

INSPECTION REPORT

REAY FOUNDATION PRIMARY SCHOOL

Brixton, London

LEA area: Lambeth

Unique reference number: 100634

Acting Headteacher: Sue Pellew

Reporting inspector: David Marshall
27681

Dates of inspection: 5 - 7 June 2000

Inspection number: 188460

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:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Hackford Road Brixton London
Postcode:	SW9 0EN
Telephone number:	0207 735 2978
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Appropriate authority:	The governing body
Name of chair of governors:	Tony Andrews
Date of previous inspection:	26.2.96 to 1.3.96

INFORMATION ABOUT THE INSPECTION TEAM

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The quality of provision in the nursery is excellent and so pupils make a very good start to their education.

The overall quality of teaching is very good.

The personal, social, moral and cultural development of all pupils is very good and so they behave very well and create excellent relationships.

Pupils are enthusiastic, show great interest and have very good attitudes to their work.

The teachers and assistants create a very good ethos for learning through the broad curriculum, excellent resources and the range of additional activities.

The school has a very good relationship with parents based on good communications, mutual understanding and support.

The current management of the school is good due to the care taken by the senior management team and subject co-ordinators over monitoring and evaluating their performance.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Reay Foundation Primary School is situated in the north of the London borough of Lambeth. It serves an area of local authority housing estates, some very high rise blocks of flats and a variety of side streets with private housing from superior Georgian terraces to small Victorian terraced houses that are often divided into flats. The school is housed in two buildings on the same site, built originally over 100 years ago. Pupils come from a wide range of different backgrounds with some travelling quite long distances to get to the school. The school is very popular and, therefore, heavily over-subscribed - this year there are 163 applications for its 30 places. The nursery, which is an integral part of the school, offers 42 places each year. There are 238 pupils on roll. Just over half are from white/UK/European backgrounds. One hundred and twenty four pupils are supported through Ethnic Minority Achievement Grant funding. There are 26 pupils with English as an additional language, 18 of whom are at an early stage of English language acquisition. This is well above the national average. Currently 66 pupils are eligible for free school meals which is also above the national average. There are 38 pupils on the school's register of pupils with special educational needs - one of whom has a Statement of Special Educational Need - but there are also two statements pending.

HOW GOOD THE SCHOOL IS

This is a very good school that provides a happy and stimulating learning environment for its pupils. It has a very positive ethos, and staff and pupils work hard. The pupils achieve high standards in literacy and numeracy, and very good standards in all other subjects. The quality of teaching is very good; pupils are suitably challenged and make good progress whatever their previous attainment. The school provides a broad curriculum, with a wide range of additional activities. It also provides very well for the pupils' personal and cultural development. The school is currently well led by the acting headteacher, with good support from all staff and the governing body. The school provides very good value for money.

What the school does well

- Pupils do very well in all subjects, especially in English and mathematics, and so standards are well above average by the time they leave school.
- The quality of provision in the nursery is excellent and so pupils make a very good start to their education.
- The overall quality of teaching is very good.
- The personal, social, moral and cultural development of all pupils is very good and so they behave very well and create excellent relationships.
- Pupils are enthusiastic, show great interest and have very good attitudes to their work.
- The teachers and assistants create a very good ethos for learning through the broad curriculum, excellent resources and the range of additional activities.
- The school has a very good relationship with parents based on good communications, mutual understanding and support.
- The current management of the school is good due to the care taken by the senior management team and subject co-ordinators over monitoring and evaluating their performance.

What could be improved

- The role of the governing body in monitoring the overall curriculum provision.
- Minor aspects of the pupils' welfare.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1996. The improvement it has achieved since then is good overall. The school now has an effective system for assessing pupils' progress in all subjects, which enables good records to be kept and the curriculum modified appropriately. The financial management is now good and there are good systems for making sure that all spending is cost effective. The finance committee of the governing body now monitors all spending and is involved appropriately in putting together the annual budget and school development plan. The modifications and additions to the fabric of the building since 1996, especially in the nursery, have made a positive impact on the curriculum being provided. The quality of the information provided for parents has also significantly improved although it was good at the time of the last inspection.

