

INSPECTION REPORT

HIGHGATE PRIMARY SCHOOL

Storey Road, North Hill

London N6 4ED

LEA: Haringey

Unique reference number: 115536

Headteacher: Ms. Gill Pinkerton

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 7th – 8th March 2000

Inspection number: 188472

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Storey Road, North Hill London
Postcode:	N6 4ED
Telephone number:	020 8340 7023
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Appropriate authority:	The governing body
Name of chair of governors:	Carmel Littleton
Date of previous inspection:	23 April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Highgate Primary is an average size school for children aged between three and 11. The school serves a wide catchment area and the pupils represent a very wide range of social backgrounds. There are currently 249 primary aged pupils in the school, organised into 11 classes. In the nursery 44 children attend part-time. Overall there are more girls than boys. School assessments indicate that attainment on entry is average overall for this age group. The 22 per cent of pupils eligible for free school meals is broadly average. Forty two percent of the pupils come from a range of ethnic backgrounds, against a national average of 10.1 per cent, and 35 per cent of pupils have English as an additional language. The school has 12 per cent of pupils on its register of pupils with special educational needs, a figure below the national average. The proportion of pupils with a statement of special education need is average.

HOW GOOD THE SCHOOL IS

This is an effective school. The pupils achieve high standards by the time they leave school at eleven because the quality of teaching is almost always good and frequently very good. The headteacher provides very good leadership and this has a positive impact on the improvement of standards of achievement and the quality of education provided. Overall, the school's strengths significantly outweigh its weaknesses. The school's income is average; its achievements are high. It provides very good value for money.

What the school does well

- The pupils reach above average standards in English, mathematics and science by the time they leave school.
- Overall, teaching is good and this results in effective learning as pupils respond to teachers' high expectations.
- The headteacher, staff and governors understand their respective roles well and work together to lead and manage the school effectively.
- Provision for pupils' moral, social and cultural development is very good and for their spiritual development, it is good.
- Parents support the school very well and are very satisfied with the education it provides.

What could be improved

- Whilst in literacy and numeracy planning is good, in other subjects it does not always identify what pupils of different ages and abilities will learn and do by the end of the sessions, nor does it make reference to the National Curriculum. This means that some pupils do not make sufficient progress in these subjects.
- There are insufficient, regular planned opportunities for children under five in the Reception classes to experience a range of physical activities and this has a negative effect on their physical development.
- The current system of monitoring in the nursery and Reception classes does not ensure that all children experience the wide range of activities on offer because teachers cannot set work which fully meets individual needs.

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 improved on the good standards detailed in the earlier inspection report of April 1996. The underachievement of the higher attaining pupils has been addressed and teachers now set more challenging tasks. The majority of pupils are now achieving standards in English, mathematics and science that are above average by the age of 11. This is because teachers have high expectations of the pupils and regular set them demanding tasks which extend their thinking. The curriculum has been reviewed and all schemes of work are now in place. There are good procedures for monitoring and evaluating the curriculum and quality of teaching. The accommodation has significantly improved and is now more than adequate for the number of pupils on roll. However, there is no secure outdoor play area for children under five in the Reception classes which limits the progress they can make in physical development. The school has improved the attendance level but punctuality is still an area of concern for a minority of pupils.

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	D	B	B	well above A average above B average
Mathematics	E	B	A	A	average C below average D well below E
Science	D	B	A	A	average

The good standards which pupils attain are significant strengths of the school. Children receive a good start in the nursery and Reception classes and progress is good. As a result, many exceed the standards expected of five year olds in language and literacy, mathematics and aspects of knowledge and understanding of the world.

