

INSPECTION REPORT

OUR LADY IMMACULATE RC PRIMARY SCHOOL

Tolworth, Surbiton

LEA area: Kingston upon Thames

Unique reference number: 102595

Acting Headteacher: Mr T Sheehan

Reporting inspector: Mr D Clegg
4341

Dates of inspection: 19 – 21 January 1999

Inspection number:12908

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 years

Gender of pupils: Mixed

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Appropriate authority: The governing body

Name of chair of governors: Mr D O'Brien

Date of previous inspection: September 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady Immaculate is a large Roman Catholic primary school with 497 pupils aged between four and eleven of these about 30 attend reception part-time. The school is popular and regularly over subscribed. The school has very strong links with the parish and serves a stable community. The great majority of pupils are white, but about ten per cent of pupils come from backgrounds outside the UK. About 15 pupils speak English as an additional language. Eight pupils, about two per cent are eligible for free school meals; this is a below average figure. There are about 44 pupils, about eleven per cent, with special educational needs, of whom three have a statement, a below average figure.

The majority of under fives are taught in two single age classes but 15 are taught in a mixed Reception and Year 1 class. When children enter the school they are generally attaining higher than average standards.

HOW GOOD THE SCHOOL IS

There is variation in the standards attained in different parts of the school. Standards are too low for the under fives and at the end of Key Stage 1 but standards in English and mathematics are high at the end of Key Stage 2. Pupils have positive attitudes to work and their personal development is very good. The quality of teaching is very variable. It is consistently good in Year 6, varies from excellent to unsatisfactory in the rest of Key Stage 2 and in Key Stage 1, but is unsatisfactory for the under fives. The acting headteacher is successfully giving the school a sense of continuity and purpose. But overall, the rate of improvement since the last inspection is unsatisfactory. The most significant weaknesses identified in the previous report remain. Taking full account of the school's strengths and weaknesses the school provides satisfactory value for money.

What the school does well

- Teaching is of high quality at the end of Key Stage 2
- High standards are attained in English and mathematics at the end of Key Stage 2
- Provision for pupils' personal development is very good
- Pupils have very good attitudes to work and behaviour is good
- The school works effectively in partnership with parents

What could be improved

- The rate of progress and attainment for the under fives
- Standards at the end of Key Stage 1
- The rate of school improvement
- Standards of attainment in information technology

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Despite some improvements, since the last inspection in 1994 the school has not made sufficient improvements in important aspects. There is no significant improvement in the quality of teaching and the progress and levels of attainment of the under fives. Standards in Key Stage 1 are broadly similar to national averages in English and mathematics, as found in the previous inspection but they are below those of similar schools. Standards in English and science at Key Stage 2 have risen since the last

inspection and standards in mathematics remain high. Standards in information technology have fallen and Year 6 pupils no longer reach national expectations. The unevenness in the quality of teaching across the school remains.

The school has made significant progress in addressing other areas of weakness. It is much better at monitoring the cost effectiveness of spending; using benchmark information from the LEA has led to some improvements and changes. The procedures for special educational needs now fully comply with the Code of Practice.

STANDARDS

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

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

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

The results at the end of Key Stage 2 in English and mathematics have remained consistently high over the past three years and are well above both the national average and those of similar schools. Standards in science have been more erratic although they are consistently at or above the national average. Standards in information technology are below expectations at the end of Key Stage 2.

Levels of attainment at the end of Key Stage 1 in English and mathematics are in line with the national average but below those of similar schools. The rate of progress and standards of achievement for the under fives are below what could be expected from their attainment on entry, although attainment is broadly in line with the average. Standards at the end of Key Stage 1 and for the under fives are not high enough. The school has set targets for the proportion of pupils reaching average levels at the end of Key Stage 2; these are below current levels of attainment and are not sufficiently challenging for the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive, pupils work hard and are eager to succeed
Behaviour, in and out of classrooms	Behaviour is good throughout the school. Pupils generally cope very well with the limited play space and the congestion in narrow corridors
Personal development and relationships	Very good standards of personal development, pupils form constructive relationships that help them to make progress.
Attendance	Well above the national average

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	unsatisfactory	satisfactory	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.

