

INSPECTION REPORT

HURST PARK PRIMARY SCHOOL

West Molesey, Surrey

LEA area: Surrey

Unique reference number: 125038

Headteacher: Mrs. K. Barkway

Reporting inspector: Mrs. Jane Wotherspoon
22199

Dates of inspection: 14th-16th February 2000

Inspection number: 187043

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Hurst Road West Molesey Surrey
Postcode:	KT8 1QW
Telephone number:	0181 979 1709
Fax number:	0181 941 9756
Appropriate authority:	The governing body
Name of chair of governors:	Mr. P Miller
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs. Jane Wotherspoon	<i>Registered inspector</i>
Mrs. Vivienne Phillips	<i>Lay inspector</i>
Mr. John Woodcock	<i>Team inspector</i>
Mrs. Shirley Lee	<i>Team inspector</i>

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hurst Park is a larger than average primary school with a current roll of 241 full-time and 67 part-time pupils aged between three and eleven years. The roll has fluctuated over the last four years, first expanding and then contracting, as the school changes status from a two-form entry first school to a one-form entry primary. Pupils' attainment on entry to school is broadly typical. The school has identified 43 pupils as having special educational needs; a below average figure. The proportion receiving free school meals is very low. Fifteen pupils speak English as an additional language but few are in the early stages of learning English.

HOW GOOD THE SCHOOL IS

The school has many strengths and is very effective. Pupils achieve well and standards are high because the teaching is stimulating and challenging. The headteacher, staff and governors work well together and are not complacent about the school's achievements. The school provides good value for money.

What the school does well

- Pupils make good progress to achieve high standards in the core subjects of English, mathematics and science by the end of Key Stage 2.
- Pupils are eager to come to school and are enthusiastic about the broad range of interesting activities provided.
- Moral and social development is promoted strongly; as a result, pupils' behaviour is very good and they get on well with each other.
- Very good teaching excites pupils and promotes good learning.
- The headteacher is an effective leader, who is supported well by staff and governors in seeking to raise pupils' levels of achievement and promote high standards.

What could be improved

- The focus for monitoring in lesson observations.
- The effectiveness of communication with parents, including the range of opportunities for consultation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has continued to improve since the last inspection in March 1996. The key issues have been addressed well and test results have improved in Key Stage 1. Standards have also risen at the end of Key Stage 2, and are well above average. Teaching has improved since the last inspection and is a significant factor in pupils' high levels of achievement. Developments in information technology, initially delayed by problems with resources, have

gathered speed in recent months. The new library facility with its small suite of computers is now established and beginning to ensure improvements in pupils' skills. Improvements in the process of planning for school development have helped the school to remain focused on raising standards. The financial implications of the school's priorities for development are identified clearly so that governors can ensure that funding is targeted appropriately.

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

Key	
<i>excellent</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Test results are well above the national average, and compare favourably in mathematics and science with schools that have a similar intake. Weaknesses in writing were revealed in last year's test results and this is an area that the school is working on. Standards in reading were high. Standards in the current Year 6 are high in all three subjects and pupils are on course to achieve well, in line with the school's predicted targets. Standards in the reception class are higher in number and shape recognition than in literacy skills. By the end of Key Stage 1, standards are above average in reading and mathematics, and similar to average in writing. Throughout the school, high standards in speaking make a significant contribution to pupils' learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are excellent. Pupils are very enthusiastic about their learning and take pride in everything they do. Pupils of all ages are highly motivated.
Behaviour, in and out of classrooms	Pupils are polite and courteous to each other and to adults. The oldest pupils conduct themselves with a good level of self discipline. Behaviour is very good.
Personal development and relationships	Relationships are very good throughout the school. The older pupils take responsibility for helping with younger pupils and for helping around the school. Pupils are keen to get involved in clubs, teams and other activities offered by the school.
Attendance	Satisfactory. Unauthorised absence is low and pupils are eager to come to school.

