hear enough about their child's progress. They would like the opportunity to meet teachers once each term and for the meeting in the summer term to follow the receipt of the child's report.

18. The school provides a limited range of extra-curricular activities for pupils in Years 5 and 6 but very few opportunities in Years 3 and 4. With the onset of the literacy and numeracy initiatives the school made a conscious decision to reduce extra-curricular activities to give teachers the time to concentrate on planning and implementing these well. This was a reasonable decision, but there is now a need to review how additional opportunities for extra-curricular activities can be offered to pupils without putting undue pressure on teachers.
19. The school has a very good policy for homework. It complies with the guidelines published by the Department for Education and the Environment, but it is not consistently implemented in all year groups, particularly Year 5.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The school should now:-
 - Improve standards in information and communication technology by ensuring that pupils have sufficient time to learn the skills and to practise them across all the areas of the curriculum;
(paragraph 14)
 - Increase the hours to comply with at least the minimum for pupils of this age as recommended by the Department for Education and Employment. Give more time to foundation subjects by reviewing the strategies through which literacy is developed across the curriculum, revising the time allocated to each subject;
(paragraphs 15 & 16)
 - Review the arrangements for reporting to parents on pupils' progress;
 - Ensure the good homework policy is consistently implemented;
 - Consider increasing the provision of extra-curricular activities, especially for pupils in Years 3 and 4.
(paragraphs 17 - 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	39	32	4	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	440
Number of full-time pupils eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	5
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	58	62	120

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	53	51	51
	Girls	55	47	55
	Total	108	98	106
Percentage of pupils at NC level 4 or above	School	90 (78)	82 (77)	88 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	51	52	54
	Girls	56	50	57
	Total	107	102	111
Percentage of pupils at NC level 4 or above	School	89 (88)	85 (80)	93 (95)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	4
Black – other	5
Indian	5
Pakistani	2
Bangladeshi	1
Chinese	0
White	421
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: Y3 – Y6

Total number of qualified teachers (FTE)	16.52
Number of pupils per qualified teacher	26.7
Average class size	31.4

FTE means full-time equivalent.

Education support staff: Y3 – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	142

Financial information

Financial year	1998-99
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	£
Total income	654,043
Total expenditure	661,001
Expenditure per pupil	1,613
Balance brought forward from previous year	25,623
Balance carried forward to next year	18,665

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	880
Number of questionnaires returned	257

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	4	1	0
My child is making good progress in school.	35	53	9	0	2
Behaviour in the school is good.	31	62	4	2	2
My child gets the right amount of work to do at home.	19	52	25	4	0
The teaching is good.	36	57	4	2	2
I am kept well informed about how my child is getting on.	24	43	24	7	2
I would feel comfortable about approaching the school with questions or a problem.	40	46	11	2	0
The school expects my child to work hard and achieve his or her best.	46	49	4	0	0
The school works closely with parents.	23	51	19	5	2
The school is well led and managed.	38	51	5	1	4
The school is helping my child become mature and responsible.	32	59	4	1	4
The school provides an interesting range of activities outside lessons.	15	29	29	17	11

The percentages may not always add up to 100 as a result of rounding up.

Other issues raised by parents

- The detrimental effect of prolonged teacher absence.
- Limited support for pupils with special educational needs in mathematics.
- Concerns about the security of the building.