The results of the 1999 National Curriculum tests show that standards are well above average in mathematics and science and above average in English when compared with all schools as well as with similar schools. Results in the National Curriculum tests have risen overall over the past four years and last year the school exceeded the targets it had set for pupils. Girls attain higher standards than boys in tests, although this was not evident in work seen during the inspection. In lessons, and in the work seen in pupils' books, standards are above average in English, mathematics and science and in line with national expectations in information technology. All pupils achieve well, including pupils with special educational needs, with English as an additional language and higher attainers. They all make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Nearly all pupils have positive attitudes. Most are interested in their work, listen carefully, answer questions and join in discussions. They listen well to others.
Behaviour, in and out of classrooms	Good. Behaviour in and around the school and in the playground is orderly and calm. Nearly all pupils get on well with each other and their teachers.
Personal development and relationships	Good. Pupils' personal development is good. Most are willing and able to take responsibility when opportunities are provided. Older pupils help the younger ones. Pupils from all social backgrounds get on well together.
Attendance	Attendance is satisfactory. Registers are filled in accurately and monitored by the headteacher who takes effective action with those pupils for whom punctuality is a concern.

Pupils have good attitudes to learning. Most are well motivated, enthusiastic about their work and follow established routines well. They listen well and are keen to learn, as seen in their lessons in literacy and numeracy. This enables them to make good progress in their learning. Relationships between pupils and with adults are good.

TEACHING AND LEARNING

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

Overall, teaching is good and this has a positive impact on standards because it ensures that pupils make good progress. During the inspection, teaching was satisfactory or better in all lessons, good or better in nearly three quarters of lessons and very good in nearly a third. The quality of teaching in English and mathematics is good and the basic skills of literacy and numeracy are well taught across the subjects of the curriculum. The teaching of children under five is good.

The overall quality of planning is good. However, in subjects other than literacy and numeracy planning does not always show the provision made for pupils of differing abilities nor make reference to National Curriculum levels so that sometimes the work set is insufficiently challenging.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad and relevant curriculum is provided enhanced by a good range of extra-curricular activities. The clear emphasis on delivering literacy and numeracy is good and this contributes to the high standards attained by the end of Key Stage 2. Links with the Blanche Nevile school for deaf pupils are very good.
Provision for pupils with special educational needs	Good. Pupils are given good support to help them make progress. There is a good emphasis on improving literacy and numeracy which ensures that pupils have full access to the curriculum.
Provision for pupils with English as an additional language	Good. Most pupils who speak another language at home also speak English well; the support given to those beginning to speak English when they start school is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' personal development is good. The development of pupils' moral and social skills is very good. There are very good opportunities for cultural development, reflecting the wide range of cultures and beliefs in the school. The support for pupils' spiritual development is good.
How well the school cares for its pupils	Provision is very good. Teachers know, support and encourage their pupils well. This does much to promote positive attitudes and is helping to raise standards.

The school has very good links with parents and carers and involves them well in the life of the school. Parents are very pleased with the education provided by the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led very effectively. The headteacher is ably supported by the deputy headteacher, a dedicated staff and the whole team of adults who work in the school.
How well the governors fulfil their responsibilities	The governing body is very supportive of the work of the school and monitors what it does effectively. Governors are involved in decision-making and carry out their responsibilities well.
The school's evaluation of its performance	There is a strong commitment to high standards. The school has a clear insight into its situation with some thorough analysis of national assessment tests results. Development targets are appropriate, with effective action towards them.
The strategic use of resources	Good. The school's educational priorities are well supported through very good financial planning. Specific grants are used effectively for their designated purposes.

There are sufficient well-qualified staff to meet the needs of the curriculum. Resources are adequate.

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 standards pupils achieve.• They are encouraged to become involved in the life of the school.• They find the staff friendly, approachable and informative.• Their children like the school.• They are satisfied with homework.	<ul style="list-style-type: none">• No concerns

Parents are strongly supportive of the school as indicated by the table to be found on page 20 of the main report. There were no complaints. There is much support for the school. Inspectors' judgements support the positive comments of the parents, who attended the pre-inspection meeting and the views expressed in the 96 responses to the parents' questionnaire which were returned.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils reach standards above average in English, mathematics and science at the end of their time in the school.