Pupils' excellent attitudes to learning, and their very good behaviour and relationships make a significant contribution to the ethos of the school and to the high standards achieved. Good concentration and a productive work rate are regular features of lessons.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Very good

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

Teaching is at least satisfactory in all lessons. In three quarters of lessons, teaching is good or better and it is very good in over two fifths. Teaching is strongest in the classes of the youngest and oldest pupils, where some very good and outstanding teaching was seen. The key skills of reading are taught well throughout the school, and the teaching of English and mathematics is consistently good in Key Stage 2. In Key Stage 1, teaching is satisfactory, with many of the good features that are evident elsewhere in the school. However, when pupils work independently during literacy and numeracy sessions, the set tasks do not always match their individual learning needs closely enough. This slows the rate of progress made in this part of the lesson. Throughout the school, lessons are well prepared and planned, with interesting and stimulating activities that add to the enjoyment of pupils' learning. The dynamism and enthusiasm of staff is obvious. Pupils are told what they are expected to learn at the start of the lesson and, when appropriate, are reminded of their individual targets for improvement. At the end of lessons, pupils are encouraged to reflect on what they have learnt

and how they have improved. A particular strength of the teaching is the quality of questioning that challenges pupils to think more deeply about what they are doing and extends the quality and range of their vocabulary. The oral practice of number facts is managed well and, in the best examples, questions are targeted to individuals according to their learning need.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The statutory curriculum is enhanced by the addition of French from Year 4 and by a good range of after-school clubs and lunchtime activities. An interesting variety of visitors and visits, including residential trips, extends the range of opportunities.
Provision for pupils with special educational needs	Satisfactory support enables pupils to make similar progress to that of their peers. Pupils in Year 3 who are following the 'additional literacy support' strategy are making particularly good progress in improving their reading, writing and spelling skills.
Provision for pupils with English as an additional language	Satisfactory. These pupils are integrated well and their needs are met as required so that they achieve similar standards to those of their peers. In some classes, these pupils are among the highest achievers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Adults have consistently high expectations of pupils' behaviour and provide good role models in their relationships with each other. Pupils' social and moral development is promoted very strongly. Good provision is made for spiritual development and for pupils to appreciate a broad range of cultural traditions through stories, art and music.
How well the school cares for its pupils	Pupils are looked after well on a day-to-day basis. Good procedures are in place for monitoring pupils' achievements and for staff to be aware of their social and emotional needs.

The school provides a stimulating curriculum which promotes high achievement in the core subjects. A premium is placed on teaching the basic skills of literacy and numeracy, but not at the expense of providing a breadth of additional activities to promote pupils' personal development. Detailed analysis of pupils' individual strengths and weaknesses in academic progress and effective target-setting procedures underpin the drive to raise standards. Most pupils thrive on this level of challenge, but equally, support is provided for those who need to work more slowly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's strong lead sets high expectations of the school community. She is supported well by senior staff and a dedicated team of teachers, who share her commitment to raising standards.
How well the governors fulfil their responsibilities	Governors work effectively through committees to meet their statutory responsibilities. They are well informed and beginning to develop their role as critical friends in monitoring the school's achievements.
The school's evaluation of its performance	Comparisons are made with the performance of other schools, using information provided by the local authority. Internal monitoring procedures are well established and effective in identifying targets for improvement, but lesson observations do not focus well enough on whether those targets are being addressed.
The strategic use of resources	The school makes good use of specific funding and additional funds raised by parents. Careful monitoring of the small disposable budget ensures that priorities, such as the development of the computer suite, can be met. The school seeks to gain value for money when planning for large expenditure.

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 good progress children make. • The good behaviour and values the school promotes. • Good teaching. • Their children like coming to school. • The school's expectations that children will work hard and do well. 	<ul style="list-style-type: none"> • The amount of homework. • The quality of information they receive about their child's progress. • The way in which the school works with parents and consults them about issues. • The range of activities outside lessons.