The staff have made every effort to maintain the good ethos and direction of the school that made such a positive impact on the quality of education being provided at the time of the last inspection, and have been completely successful.

STANDARDS

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

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

The school's results show that over the last three years pupils' achievements at the age of 11 are mainly in line with expectations for their age when compared nationally. However, when compared with results from schools with a similar proportion of pupils eligible for free school meals, the results in English and mathematics are well above average. The school has made careful assessments of pupils' attainment so far and has set targets for results at the end of Key Stage 2 in 2000 that represent a good challenge. The standard of pupils' work seen during the inspection was consistently well above average, particularly in English and mathematics. The standard of work in science, where pupils have a good knowledge and understanding based on investigative work in both key stages, is above average. Pupils also achieve good standards in religious education and the use of information technology. The impact of the new computer suite is just taking effect. The way that the Individual Learning Support (ILS) suite resource is enabling the less able pupils to make such good progress, is a model of good practice. The overall achievement of pupils in music and art is also very good, and good in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and enjoy their lessons. They are highly motivated, attentive and try to do their best at all times.
Behaviour, in and out of classrooms	Good. There have been no exclusions in the last year. Pupils are polite to their teachers and each other.
Personal development and relationships	Pupils' personal development is very good, and relationships are excellent. They co-operate very well at all times, take pride in their school and their work and are trustworthy and reliable.
Attendance	Attendance is good and above the national average. Pupils are eager to attend school and arrive on time. Sessions start promptly.

The excellent quality of the relationships throughout the school has a very positive impact on pupils' achievements. The school's provision for moral and social development contributes particularly well to the overall personal development of pupils. The older pupils welcome the opportunities to look after the younger ones and this promotes the caring attitudes that are evident throughout the school. The reward systems that the school employs are well known and appreciated by all.

TEACHING AND LEARNING

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

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

The overall quality of teaching is a strength of the school. Teaching was judged to be at least good in almost nine-tenths of the lessons seen. Almost half were excellent or very good. No lessons were judged to be unsatisfactory. The quality of teaching in the nursery is outstanding. Teaching in all parts of the school is generally very good. Teachers plan very well to make sure all lessons are interesting and provide activities that motivate pupils well. The teaching of English and mathematics, literacy and numeracy, is particularly good because teachers are very knowledgeable and provide challenging tasks. Teachers ask questions that help pupils to understand, challenge their thinking and draw out what they already know to help them complete their set tasks. Teachers value the responses of pupils which encourages them to answer, and raises their self esteem. Teachers adapt their lessons well to meet the needs of all pupils, who enjoy learning. Pupils' attitudes help them to learn effectively because they concentrate well, work and research independently and listen carefully to the teacher and to each other.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The areas of learning for children under five are planned for carefully and very well delivered. The school provides the full range of National Curriculum activities. A very good range of additional activities is available at all ages.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Learning support is effective when pupils are withdrawn from lessons for extra help. Individual education plans are appropriate and are reviewed systematically and regularly.
Provision for pupils with English as an additional language	Pupils with English as additional language are given good support and make good progress. The quality of teaching in the withdrawal groups is good and ensures good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with a particular emphasis on developing good moral and social attitudes. There is especially good provision for cultural development through art and music.
How well the school cares for its pupils	Good provision for the pupils' health and welfare. Careful assessment procedures systematically applied, mean that all staff know the pupils' needs well and all are very caring. Behaviour and discipline policies are in place and are consistently applied by all staff.

Overall, the school works well in partnership with parents, many of whom come into school to help. Most parents acknowledge that teachers are always available to be consulted and nothing is ever too much trouble. The school offers its pupils many opportunities to make progress at their own speed and with the appropriate level of challenge through additional support and the use of the ILS centre, the computer suite and the library.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides effective and caring leadership. She has been successful in using the specific grants for English as an additional language and Ethnic Minority Achievement by introducing additional support for these pupils. The senior staff form an effective team and create a very good ethos for learning.
How well the governors fulfil their responsibilities	Governors know the school well. They take their responsibilities seriously and work well in the different committees. They do not visit the school to monitor the delivery of the curriculum or the impact of the provision.