Overall, 80 per cent of teaching is satisfactory or better and 56 per cent of teaching is good, very good or excellent. However, 20 per cent of teaching is unsatisfactory.

The inconsistent quality in teaching is a key influence on the differing levels of attainment and progress. Towards the end of Key Stage 2 pupils benefit from consistently good or very good teaching, particularly of literacy and numeracy. Teachers plan lessons carefully and have a keen awareness of what pupils need to learn, lessons move along at a brisk pace and teachers cope well with the different ability levels. In other parts of the school teaching varies between unsatisfactory and excellent. Weaknesses in teaching, particularly evident in reception classes and occasionally in Year 2, include low expectations and weak planning that leads to unfocused teaching which in turn hinders pupils' progress. In sharp contrast the teaching of mathematics to the higher attaining pupils in Year 2 is energetic, purposeful and imaginative. This is having a very good impact on the progress of this group of pupils. Those children in the mixed aged class also benefit from very good teaching and make good progress in acquiring a range of basic skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad curriculum is provided for pupils at Key Stages 1 and 2, but the curriculum for the under fives is not meeting their learning needs
Provision for pupils with special educational needs	This aspect has improved since the last inspection; all procedures now comply with the requirements of the Code of Practice.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school. The strong ethos contributes to pupils' personal development, pupils are taught the difference between right and wrong and are introduced very effectively to elements of their own culture and that of others.
How well the school cares for its pupils	The school takes very good care of its pupils and arrangements in place for their safety and welfare are very good

Overall the curriculum currently provided for pupils in Key Stages 1 and 2 is a good one. However, until recently the curriculum for information technology was not fully meeting requirements and this has resulted in the older pupils not reaching expected levels. The curriculum now meets all statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher is providing effective, consistent leadership during a period of significant change
How well the governors fulfil their responsibilities	The governing body is well organised and fulfils their statutory responsibilities
The school's evaluation of its performance	The school evaluates its performance, but the actions taken to address weaknesses are not sufficiently effective in bringing about improvements in some important aspects
The strategic use of resources	Governors have a good strategic view of where the school is going and plan the use of resources accordingly

The acting headteacher is giving the school a strong sense of continuity and consistency and this is important as there has been a significant turnover of staff in the past two years. The governors have a good sense of value for money, they use benchmark information to ensure that spending is in line with other schools and that the resources at the school's disposal are sensibly deployed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school and make good progress • The quality of teaching and the fact that the school expects all pupils to achieve their best • The school is well led and managed • The school helps pupils to become responsible and mature 	<ul style="list-style-type: none"> • A significant proportion did not agree that the school provides an interesting range of activities and are particularly concerned that the opportunities for physical education have diminished • Homework is not always appropriate and there is some inconsistency in the way in which the policy is implemented.

The parents' concerns about the lack of interesting activities are not justified. Some recent arrangements have resulted in physical education lessons being cancelled and there are only limited extra-curricular activities involving sport and in this respect parents' concerns are warranted. Changes in staff have resulted in some inconsistencies in how the homework policy is implemented.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is of high quality teaching at the end of Key Stage 2