The inspection team endorses parents' views about the strengths of the school. The amount of homework required is similar to that found in other primary schools. However, teachers are not consistent in the way in which they give homework or in getting older pupils to complete their homework diaries, and this is not helpful for parents. The quality of annual reports to parents on their child's progress is good, with clear judgements about pupils' progress and areas for improvement. The range of extra-curricular activities provided is good. Since the last inspection, the school has worked hard to improve the involvement of parents in pupils' learning through the home/school reading partnership, curriculum meetings and training for parents to help in classes. However, the lack of consultation on organisational issues has led to misunderstandings and discontent among a small section of the parent community, who do not feel involved in the school. Inspectors agree that the partnership could be strengthened, with further opportunities for consultation and improved communication that shares and celebrates the school's successes.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress to achieve high standards in the core subjects of English, mathematics and science by the end of Key Stage 2.

1. Pupils achieve highly in National Curriculum tests, and current Year 6 pupils are on course to do well.
2. A strong emphasis on reading in the early years and Key Stage 1 is supported well by parents, as the regular entries in pupils' reading records testify. By the age of seven, the majority of pupils read accurately and fluently at a level appropriate for their age. Pupils in Year 6 achieve high standards in reading. They empathise well with characters in favourite stories through dramatising scenes, and learn to make deductions from ideas presented in key texts. Teachers encourage them to express opinions about choices, and pupils identify key words and phrases to illustrate a point they are making. These skills are used effectively when gathering information for other subjects such as history.
3. Historically, pupils' writing skills have not been as strong as those in reading and so additional emphasis has been placed on addressing these weaknesses. Pupils are given opportunities to write in many different styles and for a variety of purposes. Good attention is paid to teaching the structure of writing. By Year 6, pupils organise their writing into paragraphs, and use the conventions of punctuation correctly. Pupils make good progress in developing the skills of drafting and editing, so that they look for ways to improve their writing and make it more exciting for the reader. Many pupils use an interesting range of vocabulary to enliven their work.
4. High standards in speaking make a significant contribution to pupils' learning throughout the school and across a range of subjects. The ability to question, to discuss ideas in groups, to listen to the views of others and to justify those views in a mature way, enables pupils to learn effectively from each other. Where teachers intervene with probing questions, the quality of the dialogue is high. Teachers place a specific emphasis on developing pupils' vocabulary from an early age. In nursery and reception classes, pupils' talk is encouraged as they play together and, for example, make pictures with glue, seeds and pasta. Questions like "*How does it feel?*" encourage responses that use descriptive language. Older pupils are taught to use correct technical vocabulary to support their understanding in subjects such as science and mathematics, and this, in part, accounts for the high standards achieved in these subjects.
5. Most pupils in Year 6 are working at the levels expected for their age in mathematics, and almost half work at levels beyond those expected. In part, this is due to the high expectations of their teachers and the very good quality of teaching they receive. Pupils' knowledge and manipulation of number is strong. Good recall of number and multiplication facts aids the speed and accuracy of calculations, and pupils have a well-developed understanding of the links between fractions, percentages and decimals. Their ability to

articulate their methods of working and to discuss a range of strategies to use in calculations is beneficial to their overall level of understanding. Pupils' work in shape and space is particularly good. An example was seen of pupils giving accurate co-ordinates and beginning to use algebraic notation to describe the position of shapes that were rotated, translated and reflected into all four quadrants.

6. Pupils' good scientific knowledge enables them to predict the results of experiments that they carry out. They are well versed in scientific methods of working, and in drawing conclusions from their observations. Results of investigations are recorded neatly in a variety of formats and presented as tables, charts and graphs. Their sophisticated understanding and use of correct vocabulary, such as solute, suspension, soluble, sediment and saturation, indicate their high level of understanding of the properties of different substances.

Pupils are eager to come to school and are enthusiastic about the broad range of interesting activities provided.

7. The school provides a very good range of exciting and interesting activities that capitalises upon pupils' enthusiasm for learning. Pupils enjoy coming to school. The oldest pupils spoke warmly about the variety of practical learning opportunities provided, such as the residential visits and 1970s day, and cited these as some of the features of the school that they would miss most when they leave.