The school's evaluation of its performance	The school takes all appropriate steps to evaluate its performance carefully. Strategies in place identify weaknesses and detail how they are to be addressed. The school development plan is a comprehensive framework for improvement with needs effectively prioritised.
The strategic use of resources	Good use is made of all resources. The time available and the accommodation are used very efficiently.

The current level of staffing is more than adequate to meet all the requirements of the National Curriculum. The school accommodation is good and enables the staff to meet the requirements of individual pupils in full. The premises officer and cleaners do their jobs with consideration and willingness and make sure the school is always clean and ready for the pupils. The level of resources is excellent and meets the needs of all pupils and the National Curriculum. Currently, the experience and expertise of teachers and support staff provide well for all pupils regardless of ability or background. The good partnership that the acting headteacher has created between all staff and governors enables all to give of their best and create a supportive learning environment.

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 attitudes and values the school promotes. • Teaching is good. • Pupils' behaviour is good. • Newsletters and reports are very good. • The high achievement of pupils who make good progress. • Choir and music are very good. • Additional activities beyond the normal timetable. 	<ul style="list-style-type: none"> • Overall consistency in marking. • How homework is organised.

Inspection evidence supports the views of the vast majority of parents who believe the pupils are very well behaved and make good progress in all subjects. As the parents suggested the range of activities made available are outstanding. Homework is not a weakness and is generally well organised and makes a good contribution to the progress of the pupils. The way that individual teachers mark appears to be inconsistent, but is not. The teachers should take account of the parents' misgivings and explain how they are marking and why there might appear to be differences.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils do very well in all subjects, especially in English and mathematics and so standards are well above average by the time they leave school.

1. The pupils achieve high standards in English and mathematics in their National Curriculum tests. This means by the time they leave the school they are well above average in these subjects when their results are compared with these of pupils at similar schools. Last year's results in science, when compared with similar schools, were average. Inspection evidence, however, shows pupils now working at an above average level in this subject. The pupils' achievements throughout the school in other subjects are also above average.
2. The language development of most pupils is above average when they enter the reception class due to the very good start that most pupils make in the school nursery. Many children are already able to read and write a few words, and most can hold and use a pencil well. Most pupils talk with confidence about things that interest them and many can count up to ten. The children make good progress as the teacher assesses their ability carefully and builds on what they already know. Particular emphasis is placed on discussion and pupils are encouraged to review their work from an early age. For example, in a history lesson in the reception class, the teacher used the toys that the children had brought into school. This carefully planned opportunity for discussion helped them to extend their vocabulary as well as to reflect on what they already knew.
3. The range of activities that the school provides through the framework of the literacy hour is appropriately varied. The teachers are now aware of how to modify the literacy hour to meet the priorities they have outlined. Because writing is the focus of the school development plan, all teachers are making this an integral part of every lesson. Through monitoring their lessons, the school now has a programme for English that is carefully planned and meets the needs of all pupils. This is evident in the range of work completed by Year 6 this year. In the first few weeks of the year the pupils were able to write good descriptions with simple, but effective, vocabulary. After two terms, where they have concentrated on many different genres and language forms, they were writing powerful and effective descriptions in well-organised sentences. For instance, one pupil when writing an extended story to a time limit based on the title of 'A Way Through the Wood', wrote - 'He pulled his leg out getting mud in the wound and making it sting like lemon juice in a paper cut'. The work in the book shows that she could not have written this at the beginning of the year.
4. Pupils quickly learn to read, and by the age of seven, most have good strategies for tackling unfamiliar words and show a good awareness of how to read aloud, with expression, in order to help others to understand the meaning of a book or story. Older pupils in Year 5 read very confidently from a range of different sources when considering their 'special' things and those of others. When interviewed these pupils talked about how much they enjoy reading and commented knowledgeably about the fiction they have read, and how they used the library to discover the information they needed in their history and religious education lessons. Throughout the school pupils take the opportunities for researching information and using reference books with great enthusiasm and growing skill.