1. Virtually all teaching at Key Stage 2 is satisfactory, and in 66 per cent of lessons teaching is good or better with 33 per cent very good. This good quality of teaching has a significant impact upon the standards attained at the end of the key stage. Teaching is particularly strong in literacy, numeracy and science.
2. The well planned lessons are ambitious and challenging, but the skilful teaching maintains pupils' enthusiasm and ensures a high level of thinking. Number problems, for instance are presented using accurate vocabulary, such as ' I am 38, decrease me by the product of 6 and 4'; this not only involves practising calculations but also reinforces the use of mathematical language. Teaching effectively promotes pupils' self-evaluation through the constant reminders to use inverse operations to check answers. Good demonstrations are used to illustrate patterns of thinking and this also results in good progress as pupils both listen and watch as problems are explained. Workings are shown on the board in such a manner that the pupils follow careful explanations and are clear about what they must do.
3. During a literacy lesson probing questions extended pupils' understanding; the teacher explored the level of understanding about a poem asking questions and insisting that pupils exemplified examples of literary devices such as alliteration and rhyming schemes. This probing and rigorous approach is used both in whole class teaching and as pupils are engaged in group activities.
4. All pupils respond enthusiastically to the imaginative and creative science lessons. Difficult ideas such as gravity, up-thrust and displacement are explained in simple ways that pupils begin to understand. As the teachers' fist was plunged into a jug of water pupils grasped the idea of displacement as they saw the water level rise. Lessons reinforce scientific terms and teachers insist that pupils use the terms and put them into a proper context. The result is pupils who are articulate and knowledgeable about science and think in a genuinely scientific manner.

High standards are attained at the end of Key Stage 2 in English and mathematics

5. By the time that they leave the school most pupils have a very good grasp of the basic skills. The great majority of pupils, when they leave the school are very well equipped to benefit from the next stage of their education.
6. Pupils are articulate and express themselves effectively. They listen to each other and offer opinions in response to others in a sensible and mature manner. They have very good knowledge of appropriate literature, clear preferences about the types of books they enjoy, are animated about different characters and clearly enjoy reading. Most pupils have favourite authors, although they sensibly read a range of books including non-fiction. Written work covers a wide range of writing including imaginative stories, factual accounts and extended pieces of writing. The writing is accurate and punctuation and grammar are used in effective ways. A particular strength is the imaginative use of language and conventions to make a lasting impression, capitals are used to emphasise the intensity of what is being said, conversational language is used to build up characters; phrases such ' You touch me again and.....' give an immediacy to the writing as well as an insight to the kind of person who might use such a phrase. There are particularly good examples of writing in subjects such as history and geography and in science experiments and investigations are explained and recorded in a straightforward manner that indicates an appreciation of style and appropriateness.
7. Mathematical understanding is well above average. The majority of pupils have a secure understanding of place value and use the four operations accurately and efficiently. Recall of tables is rapid. Pupils confidently work using high numbers and have well developed mental

strategies, using for instance, significant numbers for working out problems. Understanding of different number systems is secure; pupils use decimals and are very good at applying their understanding about percentages and fractions to solve problems. Most pupils understand and use mathematical vocabulary accurately and confidently identify the required operations when problems are presented in unexpected ways. They are also developing understanding in other aspects of mathematics; they use the language of probability accurately and use formulae to calculate for instance, the areas of rectangles and squares.

Provision for pupils' personal development is very good

8. This is strength of the school. For pupils in Key Stages 1 and 2 the school successfully provides an effective all round education that includes pupils' personal development. The older pupils are mature, sensible and confident in their relations with others and with adults. The school successfully encourages pupils to accept a degree of responsibility for what they do and how they conduct themselves. The prefect system gives older pupils some ideas about how authority can be exercised and is an incentive for them to take a fuller part in the life of the school.
9. The strong religious ethos plays a large part in the life of the school and pupils. Pupils take an active part in assemblies and class liturgies and there is a clear determination on the part of all staff to teach children the difference between right and wrong. All pupils are offered a set of values that are based upon respect for others and fully supported by parents.
10. Through much of their work pupils are introduced to their own culture and that of others from very different backgrounds. Work across the curriculum prepares pupils not just academically but also personally for their futures. In history, for instance, pupils are asked to put themselves in the place of other people and describe feelings and ideas from another person's perspective. Some of this work deals with difficult issues, for instance children were asked to consider the thoughts and feelings that may have been experienced by Anne Frank. In geography they learn about different lifestyles and come to a better understanding of their own through comparing and contrasting life in Tolworth to life in a Ghanaian village. Opportunities are taken in English to teach children to enjoy the diversity of language; in a Year 2 literacy hour the text being used was a Ghanaian folk tale and children listened intently as the teacher played a tape of the story in the original language. As part of the same topic children are also exploring aspects of African art and creating stark, sharp patterns as borders to their work.
11. In all year groups children are encouraged to work together, in Year 3 literacy lessons children are reminded that if they have a problem they can ask a friend on the same table to help. Similarly, work in design technology had some examples of effective collaboration to solve problems to do with designing and making. Year 4 pupils worked effectively together designing and conducting an experiment into discovering the effectiveness of different materials in acting as insulation.
12. As one parent put it 'This school does turn out happy well-balanced children'.

