

INSPECTION REPORT

BERRYWOOD PRIMARY SCHOOL

Southampton

LEA area: Hampshire

Unique reference number: 116249

Headteacher: Noelle Wickens

Reporting inspector: Judith Charlesworth
21501

Dates of inspection: 17th – 19th January 2000

Inspection number: 187708

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Maunsell Way
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. Pauline Hughes

Date of previous inspection: April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Berrywood school has 644 pupils and is much bigger than average. It is now the largest primary school in Hampshire and has grown steadily since it was built 10 years ago. There are 21 classes with three to each year group, including three for reception-aged children, and an average of 31 pupils to each class. Children start school in the September of the year they become five, and younger children attend part-time for a few weeks. Their skills on first starting school are above average for their age, and most are from socially advantaged families. Six per cent of the pupils are from ethnic minority groups, which is low, and all have English as their first language. One hundred and nineteen pupils are on the register of special educational needs which, at 18.4 per cent, is around average. However, the majority of these only need minimal extra support. The school was offered Beacon status by the government (an indication of high effectiveness) but declined as it is already a member of the Outstanding Primary Schools SCITT (School Centred Initial Teacher Training) Consortium, and felt that to take on additional responsibility would compromise its effectiveness.

HOW GOOD THE SCHOOL IS

Berrywood is a very good and effective school. Outstanding leadership and management, and high quality teaching, create a rich, stimulating and creative environment in which pupils achieve very high academic and personal standards. The funding received by the school is a little below average, but it is used very well and the school provides very good value for money. The school's strengths far outweigh its weaknesses.

What the school does well

- Leadership and management are outstanding and underpin the school's success.
- The quality of teaching is very good; almost one half of lessons observed were very good or excellent, and as a result pupils learn very well.
- The curriculum is very good and provides very well for pupils' all round development.
- Pupils' attainment in the national tests at the age of seven and eleven is high.
- Pupils' attitudes to work, relationships, behaviour, and general levels of maturity and responsibility are all very good. They are created and maintained by the school's positive ethos.

What could be improved

- Methods of communicating with parents, so they gain more from the information they are sent and understand the school's systems better.
- The variety of extra-curricular activities, to provide better for younger pupils and those less interested in sport.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Berrywood was last inspected in April 1996 and was judged to be a very good school. The few weaknesses identified have all been improved. In information technology, resources, staff expertise and the subject's use throughout the curriculum have all been developed, and design and technology at Key Stage 2 is also much improved. Consequently, pupils' standards in both subjects are now above average. The school grounds are developing very well and resources for history and geography have also improved. As well as improving these previously identified weaknesses, the school has also maintained its strengths, and built upon them. The quality of teaching has improved considerably with nearly half the lessons now being very good or outstanding in contrast to around one in seven previously. The standards attained by pupils are rising steadily and remain above the national average. Overall, school improvement has been very good.

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	B
mathematics	B	B	A	A
science	A	A	A	A

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

When children first enter the reception class, assessment shows that their skills are generally above average for their age. This good start is built upon and pupils achieve well in the national tests for seven year olds, and even better in the tests for eleven year olds. Targets set for numbers of pupils reaching at least expected levels in the tests for eleven year olds were exceeded in 1999. Inspectors' judgement of the standards of work seen in several subjects during the inspection is that it is all above average for pupils' age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school, pupils' attitudes to their work, learning and the school community are very good. In the best lessons, pupils' motivation to learn is outstanding. This positive approach helps them enjoy school and make good progress.
Behaviour, in and out of classrooms	Behaviour is very good. In class, pupils are almost always quiet, polite and relaxed, and follow instructions promptly. Behaviour in the playground, around the school, at lunch times and during clubs is similar; pupils enjoy themselves and get on well with one another.
Personal development and relationships	Pupils' personal development is very good. By the time they leave the school, most are mature, sensitive and caring individuals who enjoy good relationships with one another.
Attendance	Attendance is very good. Children enjoy school and their parents confirm this.