8. Teachers create a stimulating environment in which pupils learn. They encourage pupils to ask questions, work things out together, and have a go at new ideas. In response, the majority of pupils are interested and receptive learners; even the youngest pupils in nursery and reception are able to sustain a good level of concentration. Pupils are attentive to adults and their peers during whole class sessions and discussions. Older pupils have well-established work habits and their work-rate in lessons is consistently high. They are confident and well motivated. Displays of pupils' work around the school make a significant visual impact and boost pupils' self esteem. Standards of presentation are good, and pupils take pride in their work.

9. It is clear that pupils understand why they are in school and are determined to take advantage of what the school has to offer. Many pupils attend the good range of after school and lunchtime clubs; they participate willingly in end of term concerts. Projects such as the 'environmental days', that involve pupils in planning, preparing and planting the garden areas around the school, not only enhance the physical environment and add interest to their learning, but also foster in pupils a sense of pride and respect for their surroundings.

Moral and social development is promoted strongly; as a result, pupils' behaviour is very good and they get on well with each other.

10. All adults have high expectations of pupils' behaviour and give clear, consistent messages about what is right and wrong to the youngest pupils, or to those who need the occasional reminder. The older pupils need little reminding about what is expected; it is well and truly embedded in day-to-day habits. Mutual respect and self-discipline are evident in the way they conduct themselves. Throughout the school, pupils are polite and courteous to each other and to adults and visitors.

11. From the time they start in nursery, pupils are encouraged to think about others, to socialise and to be responsible. Questions such as “*Can we make room for x to join in?*” “*Is this how our nursery should look?*” “*What do we need to tidy?*” “*How can you help?*” instil in the youngest children a sense of responsibility to others. Care and consideration for others are fostered, and older pupils are encouraged to look after younger ones. Several give up their own lunchtime to help in the nursery or to play with the younger pupils. Charity fundraising, such as the Blue Peter Bring and Buy Sale organised and run by a group of pupils in Year 6, and the Harvest baskets for local people, reminds pupils of their responsibility to think of others in the wider community.

12. Many planned opportunities are provided during lessons for pupils to work together collaboratively; for example, pupils in Year 5 worked effectively in small groups to create and then perform a short musical composition. Their evaluations of one another’s efforts are given in a sensitive but constructive way to encourage further improvement. Pupils in Year 4 worked well in pairs when using the new computers in the library; they supported each other when things went wrong and remained calm as they tried to work out a solution for themselves.

Very good teaching excites pupils and promotes good learning

13. Lessons are well prepared and planned, with clear learning objectives that are conveyed to pupils at the start of the lesson so that they know exactly what is expected of them. Throughout the school, teachers remind pupils to think about their individual targets for improvement before they start work. In the best lessons, good links are made between assessments of pupils’ prior learning and subsequent planning so that tasks are pitched at just the right level to provide a challenge without being too difficult. Good quality plenary sessions refer back to the learning objectives, and pupils are encouraged to reflect on what they have learnt and how they have improved.

14. Teachers provide interesting and stimulating activities that add to the enjoyment of learning, and result in a good pace of work and good effort from pupils. As one Year 6 boy remarked about the opportunity to spend the day dressed as someone from the 1970s, “*It helps you remember things when it’s fun!*” The atmosphere in classes promotes enquiry and pupils are encouraged to ‘have a go’. Where lessons are very good, the dynamism and enthusiasm of staff are transmitted to pupils so that they recognise that they are part of a special experience. High expectations of behaviour and standards of work are implicit in the expert and unobtrusive way in which teachers manage and organise pupils.