5. Writing skills develop well across the school and are well above average by the end of Key Stage 2, in English and in other areas of the curriculum. Pupils learn to organise their work into coherent paragraphs, and in Years 5 and 6 spelling and punctuation are accurate. All pupils quickly learn to appreciate the purpose of narrative and non-narrative forms of writing and experiment with different grammatical structures. In Year 6 work on glossaries, punctuation and story planning preceded an extended writing project on 'At the Waters Edge' that demonstrated the insights these tasks had enabled. Teachers are always careful to make sure pupils are using words at their appropriate level. This was apparent in a Year 2 lesson when a less able group of pupils were given a game to play that was appropriate in relation to the work that the rest of the class were doing. They created complex words that meant they were able to take part in the plenary session with the rest of the class. All Year 5 and 6 pupils write neatly in ink, with well-formed, joined letters. Pupils take great care with the presentation of their work throughout the school.
6. In every class, the requirements of the National Numeracy Strategy have been adopted with enthusiasm. Pupils relish the challenge of mental arithmetic 'quick fire' questions to start the lesson. In a Year 1 lesson the teacher encouraged the pupils to set their own examples after carefully outlining the learning objectives of the lesson. This meant that once the more able pupils had completed the basic tasks they were able to set each other some very challenging examples and stretch their own ability without being prompted by the teacher. Pupils answer questions confidently from an early age, and share ideas and strategies for solving problems building on previous work and methods. This means that by the time they reach Years 5 and 6 the teachers are able to concentrate on enhancing the pupils' ability to use and apply their mathematical skills in an advanced way. The lessons in Year 6 where the pupils were using percentages to solve problems are a good example of the outstanding progress they make.
7. In science, the majority of lessons are based on pupil investigations, set initially by the teacher and then from their own research. A good example was in a Year 6 topic on solubility. Pupils in their different groups conducted their investigations with great care. They all had a good understanding of what makes a fair test and interpreted and evaluated their findings well, knowing what elements in the investigation to change and when. The way that pupils were then able to use mathematical ideas to record their findings unprompted by the teacher, was very good.

The quality of provision in the nursery is excellent and so pupils make a very good start to their education.

8. Three lessons were observed in the nursery during the inspection by different inspectors. In every case the teaching was judged to be excellent and the progress the children made was outstanding. The teacher is always calm and achieves excellent control with the minimum of fuss. She is able to be very demanding of the pupils and gentle and supportive at the same time. At all times her lessons proceed at a very good pace with a lot of different activities to keep the children's interest high. Her very good organisation means that there is always an ideal balance between directed activities and pupils' own choice. Her constant awareness of the opportunities available was exemplary. This was apparent in a story-time based on Jack and the Beanstalk where the pupils' previous planting activities in the school

garden were highlighted and reinforced, and then opportunities for pupils to perform solos were introduced at the optimum time.

9. The nursery is organised very well with the four areas of a main activity base, a quiet room, an outdoor play area and a garden. Each of these is resourced to the highest possible level. The common tasks of collage and painting are made stimulating by a very wide range of materials provided. A good example of this in a lesson observed was the use of cotton wool sticks to create 'dappled' paintings. The large equipment in the outdoor play area, and the very large safe area, are models of their type and always well used. The school garden is a unique resource that is used to the best possible effect. The children were completely absorbed when searching for mini-beasts and learnt all the carefully introduced new vocabulary as a result.
10. In the nursery, the interaction between the teacher, the nursery nurse and the support assistants is excellent. They have a level of rapport that is built on a high level of understanding of the individual needs of the pupils. There were times during every lesson observed when the children moved from one activity to another with apparently no signal or direction from the adults. It was always at the best possible time and achieved with the minimum of effort or fuss on everyone's part.