In lessons, pupils are almost always highly motivated to learn. They concentrate well and are enthusiastic about their work; even the youngest reception children try hard for long periods. Occasionally, younger pupils become fidgety and lose concentration if the teaching is less effective.

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.

The quality of teaching is very good and as a result pupils learn very well. Overall, 97 per cent of lessons were at least satisfactory, and 48 per cent were very good or outstanding. One lesson observed was unsatisfactory. In reception and Key Stage 2, teaching is very good. At Key Stage 1, teaching was satisfactory overall, but one third was good or better and pupils' positive attitudes and behaviour, and their high standards of work, suggest that teaching is normally better than that observed during the inspection. Literacy and numeracy are well taught, and pupils with special educational needs and of exceptional ability are catered for very well by tasks well matched to their needs, and extra support if necessary. Strengths in teaching which contribute particularly well to pupils' learning are: teachers' management of pupils; the brisk pace of lessons; good use of support staff to give extra help, and the good variety of activities within lessons which keep pupils interested. Occasionally, pupils find tasks too easy or too difficult, in which case their enthusiasm wanes. Sometimes teachers' control is less secure which can result in fidgety behaviour. In these rare cases, pupils do not learn and make the progress they could.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. It is well thought through and covers all the subjects of the National Curriculum, and much more. Residential journeys, liaison with the community and visitors to school all contribute to bringing the curriculum alive for pupils. Clubs provide well for some, but their range is limited and they tend to provide better for older pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. They make very good progress and achieve well due to tasks that are well matched to their needs and good quality additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. The school encourages responsibility and values pupils' achievements. It provides a secure, stimulating, democratic community in which pupils can develop their understanding of moral and social commitment. Pupils' spiritual and cultural development are very well promoted throughout curriculum activities and the everyday life of the school.
How well the school cares for its pupils	The school makes very good provision for ensuring pupils' safety and welfare, and for promoting their personal development, health and happiness throughout its work.

The school provides very well for pupils' all-round development. The curriculum is full and exciting, and presented in a way which links subjects together and makes it relevant to pupils' interests. Careful monitoring of progress to identify pupils' strengths and weaknesses, and good personal and academic support, help them make good progress and become mature and sensitive young people. Above all, pupils enjoy school and strive to do well and take part in all it offers; this makes a very strong contribution to their success.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide excellent leadership and, together with the senior staff, provide outstanding management of the school. They are very well supported by the whole school staff, and a highly efficient and effective school bursar and office staff.
How well the governors fulfil their responsibilities	The governing body fulfils all its statutory responsibilities. Members maintain the right balance between being well-informed, critical decision-makers who monitor the work of the school, and offering friendly "hands-on" support.
The school's evaluation of its performance	The senior managers take this aspect very seriously. Considerable time is spent analysing data and working to improve standards. All members of staff and of the governing body are fully informed and involved in this process.
The strategic use of resources	Use of the school's finances to maintain standards and develop the school are very well planned, managed and monitored.

The managers constantly evaluate teaching and learning in order to raise standards further, and are successful in doing this. They also ensure that pupils' personal development is not sacrificed in the drive for high academic standards. Whilst the large size of the school allows some economy of scale, funding per pupil is a little below average. However, the school's finances are managed very well. Spending decisions are firmly rooted in promoting improvements, and the managers purchase services and materials with best value for money in mind at all times.

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. • Behaviour is good. • Teaching is good; staff have high expectations of the children. • The school is well led and managed. 	<ul style="list-style-type: none"> • The homework system. • Information on their children's progress and other matters. • The range of activities outside lessons.

Inspectors' views fully support parents' positive comments. The range of clubs offered outside school hours *is* limited although parents are very pleased with the breakfast and homework clubs. However, the majority of the others are sport-based, and many are more appropriate for older pupils. Furthermore, parents are not clear about what happens if a club is over-subscribed, and feel that their children are disappointed. Inspectors are satisfied that there is a suitable system for homework, and that parents do receive sufficient information on their children's progress and on other matters, particularly as the school welcomes parents at all times if they have a query or problem. However, parents do not always gain fully from the information that is provided.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management are outstanding and underpin the school's success.