1. Standards in English are above the national average at the end of both key stages. They are also above standards attained in similar schools. In the 1999 Key Stage 2 tests nearly a third of pupils reached Level 5, which is well above the national standard and a clear indication of the progress made by higher attaining pupils. All pupils make good progress because of the strong focus on the development of literacy skills and the good teaching throughout the school. Although many pupils enter the school at the early stages of learning English, the majority leave as confident and fluent speakers well able to cope with the demands of their next schools. For example, pupils in Year 6 analysed a newspaper report about the problems encountered by a school organising a school trip and clearly identified the different points of view put by those involved. They outlined their thoughts clearly and confidently explained the strengths and weaknesses behind the views expressed by the travel agent and the school. Pupils were also able to write well-structured reports of their own about controversial issues such as the monarchy and animal welfare. Considering the high number of pupils who have English as an additional language, the standards reached at the end of Key Stage 2 are all the more impressive.

2. In mathematics, pupils reach standards well above the national average and the average in similar schools. Pupils in Year 2 used a range of useful ways to add numbers mentally, for instance, adding 25 and 15, and explained clearly how they arrived at the correct answer. At the end of Key Stage 2, a high proportion of pupils reach Level 5 with some attaining an exceptional Level 6. The school has implemented the National Numeracy Strategy well and has adapted it to meet the needs of pupils. Higher attaining pupils towards the end of Key Stage 2 are particularly well catered for through setting and the mathematics club. Pupils of all abilities make good progress as they move through the school due to the good planning of numeracy sessions and the high expectations of their teachers. Around a third of pupils in a Year 3 class were observed working at Level 3 and could add and subtract three digit numbers confidently and accurately. The pupils in a mathematics set for Year 5 and Year 6 pupils of above average ability were working at Level 5 with a quarter of them working towards Level 6. These pupils could use ratios with ease and had a secure understanding of equivalent fractions.

3. The standards attained in science are particularly high with 55 per cent of pupils achieving very highly in the 1999 Key Stage 2 national tests. This is more than double the national percentage and clearly shows the school's commitment to high standards in the subject despite the recent national focus on improving standards in literacy and numeracy. Teachers ensure that pupils learn and use the correct scientific vocabulary in their discussions and in written work. For example, a Year 5 class talked confidently and with understanding about molecules, evaporation and condensation in their lesson about the water cycle. Pupils in Year 3 named the major organs in the human body and many were able to identify them accurately on a diagram. Throughout the school pupils are encouraged to investigate for themselves and have a good attitude to their learning. The high standards they achieve are due to their interest in the subject that is a direct result of teachers' enthusiasm and high expectations.

Overall, teaching is good and results in effective learning.

4. The overall quality of teaching in the school is good. No unsatisfactory teaching was seen during the inspection and a high percentage was good or very good. The quality of teaching for the under fives in both the Nursery and Reception classes is good and helps children make a good start in their learning to prepare them for work in the National Curriculum subjects when they move into Key Stage 1. This was clearly seen in a Reception class where children were planting mustard seeds to determine suitable conditions for healthy growth. The teacher had very high expectations of both work and behaviour and had planned the lesson very well with many opportunities for children to learn and use new vocabulary and practise their numeracy and literacy skills by numbering the pots and writing their names on them. The children, therefore, were able to make rapid progress during the course of this lesson.

5. The good quality teaching is maintained through Key Stages 1 and 2, particularly in literacy and numeracy. Lessons are well planned, imaginative and designed to challenge pupils of all abilities with work pitched at levels closely matched to pupils' prior attainment and designed to move them on rapidly to the next stage in their learning. There were many examples of very good teaching in a range of subject areas, particularly in literacy but also in numeracy and physical education. Teachers manage their pupils well as was seen in a Year 4 literacy lesson where pupils were reading *The Snow Queen*. The teacher created a calm and purposeful working atmosphere that enabled pupils to concentrate and learn effectively. Good and often very good relationships are a strong feature of many lessons. Teachers treat their pupils with respect and, in return, are respected by their pupils who are eager to learn and do their best. For example, in a Year 5 physical education lesson in which pupils were practising a gymnastics display for an assembly, the teacher had very high expectations of behaviour. The pupils responded accordingly by working extremely hard to perfect their movements and were very proud of their efforts. Teachers have a good knowledge and understanding of the subjects they teach which enables them to explain new ideas and concepts clearly to their pupils, assess understanding through careful questioning and enthuse pupils through their own interest in the subject matter.