The overall quality of teaching is very good.

11. The quality of teaching observed was very good overall and is a strength of the school. In all the lessons observed the teaching was at least sound or better - and in almost half, it was very good or excellent. The teaching and the opportunities it provides for pupils to improve their learning skills is the major contributory factor to the high standards the school is constantly striving for and achieving.
12. Teachers create a very positive atmosphere by giving plenty of praise, valuing pupils' responses and helping them to overcome difficulties with tact and care. They have very good skills in managing classroom activities and pupils' behaviour. This very encouraging approach gives pupils confidence and involves them in their own learning. For instance, in a Year 4 English lesson the teacher's calm approach and very high expectations of the pupils' work and behaviour created the ideal atmosphere for pupils to make progress. By consistently praising the pupils' responses she made sure that the variety of vocabulary that the lesson was planned to engender was forthcoming.
13. Lessons observed during the inspection proceeded at a brisk pace with a variety of activities that engaged and challenged pupils throughout. For example in a Year 1 mathematics lesson, the teacher's energy as she made the questions quicker and quicker enthused the whole class. The questions were carefully planned so that all pupils took part in the opening session and were challenged well. This meant that they attended closely throughout and could hardly wait to take part in the next part of the lesson. Teachers also understand that pupils need time for reflection. In a Year 5 religious education lesson on respect and what is 'precious' to us all, the teacher quickly and effectively drew out pupils' responses, and then allowed time for them all to consider what is precious to her. When pupils began to write about their own choices the teacher gave them time to compose their responses, using periods of quiet to reflect on what other pupils had said earlier.

14. The variety of different teaching methods is a particular strength. The use of computers as cross-curriculum tools, the variety of library books available and the many adults able to give help make all lessons appropriately challenging. Teachers provide very good role models in their use of their voices and demonstrations during lessons, such as in the way they ask questions and join in practical activities when appropriate.
15. Teachers have high expectations of pupils' learning and effort. They also have good subject expertise. This means that no opportunity is missed to enhance the learning of the pupils. The extension plans for the more able pupils written and devised by the Year 4 and 5 teachers are remarkable. There is a plan for each pupil. For example, there is the following plan for one Year 5 pupil's work on shape and space - 'Use Level 4 to 5 work for the main activity in this area. Finding the area of complex shapes. Finding the area of triangles through recognition that they are $\frac{1}{4}$ or $\frac{1}{2}$ of a larger square etc. Know and use the sum of the angles in a triangle, quadrilateral and straight line. Find the surface area of three-dimensional shapes. Level 5 problem solving. Level 4 to 5 translation and symmetry work'. There were clearly written examples of all other aspects of mathematics in this extension plan.

The personal, social, moral and cultural development of all pupils is very good and so they behave very well and create excellent relationships.

16. Throughout the inspection, pupils' behaviour in both lessons and in the playground was very good. The youngest pupils in the nursery have already learned to put their hands up in response to questions from the teachers to allow everyone to have their turn. Older pupils, when given responsibility for their own learning and library research, respond in a mature and sensible way and work hard to finish all tasks on time. This was evident in the way that pupils settled very quickly on arriving at their destination for the week away from school on the south coast. They waited patiently for instructions even after their long coach journey, listened well without fuss and responded well to the instructor who was new to them.
17. Throughout the school pupils take a great deal of pride in their work and presentation. They show concern and care for each other's feelings, supporting each other in lessons without competitiveness. A good example of this was in a Year 3 mathematics lesson where all pupils helped each other to understand how to draw figures with two lines of symmetry. They enjoyed setting each other challenging tasks, but then also enjoyed helping each other to solve them.
18. From the earliest years pupils show good levels of responsibility. When they are given tasks to perform they carry them out sensibly. Pupils are given the opportunities to act independently from an early age, and respond well. As a result, pupils' personal development is very good. Older pupils are keen to help the younger children and take great care when sharing the playground and dining hall with them. Pupils know the school and classroom rules and do their best to follow them. Pupils form excellent and constructive relationships with adults and with each other. These excellent relationships permeate the life of the school and promote the pupils' consciousness of the school community as a whole.