1. The leadership of the school is very well established. The head, deputy and senior staff have distinct, but complementary roles, which they carry out extremely well. All staff are accountable for their work, which is closely monitored by the senior managers, and lines of responsibility back to the headteacher are clear. She, in turn, is answerable to the governing body which fulfils its responsibilities very well. Governors effectively maintain the delicate balance of monitoring the working of the school, whilst being both critical decision-makers and supportive friends. The senior managers and governing body have a clear, common view of what they would like the school to achieve, and how to move it forward. They put the pupils and their achievements at the heart of all they do, and through careful evaluation of the school's work, they identify ways of developing the school and improving standards. Financial decisions are made wisely and on the basis of achieving the best value for money. They allow the school to move steadily forward whilst also saving for large-scale developments. The bursar and office staff are very efficient and make a strong contribution to the school's effective management and smooth running, whilst also providing a warm "front-line" welcome to visitors.

2. The school considers that target setting in English and mathematics is an important factor in raising levels of attainment, and set high targets for 1999 and 2000. In 1999, targets were exceeded to the extent that the mathematics target for 2000 was achieved, and the English target for 2000 was only one per cent away. Analysis of pupils' achievements is taken very seriously, and each year the results in the national tests are closely analysed to ensure that pupils are doing as well as expected, and that neither boys nor girls are disadvantaged in any way. The results of the 1998 Key Stage 1 tests in reading and writing revealed that pupils were not doing as well as they could in comparison to those in similar schools. As a result, the school made changes to the curriculum and commercial scheme of work used in the reception classes and Key Stage 1. The staff expect better results in the year 2000's tests. Similarly, they noticed that boys in reception and Key Stage 1 were more reluctant to read and write for pleasure, and so biased words on display towards them, for example using the names of cartoon and television super-heroes. Pupils are given every opportunity to develop into mature and sensitive citizens by the time they leave the school. For example, the School Council has been developed over the years and council members are now given the freedom to sort out council business in their own way. By the time they are in Year 6, pupils hold their own meetings and make their own displays on class notice boards.

The quality of teaching is very good; almost one half of lessons observed were very good or excellent, and as a result, pupils learn very well.

3. Overall, the quality of teaching is very good and as a result, pupils learn very well. Thirteen per cent of lessons observed were excellent, 35 per cent very good, and 16 per cent good. These percentages are impressive. Thirty two per cent of lessons were satisfactory, and one lesson observed was unsatisfactory. Occasional less effective teaching is largely due to tasks which are too easy or too difficult, and insecure management which allows pupils to lose concentration and become over-lively. This is usually in Key Stage 1 classes when several activities are going on at once and the teacher is concentrating on one group in particular, such as in literacy hour. Consequently, some pupils do not learn as well as they could.

4. Generally, however, teaching is very good. Pupils are clearly used to high quality teaching and are motivated, well behaved and very keen to learn. Teachers have very good class control and a word or a “look” is usually enough to quieten rising noise levels, or bring pupils’ attention back to their task. Teachers build on pupils’ positive approach by keeping them working hard, giving them exciting work and allowing them independence. For example, in Year 1, the teacher set tasks for different groups and asked them to sort themselves out. In the group observed, a natural leader emerged instantly; she organised the others and made sure that everyone had a turn, that the game was played fairly and that the purpose of the activity – sound recognition - was achieved. A very good feature of lessons is the variety of activities within them. Teachers always start with a clear explanation of what will be covered during the lesson, and end with a recap of the main points of the lesson together with an opportunity for pupils to ask questions. In between, various tasks such as practical investigations, paired or independent work take place. Pupils enjoy the variety and the gentle pressure to complete a task before moving on to the next one. Classroom assistants are used very well to support pupils with special educational needs and provide them with suitable levels of help so that they learn and are successful, but have achieved for themselves.