Pupils have very good attitudes to work and behaviour is good

13. In virtually all lessons pupils have positive attitudes to work. Throughout the school pupils work hard and show a determination to succeed and make progress. They respond enthusiastically and energetically, especially when the teaching is of high quality. Higher attaining pupils in Year 2 showed remarkable eagerness in a mathematics lesson about multiplication. They thrust their hands in the air to answer questions, laughed and smiled at their own successes and mistakes and were clearly well on their way to developing a great sense of enjoyment from manipulating numbers and solving problems.
14. Teaching techniques encourage full involvement in lessons. In numeracy lessons for instance the use of digit cards means that every pupil has to answer each question and some lessons move at such cracking pace that children have no time to become complacent or 'switch off'. The vast majority of pupils enjoy learning. They are excited about scientific investigations and apply

themselves to solving problems demonstrating a good degree of independence. This application and independence was evident in a science lesson in Year 4 where pupils came up with several equally successful ways of tackling a problem. It is also evident in written work that shows imagination and careful consideration, as when a Year 3 pupil begin a story about a dragon with 'The beast blew out his golden fire.....!'

15. Good standards of behaviour are evident throughout the school. This is particularly impressive given the relative lack of space, both inside and outside the building. Children do as they are asked, follow instructions carefully and show a commitment to the class rules that they helped to devise. They are considerate to others and in particular the older pupils are very good at assisting the younger pupils. Pupils are polite and respectful and are conscious of wanting to behave properly. The older pupils have mature and sensible approaches to work and play. They take homework seriously and take time and trouble to research information at home about class topics often producing copious computer generated notes to supplement work in lessons.

The school works effectively in partnership with parents

16. Parents are very pleased with the way in which the school involves them in their children's education. They are supportive of the school and are an important element in the partnership between the school, home and parish.
17. The recently implemented home school agreement enjoys the support of the vast majority of parents, they appreciated the time and trouble taken by the school to arrange a meeting so that all parents could voice their opinions about what should be in the agreement. The majority of parents are very keen to see the homework policy fully implemented and, with a few exceptions, they are pleased with the way it has gone so far.
18. Parents also appreciate the efforts the school makes to keep them informed of what is happening. Several commented that this was an area that has improved. The consultation by the school with parents about the introduction of a mixed age class was seen as a good opportunity to voice any concerns. Information about how their children are progressing is also an area that has recently improved in the parents' opinion. The information about the National Curriculum tests is welcomed and parents enjoyed the opportunities to find out in detail about the introduction of the new national strategies for literacy and numeracy. Parents also receive information about forthcoming topics to be covered; this is helpful as they can guide pupils for instance about what to borrow from the library.
19. Teachers and parents work effectively together to ensure that children are introduced to school in a gentle and sensitive manner. Visits are made before admission and part-time attendance helps children to grow accustomed to the routines of school.