Pupils are enthusiastic, show great interest and have very good attitudes to their work.

19. Pupils of all ages really enjoy school, as the Year 5 pupils confirmed when they were interviewed, and are always keen to join in lessons. They work hard at all times and showed good levels of concentration during almost all of the lessons observed during the inspection. Older pupils persevered even when they found the work very challenging.
20. All pupils showed very good levels of attention in both class discussions and group activities. The pupils' enthusiastic response to good teaching contributes a great deal to their learning. A Year 3 mathematics lesson was a good example as the brisk and exciting beginning made pupils want to succeed - and then they did so when working on their own.

The teachers and assistants create a very good ethos for learning through the broad curriculum, excellent resources and the range of additional activities.

21. The school offers a very broad and well-balanced curriculum which provides opportunities for pupils to make good progress in their academic work and also in their all round personal and social education.
22. Pupils feel comfortable, confident and happy to be at school and appreciate the supportive atmosphere that is being created. One reason for this is the way that their written and creative work is so attractively displayed in classrooms and other areas of the school, which gives pupils a sense of pride in their achievements. Another reason is the quality and range of the extra-curricular activities that add to the opportunities pupils have to enhance their individual skills and interest.
23. The level of resources that the school has is remarkable. The nursery uses every possible means to attract and stimulate the children. The garden is their chief asset, but this is well used by all pupils in the school. Every child from the reception class is learning French. The school has strong links with France, Sweden and Germany. This not only extends the children's knowledge and understanding but is a wonderful staff resource as well. The computer suite is a model of its type and is now being well used, both for computer skills and for cross-curricular work. The ILS room is being very well organised and run by a learning support assistant and the progress the pupils are making is remarkable.
24. The teachers offer many before and after-school clubs which enhance the curriculum being offered. The Late Club, which is run every evening, is a remarkable resource for all pupils. Every opportunity is provided for in clubs such as gymnastics, choral groups, maths, recorders, football, dance and drama, a south island workshop (craft), computers and French.

The school has a very good relationship with parents based on good communications, mutual understanding and support.

25. The school newsletters are varied and very informative. Parents are very appreciative of the fact that they really know and understand what their children are doing in the school, and why. The nursery newsletter acknowledges the care that parents take to support all their activities. There is a description of the Summer Term Topic of 'In the Garden' and how this topic will advance and what gains the children will make. Then there is the invitation – 'Please look at the attached topic web to find out more about our work this half term. If you have any questions or would like more information about the nursery and the way we work, please do not hesitate to come and talk to us'. Observations in the nursery showed just how well parents are informed and how effective this support is. All other classes have their own newsletters that are individual to them and also make parents aware of how they can help and what is expected.
26. The parents worked in partnership with the school to raise over £2,000 to enable all pupils in Year 6 to go on the extended school trip. They also raised money to assist the Year 3 class to go on their school visit too. The way that so many parents help to run the numerous before and after-school clubs is also testament to how well they are integrated into the school's provision.

The current management of the school is good due to the care taken by the senior management team and subject co-ordinators over monitoring and evaluating their performance.