5. Teachers’ relationships with pupils are very good. In almost all lessons there is a very good rapport between them, and teachers are as keen to hear what pupils have to say as the pupils are to tell them. For example, in an art lesson in Year 6, the teacher was delighted with pupils’ observations on Lowry’s work. She used them herself later in the lesson, which gave the pupils a real sense of pride. Teachers are sensitive to pupils’ weaknesses, and correct and support them without causing them embarrassment. On one occasion in whole-class work in Year 5, the teacher asked for ways in which two sentences could be combined into one, using new words. If the word suggested was complex, he asked the class for ideas as to how it might be spelt “to help him”, and put it down to be checked later using a word processing program on the computer. This made sure that those with special educational needs did not lose confidence and felt able to make suggestions along with the most able. As a result, all made excellent progress during this lesson.

The curriculum is very good and provides very well for pupils’ all round development.

6. Berrywood’s curriculum for Key Stages 1 and 2 includes all the subjects of the National Curriculum and religious education as well as other elements such as dance, drama, citizenship and a strong personal, social and health education programme. The curriculum offered to children in reception is appropriate for their above-average ability. It ensures that there is a mix of “traditional” subjects such as literacy, numeracy and physical education; topic work, which includes opportunity for creativity and developing their knowledge and understanding of the world, and free play. Role-play, for example in the “travel agent’s” is also built in to other subjects such as the literacy hour for some children. This is very good practice and takes account of their young age and varying levels of maturity.

7. A strong emphasis is given to literacy and numeracy throughout the school which contributes very well to pupils’ above-average achievements in these subjects. Information and communication technology is also very well used throughout the curriculum. Pupils’ work is beautifully presented and enhanced by an attractive range of prints, pictures, graphs and additional information.

8. Curriculum planning is very well established and makes sure that pupils build upon

their developing skills as they move through the school. School documents give careful guidance to staff to help them plan a good balance of subjects during the day, and across the year, and ensure that topic work is sufficiently challenging. Some excellent topic work was observed. For example, pupils in Year 4 studied Ancient Egypt and completed this project with model-making of their choice. A small room was set aside to display pyramids, tombs, mummies, masks and art-work, all finished with loving care and considerable talent. Artists come into school to work with pupils; on one such occasion, two worked with pupils and introduced them to Chinese culture. A wonderful miniature *terracotta army* was produced as a result, and the display noted that the two visitors had been very anxious about working with children, but had thoroughly enjoyed the experience as, obviously, had the pupils.

9. The curriculum provides very well for pupils' personal development. Every opportunity is taken to develop this through other subjects. For example, through religious education, pupils throughout the school consider various faiths in depth which gives them insight into their own feelings, and those of others. In English, pupils in Year 6 studied a poem by John Marsden called "Message for the 21st century" and then wrote their own, expressing their hopes for a better world in a very touching way.

Pupils' attainment in the national tests at the age of seven and eleven is high.

10. In the national tests taken by seven year olds at the end of Key Stage 1, their performance is well above the national average in reading and mathematics, and above average in writing. Teacher assessment indicates their attainment in science is also very high. By the time they are eleven, pupils' attainment in the end of Key Stage 2 tests is well above the national average in all three subjects. In both sets of tests, many more than usual reach levels above those expected for their age.

11. In comparison with similar schools – that is those with a similar percentage of pupils eligible for free school meals - pupils' results at Key Stage 1 are well above average in mathematics, and in line with their peers' in reading and writing. This indicates that they make better progress in mathematics, and the school has already brought in changes to the curriculum to improve pupils' skills in reading and writing. By the end of Key Stage 2, pupils have made good progress and their results in English are above the average found in similar schools, and mathematics and science results are well above average.