The headteacher is an effective and strong leader and is well supported by staff and governors in developing and managing the school.

6. The headteacher leads the school effectively and this has a positive effect on the quality of education provided and the standards attained. She has an extremely strong commitment to the school and its pupils. She not only has a clear vision of what sort of school Highgate Primary should be, but has the necessary management skills to bring this vision into reality. For example, she recognised the need to raise standards in information technology across the school and has appointed an experienced information technology co-ordinator, allocated additional resources, and has plans in hand for an information technology suite.

7. Highgate Primary is always looking to improve further. This is shown in the headteacher, staff and governing body co-operating well in the decision-making process. All are involved in drawing up and updating the good school development plan. The educational priorities identified are the right issues the school needs to be pursuing in relation to the school's circumstances and needs. The school uses its strategic resources well. Educational priorities are well supported through very effective financial planning. In the last 12 months, for example, extra money has been allocated to numeracy, literacy and information technology.

8. The school has good systems for monitoring and evaluating its work. The headteacher and senior management team have established a constructive programme to monitor and evaluate teaching and learning and this is having a significant impact on raising standards in English, mathematics and science. Teachers are informed about how they can improve and are given the support needed. Monitoring is carried out in a professional manner that reflects the supportive atmosphere among the staff. Subject co-ordinators are equally effective in supporting curriculum development. All co-ordinators receive some non-contact time and this is well spent to monitor colleagues' planning, pupils' work and resources. They are successful in maintaining enthusiasm for their subject areas, despite the school's emphasis on literacy and numeracy.

9. The governing body contributes substantially to the effectiveness of the school. They have an excellent strategic view of the school's development and are fully involved in the process of planning and evaluating the success of different initiatives. Governors have a very good understanding of their roles and responsibilities and keep themselves well informed about what is going on in the school. For example, the governors with responsibility for literacy, numeracy and the curriculum make regular visits and report back to meetings of the governing body. This helps to ensure that governors have a clear view of the school's strengths and weaknesses. The headteacher values greatly the governors' role in helping to test ideas and initiatives and all work effectively together with a clear sense of purpose and a commitment to school improvement.

10. The high standard of management and the progress that pupils are making mean that the school is in a good position to meet its aim of 'enabling all children to reach their full potential' because of the very good leadership provided by the headteacher and the effective support of the governing body.

The school makes very good provision for pupils' moral, social and cultural development and good provision for their spiritual development.

11. The school very successfully promotes the spiritual, moral, social and cultural development of children from the time that they start school. The under fives learn to work and play well together and relate to adults with confidence. They know the difference between right and wrong and have a good understanding of the world in which they are growing up, for instance, in learning to listen to others and respect their views.

12. In Key Stages 1 and 2, pupils show respect for each other, and at lunchtime they read or visit the Peace Garden where they have time to reflect on issues raised during the day, without distraction. A sense of self-worth and pride in their own learning and achievements is fostered through the weekly sharing assemblies when good work and success are celebrated. A planned programme of assemblies provides appropriate opportunities for quiet reflection and prayer and pupils respond thoughtfully to what they have heard. In an assembly on the impact of the floods in Mozambique, pupils contemplated on the suffering of the people in that country. The feeling engendered in assemblies is one of good-natured togetherness, which helps pupils to grow spiritually. In circle time, opportunities are planned for pupils to think about their own lives and to develop self-awareness. The ethos of the school and content of the displays provide good support for pupils' developing spirituality.