27. The work of the senior management team is enabling the school to continue to improve. Over the last few months the curriculum co-ordinators have started to monitor their subjects, both the teaching and the planning. The monitoring of all teaching in literacy and numeracy is well recorded and has already led to greater consistency in planning and delivery of lessons. Co-ordinators have also been given appropriate non-contact time to up-date their policies and schemes of work. This again contributes to continuity and progression in pupils' learning in all subjects. Also the many good cross-curricular links that are a feature of the lessons are now well documented for the benefit of all staff.
28. The acting headteacher has rewritten the school development plan in conjunction with her colleagues and the chair of governors. This identifies relevant priorities and shows developments in all areas including the curriculum, organisation, management and premises with expenditure identified. The plan has been developed through careful consultation with all staff, something they appreciate and which guarantees their co-operation. Very full monitoring and evaluation opportunities are built into the plan. This means the school takes all appropriate steps to analyse and evaluate how it is performing across all aspects. Effective strategies are now being put into place to address any weaknesses that are identified. These include non-teaching time being made available on a regular basis for classroom support, and presentations to other staff and governors by core subject co-ordinators on a regular basis.
29. The provision for pupils with special educational needs, English as an additional language and those supported by the Ethnic Minority Achievement Grant is now well managed. The acting headteacher has ensured that there is now a comprehensive policy, covering all the statutory requirements. She knows the individual pupil's needs well, which ensures they receive the support they require. The individual education plans are appropriate and reviewed regularly. The level of support now being offered, and the quality being delivered by the part-time teacher, shows a remarkable improvement over a short period of time.

WHAT COULD BE IMPROVED?

The role of the governing body in monitoring the overall curriculum provision.

30. The governors support the school very well through their termly meetings and the many committee activities. Each committee has agreed terms of reference, and each reports to the full governing body meetings. The chair has established a good working relationship with the acting headteacher that has enabled the school to continue to make progress on a range of issues despite the recent leadership difficulties. The governors' involvement in shaping the overall direction of the school is very effective.
31. Although the governors have managed to support the school in addressing the priorities they have helped to identify, they do not as yet monitor the implementation

of their decisions effectively. There is no plan for regular classroom visits which would enable governors to be clear about the impact of decisions of which they have been an integral part.

Minor aspects of the pupils' welfare.

32. The surface of the infants' playground is very uneven and during the inspection there were a small number of children who fell and hurt themselves. As the playground is surrounded by a high brick wall the pupils are at some risk if they fall against it.
33. The lack of a banister at the top of the steep stairs leading to the ILS and Year 6 classroom, and the condition of some of the carpets and mats, are also hazards which need to be addressed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. To improve the school even further the staff and governors should:
 - (1) Focus on the role of the governing body in monitoring the overall curriculum provision so that they are fully aware of the impact that their decisions are making. By doing so they will fulfil even further their role as a critical friend of the school.
 - (2) Carefully examine all aspects of the care and safety of the pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
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
22	22	44	11	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)	42	238
Number of full-time pupils eligible for free school meals	n/a	66

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
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	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	13
	Girls	13	13	13
	Total	30	28	26
Percentage of pupils at NC level 2 or above	School	100	93	87
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	15	16
	Girls	13	13	13
	Total	30	28	29
Percentage of pupils at NC level 2 or above	School	100	93	97
	National	82	86	87

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	10	18	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	13	13	14
	Total	20	21	22
Percentage of pupils at NC level 4 or above	School	71	75	79
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	13	13	14
	Total	21	21	22
Percentage of pupils at NC level 4 or above	School	75	75	79
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	23
Black – African heritage	23
Black – other	25
Indian	0
Pakistani	4
Bangladeshi	4
Chinese	4
White	95
Any other minority ethnic group	2

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)	9
Number of pupils per qualified teacher	27
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	166

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	12
Total aggregate hours worked per week	224

Number of pupils per FTE adult	11.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	892,105
Total expenditure	925,259
Expenditure per pupil	3,702
Balance brought forward from previous year	39,584
Balance carried forward to next year	6,430

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	29	8	0	0
My child is making good progress in school.	45	43	12	0	0
Behaviour in the school is good.	59	35	4	0	2
My child gets the right amount of work to do at home.	27	39	16	2	16
The teaching is good.	53	39	6	0	2
I am kept well informed about how my child is getting on.	51	35	12	0	2
I would feel comfortable about approaching the school with questions or a problem.	65	33	2	0	0
The school expects my child to work hard and achieve his or her best.	57	29	12	0	2
The school works closely with parents.	59	39	2	0	0
The school is well led and managed.	24	54	12	0	10
The school is helping my child become mature and responsible.	53	41	6	0	0
The school provides an interesting range of activities outside lessons.	57	39	0	0	4