12. Inspectors' judgement of work seen in several subjects is that it is above average for pupils' age. Pupils' speaking skills are particularly good and are used very well in all that they do. They have a wide vocabulary, and use technical vocabulary well in the various subject areas, for example *calibrations* and *anemometer* in Year 5 geography. This also supports both reading and writing as pupils already have the language to read and write widely with meaning. Most children of reception age speak in full, clear, logical sentences and enjoy experimenting with sounds, for example making up rhyming words. They are imaginative in their role-play and are confident in speaking in front of the group. By Year 6, pupils' language is complex, expressive, often amusing and sometimes very mature for their age. In an art lesson one boy, on being asked what a picture of an industrial scene by Lowry made him think of, said: "Well, linking it back to the RE (religious education), this represents the wilderness to me." Another boy commented: "You don't always look at a picture to make you feel happy. Even if you don't like Lowry – and I don't – you must give him a chance and look carefully, because others do like him."

13. Mathematics work is well above average. In reception, children are already finding different ways of making 10. They are beginning to understand the fact that given a string

of ten beads, however you split the beads – for example four and six or two and eight – when you add the two parts, the answer will always be ten. By Year 6, pupils have a firm understanding of the links between percentages and fractions and quick mental arithmetic strategies, for example being able to calculate doubles and halves, squares and square roots.

14. Art and design and technology work is of a high standard. Projects combine both elements and pupils' advanced skills are evident in the finished work. The school entered a competition to design a menu for a new London fast food restaurant, and won; the original design is displayed alongside the printed version. As part of a project on India, pupils learned about Indian art forms, music and fabric, and combined them to make some wonderful puppets and decorations which are of an exceptionally good standard. Standards in information technology are above average and pupils use it freely to add variety to their work, and to further their investigations. By Year 6, they understand how information and communication technology is used in everyday life, and are well prepared for an electronic future – for example being able to find their way round a *home page* on the internet with ease.

Pupils' attitudes to work, relationships, behaviour, and general levels of maturity and responsibility are all very good, and are created by the positive ethos of the school.

15. Pupils come to Berrywood keen to learn and make friends, and the school is very successful in maintaining and developing these positive attitudes. Pupils remain very enthusiastic. They enjoy lessons and all that is offered, behave well and get on with one another, and make good progress. One of the most successful aspects of Berrywood is its concern for pupils' personal development. Pupils' work and achievements are highly valued; every available surface and space is filled with beautifully displayed work which creates a rich, stimulating and often spiritual atmosphere in which pupils thrive. The staff treat pupils with respect. They correct and help them without belittling them, and enjoy the pupils' successes, however small they might be. As a result, pupils are confident and enthusiastic, whatever their ability.

16. Pupils' achievements are publicly valued; work that is particularly special is placed in the STAR work display, and special assemblies celebrate the good work of many. Pupils are given a high degree of responsibility from an early age. They are held responsible for their own actions, which helps them develop a sense of morality, but are also given responsibilities within the class and within the school. The School Council has members from each class, including reception, and has been responsible for many developments, including creating the school's code of conduct. Council members initiate ways of canvassing their peers' opinions, sometimes during specially allocated times, and sometimes during their play time. Some pupils in Year 6 are given additional responsibility as *helpers*. They come into school early to do specific jobs, and can have breakfast in the breakfast club as a reward, although the status of the job is incentive enough for them.

17. Pupils are also taught to look outward at society and to care for those less privileged than themselves. They show compassion for their own loved ones, for example in thinking of ways they can help at home, and make resolutions and wishes for a better future for themselves and the world. The pupils collect for various charities, for example *Operation Christmas Child* where they brought toys in from home to send to underprivileged children in other countries.

WHAT COULD BE IMPROVED

Methods of communicating with parents, so they understand the school's systems better and gain more from the information they are sent.

18. Some parents indicated that they do not understand some of the school's systems. For example, a few said that they would not know who to go to if they, or their child, had a problem, and many said that they do not know how and when homework is set for different year groups. Many parents feel that they do not get enough information about their child's progress, and that the school does not work closely with them.