13. Provision for the moral development of pupils is very good and parents rightly attach great value to the good standards of behaviour achieved by the school. Clear codes of conduct are set down and are clearly understood by pupils. The school actively promotes positive behaviour through its policies and through the good role models that

adults provide. As a result, pupils maintain good levels of self-discipline in most lessons and respond well to the provision for rewards and sanctions, carefully adhering to the classroom rules negotiated with their teachers. They show respect for property as exemplified by the lack of graffiti, displays are not tampered with or damaged and in lessons they use resources with care. Through circle time sessions, pupils learn to consider their own actions and are encouraged to express their views and show respect for each other's opinions.

14. Social development is very good and reflects the ethos of the school. New pupils soon settle, helped by the excellent way older pupils look after the younger ones in the playground and at various times around the school. Pupils work well together on collaborative tasks, with even the youngest able to enjoy group work in the Nursery and Reception classes. The pupils are helped to develop a sense of community through, for example, meeting together in assemblies and sharing achievements. Parents and other adults are invited to assemblies and concerts, and pupils actively raise funds for charities and show concern for those less fortunate than themselves. There is an excellent partnership with the Blanche Nevile School for the deaf which shares the same site. Extra-curricular activities and approaches in physical education promote pupils' social development and understanding of teamwork. Pupils take on responsibilities as they move through the school. The school helps pupils to take responsibility within the wider community.

15. The school makes very good provision for the cultural development of all pupils. The strength of this provision lies in the extent to which the school values cultural diversity both within the school community and beyond. For example, pupils have developed close links with a school in Gambia through the exchange of letters and photographs. Within school pupils are given every opportunity to participate in a range of activities and celebrations of the many cultural backgrounds represented. A Chinese dancer has recently worked with pupils in school and pupils enjoyed the experience. Pupils study the art and music of a range of cultures and in English are given ready access to a range of texts including stories, poetry and non-fiction to provide insight into the culture and daily lives of people with differing cultural backgrounds. Throughout the school, artefacts from a number of countries including New Zealand, Bali and Guatemala are used to create attractive and fascinating displays. Regular trips to museums and places of education interest, support pupils' cultural development well.

Parents are very supportive of their school and are very satisfied with the education it provides

16. The school has established a very good partnership with parents, which has a positive effect on pupils' attitudes and attainment. Parents are most supportive of the school and are very satisfied with the education their children are receiving. It is a welcoming school where the staff is always ready to meet parents and discuss concerns with them. The school has good links with parents of pupils with special educational needs and with pupils who receive support for English as an additional language.

17. The school provides good information to parents. Parents of new pupils are given very good advice on starting and joining school, which ensures pupils settle down quickly. Regular meetings with the class teachers allow parents to find out how their children are progressing and newsletters provide good information on the work pupils are doing and on school events. End of year reports to parents give good, honest information in a readable manner, on their children's attainment and progress, with clear indications of areas for improvement.

18. Parents support their children's education very well. They offer great help in relation to homework and some willingly work in school in a range of activities including classroom help, running the art and gardening clubs, school visits, fund-raising and making donations.

WHAT COULD BE IMPROVED

Whilst planning in literacy and numeracy is good, plans in other subjects do not have clear lesson aims in what pupils of differing abilities will learn, understand and do, and they do not always make reference to the National Curriculum.

19. The school's thorough planning for the literacy and numeracy sessions is having a positive impact on standards. However, short-term plans in other subjects of the curriculum provide insufficient detail of how the work is to be matched to the different groups of pupils or what pupils are expected to experience or learn in each lesson. Neither do they make appropriate reference to the levels of attainment that pupils are expected to reach in each subject. It is therefore difficult for teachers to assess pupils' attainment and progress and consequently set work which is suited to their needs.

There are insufficient, planned opportunities for children under five in the Reception class to experience a range of physical activities.