15. A particular strength of the teaching is the quality of questioning that challenges pupils to think about what they are doing and to develop specific vocabulary. Nursery pupils, engaged in measuring a strip of paper to make a hat for Teddy, were asked to consider questions such as: “*How long is it?*” “*Do you think it will fit?*” Reception pupils making textured pictures used terms such as ‘rough/smooth’ until the teacher introduced the term ‘symmetrical’ to some. Pupils in Year 2 were asked to work out which character was in the picture. There followed a sequence of questions: “*How do you know it is the king?*” “*Why*

does he look like that?” “What is he feeling?” “What is he thinking?” “What might he say?” “How would he say that?” This prompted responses that the king was ‘*looking sad*’, and that he was ‘*anxious and desperate because his daughter was missing*’. Further opportunities to adopt the role of a character from the story led very effectively into specific teaching about the use of speech marks when writing what a character says.

16. In mathematics lessons, mental practice sessions are mainly well focused. Sessions in Years 3 and 5, for example, included questions that were targeted to individuals according to their learning need, and this enabled all pupils to participate. Pupils’ errors and misconceptions are used well by teachers to provide a greater level of clarity and explanation. Specific subject-based vocabulary is modelled well, and pupils are encouraged to use this when they explain their methods to the class. Pupils are fascinated when activities encompass problem solving, and teachers use pupils’ natural competitive streak to motivate them to work quickly in timed challenges. Plenary sessions are helpful in sharing strategies for developing a range of alternative methods for calculation. In Year 6, teachers’ very good subject knowledge, combined with good questioning techniques and high expectations, extends pupils’ knowledge and promotes high standards by challenging their thinking.

The headteacher is an effective leader, who is supported well by staff and governors in seeking to raise pupils’ levels of achievement and promote high standards

17. The headteacher has a clear view of how she wants the school to develop. This is conveyed to staff and they share her commitment to providing a high quality education for pupils. The school’s aims are met well. Good teamwork and a clarity of purpose are exemplified in the high expectations that staff have of pupils, and in the stimulating environment that supports good learning. Co-ordinators recognise the strengths and weaknesses in their subjects and give effective advice, support and guidance to their colleagues.

18. All staff and governors are involved in the process of identifying priority areas for development, based on a careful analysis of the current situation. The structure of the school development plan has improved since the last inspection and now identifies the cost of the priorities for development, as well as a time-scale for improvement. Governors are able to ensure that finances are available to meet the priorities for development. For example, careful financial management has enabled the school to build a new library that includes the provision of a small suite of computers. This facility, though relatively recent, is already having a positive impact on pupils’ progress in developing information technology skills. Changes to the nature of the school, brought about by local authority changes to the age of transfer, have been managed well to minimise disruption to pupils’ learning.

19. A system for target setting is now well established. It involves all staff in analysing pupils’ strengths and weaknesses and in identifying what pupils need to work on to make further improvements. Very good analyses of test results and a detailed system of tracking the attainment of individual pupils have been devised and developed by the headteacher since her arrival at the school just over two years ago. Challenging whole-school targets have been set for cohorts of pupils, and teachers set class, group and individual targets in English and mathematics. In this way, staff are constantly striving to raise pupils’ levels of achievement.

WHAT COULD BE IMPROVED

The focus for monitoring in lesson observations

20. The process of monitoring is well established and accepted by staff, who are keen to continue improving the quality of what they do. Different formats for observing lessons, sampling pupils' work and monitoring teachers' plans are in place. Detailed analysis of test results identified weaknesses in spelling, handwriting and the structure of pupils' writing. Writing was made a target for improvement, along with the speed and accuracy of mental calculations and further developments in information technology. However, the monitoring of teaching quality in lesson observations has, so far, been broad and wide ranging. It has checked how well teachers are implementing the literacy and numeracy strategies, but has not focused on the specific elements of writing and mathematics that have been agreed as whole-school targets. The monitoring of the quality of provision for information technology has not yet begun in earnest.

21. In several lessons in Key Stage 1 and in a literacy hour in Year 3, the independent group tasks given to pupils were not as effective as they might have been. The main reason was the lack of precision in the match of activities to pupils' learning needs, although teachers did provide tasks at different levels. Where tasks were too challenging for lower attaining pupils, as in Year 2, they needed considerable adult support, which deflected the teacher or classroom assistant away from their focus group. In a mathematics lesson in Year 1, the group activities did not provide enough challenge for pupils who work more quickly. The change from the whole-class teaching to group work was not always smooth in these lessons and resulted in a drop in the pace and a loss of momentum that had been created well in the introduction. Similarly, the move back to a whole-class plenary was not always sharp. These aspects of planning and assessment, and management and organisation require further refinement in order to raise satisfactory teaching to a good level.