WHAT COULD BE IMPROVED

The rate of progress and attainment for the under five

20. The attainment and progress of the children taught in the two reception classes is unsatisfactory in relation to their prior attainment. The oldest reception children who are taught as part of a mixed age class attain good standards and make good progress. This is the result of some very good teaching, particularly of literacy.
21. When children enter school the majority are already attaining standards that are above average particularly in literacy and numeracy. Insufficient account is being taken of information from baseline assessments about children's prior attainment when deciding what they will be taught or at what level they will begin to learn. Some of the information gained from the baseline assessments is used to group children and targets are set for each group. However, the targets are often imprecise and are not used subsequently to monitor children's progress. As a result,

many children are doing things that they can already do and are making very limited progress. This results for instance, in some children entering school with a good level of reading skills that are not extended and built on in systematic and structured manner. Progress in writing is also erratic; some children enter school with the ability to make meaningful marks on paper, but this skill is not extended and progress is very limited. In mathematics, much of the work that pupils do is at a too low level to extend what they already are capable of understanding, this results in all children practising writing numbers and drawing and matching objects. This, despite the fact that some enter school with a good knowledge of numbers and have some early understanding of adding and taking away. The overall result is unsatisfactory progress.

22. The unsatisfactory quality of teaching is a major factor in the lack of progress and the unsatisfactory level of attainment. Expectations are too low and the teaching overall lacks sufficient focus upon what children need to learn in order to extend what they already know. In lessons the work is occasionally inappropriate and lead to confusions, for instance in one lesson, children were asked to identify the initial sound of the names of different animals from pictures on a work sheet. Some were unrecognisable and children did not know the names of the animals.
23. When children were learning initial sounds the questions asked of them were not appropriate and the letters were not written down so children could not make the connection between letters and sounds and there was no sustained reinforcement of the correct answers. Occasionally there is effective use of books to encourage a range of discussions about sounds and words. However opportunities are often missed to make the most of the occasions due to a lack of illustrations of what is being talked about. For instance, when children were asked to complete a story in their own words, the teacher did not write down what they said and use that to extend the learning further.
24. The quality of teaching of the under fives and provision for their learning were identified as a weakness in the previous report. Despite the efforts to improve curriculum planning and clear improvements in the quality of the accommodation, this area remains a significant weakness.

Standards at the end of Key Stage 1

25. Standards in reading, writing and mathematics are broadly in line with the national average but they are below the average for similar schools. The standards attained at the end of the key stage do not reflect the attainment of entry to school nor do they reflect the standards that are attained in Year 1.
26. Progress in writing is very limited. Although written work is up to national standards in Year 2, it does not represent sufficient progress from Year 1. Higher attaining pupils produce a reasonable range of writing that is lively and well presented with accurate spellings and the correct use of full stops and capitals. However, this represents limited progress as previous work was of a similar standard. In mathematics progress is more variable. The higher attaining pupils are making good progress benefiting from very good, purposeful teaching, but the progress of the average and lower attaining pupils is erratic and on some occasions unsatisfactory. Their understanding does not progress in a structured manner so that learning does not build on what has been learned previously. For instance, pupils will attempt the addition of two digit numbers needing a very secure grasp of place value only to be adding on 10 at a later date. The variable quality of teaching is an important factor in the erratic progress.
27. Whilst the teaching of literacy is generally satisfactory, there are a number of shortcomings that hinder the rate of progress. The work given to the average and higher attaining pupils is often at too low a level and children find the work undemanding although they are happy to do it. An example occurred during a literacy lesson in which children were asked to identify words which include a particular sound. This was very easy for the majority of pupils who have a good grasp of most sounds; only at the end of the lesson was the range of letters that create the same sound explored and patterns looked for. Opportunities are missed during lessons to use texts to extend

thinking and literacy lessons occasionally become a series of unconnected activities that do not build upon each other.

28. In a mathematics lesson the teaching added to confusion rather than extending understanding. The lesson had a clear intention but this did not guide the teaching. As children struggled to add 9 to different numbers there was a lack of guidance about possible strategies that might help. There was no connection made to earlier, more effective work, identifying patterns when adding 10 using a 100 square. A later part of the lesson rather than exploring and remedying the difficulties that children had encountered, introduced the idea of adding 11, which was inappropriate and confusing.