19. On investigation, it appears that there are two different issues. Firstly, parents miss the daily contact with teachers via a home-school book that operates in the reception classes. Despite the fact that staff are always available to talk to parents at the end of the day if they wish, there is no regular written contact after the reception classes, which parents feel is a loss. The inspectors are satisfied that the annual written report for parents, the consultation meetings and the school's welcoming open door at all times, do provide parents with sufficient information on their children's progress. Inspectors are also satisfied that there is a suitable system for homework which is in line with the government's recommendations, but it does include some flexibility for individual teachers and has not been carefully explained to parents. The school recognises that this is not satisfactory, and that parents want more informal contact and better information. A new homework diary has already been devised for introduction in the very near future. This will contain pupils' lesson and homework timetables and other useful information, whilst also being a means of communication between home and school.

20. The second issue is that parents do not always gain sufficient information from the school's communications. For example, although news letters with notice of forthcoming events are sent in advance of the event, parents do not always gain fully from these and sometimes feel that the reminder notice is the first notification they have had. Furthermore, whilst information is often posted on the parents' notice board and classroom windows, this is only accessible to parents who bring and fetch their children themselves. Working parents sometimes feel disadvantaged. Inspectors found evidence of plentiful written communication and invitations to information evenings, stretching back several years. However, it is not always well-presented, and some documents contain too much information which prevents it making sufficient impact. For example, although full of information and professionally written, the prospectus does not have any photographs or children's work to enliven it.

The variety of extra-curricular activities, to provide better for younger pupils and those less interested in sport.

21. The school puts on an adequate number of clubs which include football, cricket, fitness, netball, games, cycling proficiency, dance, German, French and mathematics. There are also very successful breakfast and homework clubs which give very good support to working parents. However, most of the clubs are sport-based, and they do not include sufficient choice for those who are not interested in extra sport. Furthermore, most of them are for pupils in Key Stage 2 which limits opportunities for the younger pupils. Some parents do not understand the basis on which places are allocated, and felt that their children had been disappointed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. Within the context of its many strengths, and to further develop the school, the headteacher, school staff and governing body should:

- (1) Evaluate and improve the range of ways the school communicates with parents, so that they gain more from the information they are sent and understand the school's various systems better.
- (2)
 - a. Provide more variety in the extra-curricular activities offered so younger pupils and those less interested in sport can join in;
 - b. Make the system of allocation of places to clubs more explicit so that parents better understand what happens if they are over-subscribed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	35	16	32	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	644
Number of full-time pupils eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	119

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.1

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	53	37	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	44	50
	Girls	37	37	37
	Total	81	81	87
Percentage of pupils at NC level 2 or above	School	90 (80)	90 (86)	97 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	47	50
	Girls	37	37	37
	Total	82	84	87
Percentage of pupils at NC level 2 or above	School	91 (87)	93 (86)	97 (98)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	50	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	27	27
	Girls	48	48	49
	Total	72	75	76
Percentage of pupils at NC level 4 or above	School	94 (82)	97 (71)	99 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	27
	Girls	49	48	50
	Total	72	74	77
Percentage of pupils at NC level 4 or above	School	94 (83)	96(79)	100 (86)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	521
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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)	25.9
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	24
Total aggregate hours worked per week	458

Financial information

Financial year	1998/1999
	£
Total income	912 910
Total expenditure	872 984
Expenditure per pupil	1 393
Balance brought forward from previous year	27 694
Balance carried forward to next year	67 620

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	656
Number of questionnaires returned	236

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	0	0
My child is making good progress in school.	56	40	2	1	0
Behaviour in the school is good.	45	50	3	2	1
My child gets the right amount of work to do at home.	28	55	15	2	0
The teaching is good.	56	42	1	0	0
I am kept well informed about how my child is getting on.	29	49	18	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	34	8	1	1
The school expects my child to work hard and achieve his or her best.	65	32	2	0	1
The school works closely with parents.	36	44	15	2	1
The school is well led and managed.	58	36	2	0	2
The school is helping my child become mature and responsible.	53	42	3	1	2
The school provides an interesting range of activities outside lessons.	28	42	13	6	11

Other issues raised by parents

Comments on questionnaires, at the parents' meeting and in separate letters indicate that parents are very pleased with the breakfast and homework clubs.