The effectiveness of communication with parents, including the range of opportunities for consultation

22. Since the last inspection, the school has worked hard to improve the links with parents. The home/school reading partnership is particularly successful with the younger pupils. Parents help regularly in school, and initiatives such as the literacy training for a group of parents ensure that they provide good quality support in lessons. A similar strategy is planned for numeracy. The parents' association is very supportive in raising funds to support projects which enhance the quality of resources for pupils. A recent example is the development of the library and information and communication technology suite.

23. The large majority of parents who completed and returned the questionnaire are pleased with what the school provides for their children. They recognise the school's strengths in providing a happy and supportive environment in which their children are expected to work hard and make good progress. However, a significant minority is not content with the level of communication between home and school, and feels that the relationship could be stronger. Much of their discontent stems from the lack of consultation over changes that have been made in organisational matters, notably the restructuring of the two Year 5 classes and the changes to arrangements at the beginning of the school day. In addition, about one quarter of the parents that responded are not happy with the quality of information on their child's

progress, the amount and frequency of homework pupils receive, and the out of school activities provided. Some parents say they would not feel comfortable approaching the school with a problem. Despite the negative views of some parents, the quality of pupils' annual reports is good. Clear judgements are given on standards and progress, and targets for improvement are included. Inconsistencies in the way that homework is given, are not helpful to parents. Although the school appears to provide a satisfactory level of information for parents through regular newsletters, there are misunderstandings about the school's motives and decision-making processes. The school needs to seek different ways of involving all parents and giving them opportunities for consultation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school is pursuing the correct priorities in order to raise standards. It should now:

- Improve the focus for monitoring teaching:
 - * to evaluate the teaching of those areas of writing and mathematics identified as specific school targets;
 - * to monitor the provision for information technology;
 - * to identify lessons where group tasks require a more precise match to pupils' learning needs.
- Strengthen parents' sense of involvement with the school through improved communications and greater opportunities for consultation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	31	31	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	252
Number of full-time pupils eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	43

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	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	9	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	17	17	20
	Girls	7	8	8
	Total	24	25	28
Percentage of pupils at NC Level 2 or above	School	80(83)	83(89)	93(91)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	20	21
	Girls	7	8	8
	Total	22	28	29
Percentage of pupils at NC Level 2 or above	School	73(78)	93(91)	97(92)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	27	24	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	22	24
	Girls	22	20	23
	Total	42	42	47
Percentage of pupils at NC Level 4 or above	School	82(96)	82(90)	92(92)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	22	25
	Girls	23	21	24
	Total	43	43	49
Percentage of pupils at NC Level 4 or above	School	84(96)	84(85)	96(98)
	National	68(65)	69(65)	75(71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	1
Chinese	0
White	242
Any other minority ethnic group	14

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	2	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	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	55

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	563844.00
Total expenditure	580106.00
Expenditure per pupil	1909.00
Balance brought forward from previous year	52845.00
Balance carried forward to next year	36583.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	312
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	7	0	0
My child is making good progress in school.	35	50	9	1	5
Behaviour in the school is good.	39	53	6	0	2
My child gets the right amount of work to do at home.	21	46	22	7	3
The teaching is good.	34	59	2	0	5
I am kept well informed about how my child is getting on.	23	50	24	2	1
I would feel comfortable about approaching the school with questions or a problem.	40	38	19	3	1
The school expects my child to work hard and achieve his or her best.	37	51	6	0	6
The school works closely with parents.	23	45	27	3	2
The school is well led and managed.	28	53	6	4	10
The school is helping my child become mature and responsible.	36	54	6	0	4
The school provides an interesting range of activities outside lessons.	22	51	16	5	6