The rate of school improvement

29. The school has made unsatisfactory progress since the last inspection in 1994. Whilst some of the key issues identified have been successfully addressed the broad picture of standards across the school remains the same. Under fives remains a weak area and the action taken to address the problem has had very limited impact. There remains a sharp difference between the standards attained at Key Stage 1 and Key Stage 2 and the quality of teaching is still inconsistent. Some standards, particularly English and science at the end of Key Stage 2 have improved, but information technology has declined. Shortcomings in the information technology curriculum indicated in the last inspection have only recently been addressed.
30. The school has maintained the high standards and good quality education at Key Stage 2 and has been particularly successful developing ways of taking account of best value. The use of benchmark information about spending patterns provided by the borough has proved very useful. This has resulted in some reassessment of expenditure which has enabled more resources to be directly available in the classroom where a number of assistants have been employed. There remains however no clear system for monitoring the effectiveness of the allocation of resources. Procedures for special educational needs are now more rigorous and fully meet the requirements of the Code of Practice.

Standards of attainment in information technology

31. At the end of Key Stage 2 pupils do not reach the expected levels across all aspects of information technology. Year 6 pupils have very limited knowledge and experience of information technology other than word processing. They have only scant understanding of using databases and no experience of using control technology.
32. A key factor in the below expected levels has been the restricted opportunities pupils have for working with computers. Until very recently, resources have been very limited in quality and number and the school still does not have all the software needed to fully implement the requirements of the National Curriculum. There are signs of improvement. New equipment is beginning to increase the opportunities available for pupils to work with computers and the current planning indicates that all aspects of the National Curriculum are being taken into account. The current development plan for the subject provides a sensible guide to improvement and the planned provision of an information technology suite should enable all pupils to have a greater and more consistent range of experiences across the full range of information technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve sustain the strengths and improve the weaknesses, the headteacher, staff and governors should work together to:

Improve the attainment and progress for the under fives by

- improving the quality of teaching
- taking much more account of what children can already do when they enter the school

Raise standards of literacy and numeracy at the end of Key Stage 1 by

- ensuring a much greater consistency in the quality of teaching
- raising the expectations of what pupils can achieve particularly in Year 2

Increase the rate of school improvement by

- ensuring that the key weaknesses are addressed
- success is monitored against targets of attainment over specific periods of time.

Raise standards in information technology by

- enabling all pupils to have sufficient experience and opportunity to study all aspects of the information technology curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	24	28	24	20	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	469
Number of full-time pupils eligible for free school meals	-	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	86

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	36	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	26	31
	Girls	34	33	34
	Total	63	59	65
Percentage of pupils at NC level 2 or above	School	91	86	94
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	27
	Girls	32	32	33
	Total	60	61	60
Percentage of pupils at NC level 2 or above	School	87	88	87
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	29	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	32	34
	Girls	28	23	26
	Total	58	55	60
Percentage of pupils at NC level 4 or above	School	91	86	94
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	32	34
	Girls	26	22	25
	Total	56	54	59
Percentage of pupils at NC level 4 or above	School	88	84	92
	National	68	69	75

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	6
Indian	9
Pakistani	0
Bangladeshi	0
Chinese	2
White	382
Any other minority ethnic group	11

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)	19
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	101

Financial information

Financial year	1998/99
	£
Total income	755,979
Total expenditure	714,247
Expenditure per pupil	1,504
Balance brought forward from previous year	22,147
Balance carried forward to next year	63,879

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	497
Number of questionnaires returned	187

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	53	44	1	0	2
Behaviour in the school is good.	54	38	4	0	4
My child gets the right amount of work to do at home.	30	48	14	2	5
The teaching is good.	57	40	1	0	3
I am kept well informed about how my child is getting on.	42	43	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	58	39	1	1	2
The school expects my child to work hard and achieve his or her best.	63	35	1	0	1
The school works closely with parents.	40	50	7	2	1
The school is well led and managed.	53	43	0	0	3
The school is helping my child become mature and responsible.	52	45	0	0	2
The school provides an interesting range of activities outside lessons.	25	33	19	7	16