20. By the time they are five the majority of children are in line to attain national targets in physical development. Children under five in the Nursery have access to a secure play area where they can develop their physical skills, co-ordination and control by climbing, jumping, sliding and balancing and using large wheeled toys on a regular basis. This is not the case for under fives in the Reception class and as a result, attainment and progress for some children are limited in some aspects of their physical development. However, despite this, most children in the Reception class move confidently and imaginatively showing good co-ordination and control in the playground. Indoors, they move sensibly around the school and quickly learn to find their way to all the various areas, to the toilets and the outside areas with the minimum of adult direction. The lack of regular access to large apparatus means that under fives in the Reception classes are unable to refine and develop the skills which they experience in the nursery.

The current system of assessment for under fives does not ensure that all children experience the wide range of activities on offer.

21. Although the staff know the children extremely well and maintain some records of the activities they take part in, monitoring of individual children's experiences is not sufficiently rigorous in providing a balanced curriculum. The present system makes it difficult to ensure that all children have experienced the activities planned to meet specific learning outcomes and as a result some opportunities for learning are lost. Adults in the Nursery target individual children for observations each week and appropriate records are maintained. In the Reception class, records are sometimes kept for children who have taken part in the adult directed activities but there is no systematic method of recording children's use of, and progress in the different areas, for example, the sand and water tray. Whilst in both classes many informal observations are made, few are written down, so it is difficult for staff to always remember which children have had experience of the activities planned. This is essential in order to make sure that children have a suitable balance of activities and that they build on what they already know. Consequently, staff cannot always

plan work to build on earlier learning or to make sure that all children always make the best possible progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The school is functioning well but in order to build upon the many positive aspects of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff in co-operation with the local education authority should:

Improve the quality of curriculum planning in subjects other than literacy and numeracy by:

- Identifying clearly what pupils of different abilities are expected to learn and do by the end of the session and make appropriate reference to National Curriculum Levels. (paragraph 19)

Improve the quality of provision for children under five by:

- Ensuring a greater adherence to the Desirable Learning Outcomes especially with reference to outdoor activities in the Reception classes; (paragraph 20)
- Review the current assessment procedures to ensure that all children experience fully the activities planned for them. (paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
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
0%	27%	46%	27%	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)	22	249
Number of full-time pupils eligible for free school meals		57

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	92

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	62

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	2.2
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	22	20	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	18	19	19
	Total	36	37	38
Percentage of pupils at NC level 2 or above	School	86	88	90
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	20
	Girls	19	18	19
	Total	37	37	39
Percentage of pupils at NC level 2 or above	School	88	88	93
	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	17	21	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	15	18	18
	Total	27	29	31
Percentage of pupils at NC level 4 or above	School	71	76	82
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	13
	Girls	15	16	18
	Total	25	26	31
Percentage of pupils at NC level 4 or above	School	66	68	82
	National	68	69	75

Ethnic background of pupils

	No. of pupils
Black – Caribbean heritage	20
Black – African heritage	11
Black – other	26
Indian	4
Pakistani	1
Bangladeshi	1
Chinese	3
White	121
Any other minority ethnic group	20

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6]

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	22.6
Average class size	18.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	109

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/99
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	£
Total income	650,275
Total expenditure	638,453
Expenditure per pupil	2,257
Balance brought forward from previous year	21,766
Balance carried forward to next year	33,588

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

281

Number of questionnaires returned

96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	77	21	1	1	0
My child is making good progress in school	58	39	1	0	2
Behaviour in the school is good	43	52	3	0	2
My child gets the right amount of work to do at home	39	47	6	2	6
The teaching is good	57	41	0	0	2
I am kept well informed about how my child is getting on	49	45	4	1	1
I would feel comfortable about approaching the school with questions or a problem	75	22	1	1	1
The school expects my child to work hard and achieve his or her best	64	32	3	0	1
The school works closely with parents	60	33	4	0	2
The school is well led and managed	78	20	1	0	1
The school is helping my child become mature and responsible	66	33	0	0	1
The school provides an interesting range of activities outside lessons	39	44	7	1	9