

INSPECTION REPORT

**ST PAUL'S CHURCH OF ENGLAND PRIMARY
SCHOOL**

St Leonards-on-Sea

LEA area: East Sussex

Unique reference number: 114533

Headteacher: Miss Ruth Waller

Reporting inspector: Catherine Shirley
17811

Dates of inspection: 29 February – 2 March 2000

Inspection number: 188541

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: St Paul's Church of England Primary School
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St Leonards-on-Sea
East Sussex

Postcode: TN37 6RT

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Carole Dixon

Date of previous inspection: 17 June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's is a voluntary controlled Church of England primary school situated near the centre of St Leonard's-on-Sea in East Sussex. The school is much bigger than other primary schools. Currently there are 580 pupils on roll, which is rising. The school has a small range of ethnic minority pupils and four pupils with English as an additional language. The school caters for a broad range of special educational needs and there is a high expenditure on it. At present, 123 pupils are on the school's register of special educational needs which, at 21 per cent, is above the national average. Twenty per cent of pupils are eligible for free school meals; this is just above the national average.

The majority of pupils live near to the school and the housing in the area varies from large owner occupied properties to housing association homes. The attainment of pupils when they start school is broadly average, except in their knowledge of number where their understanding is below.

The school has recently undergone a major building programme, with staff and pupils working under very difficult conditions. This has been completed within the last month. Over the past year there have been some major changes of staff, many due to promotion. The new headteacher joined the school in January 1999. Together with the governing body, she has appointed a deputy headteacher, special needs co-ordinator, a finance office manager and two other teachers, all of whom took up their posts in this academic year.

HOW GOOD THE SCHOOL IS

St Paul's is a good school with many good features. The pupils attain high standards in all aspects of their education by the time they leave the school at 11. Their progress is good and, overall, teaching is good. The leadership provided by the headteacher, deputy and special needs co-ordinator is very good. The strengths of the school greatly outweigh its weaknesses. It provides good value for money.

What the school does well

- The leadership of the school is very good.
- Standards are high in English, mathematics and science by the time the pupils leave the school at eleven.
- Pupils make good progress in the junior classes.
- Teaching is good.
- The early identification, provision and support for pupils with special educational needs is very good.
- Pupils' attitudes, values and behaviour are very good.
- The provision for swimming and the broad range of opportunities available in music are strengths of the school.

What could be improved

- The progress and attainment of pupils in English, mathematics and science in the infant classes.
- The impact of team leaders on the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The developments made since the last inspection in June 1996 are satisfactory overall and have been sufficient to maintain the high standards achieved by the school. Steps have been taken to ensure that standards in information technology, design and technology, art and geography are appropriate in all classes. Guidance for teachers has been produced in all subjects except history,

where it is still incomplete. All teachers have a satisfactory and often good grasp of the subject knowledge necessary to teach the whole curriculum effectively.

The subject co-ordinators provide good leadership overall. The staff regularly observe each other working to monitor the quality of teaching and, as a result, some progress has been made in addressing the inconsistencies between classes, particularly at Key Stage 2. The range and quality of provision for teaching information technology is improving rapidly. It is a school which is improving and has the capacity to sustain its current brisk rate of improvement.

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

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

In 1997 the school's performance in mathematics and science put it into the group of top 5 per cent nationally for these subjects. The trend in standards over the last three years has been broadly in line with the national picture.

Children enter reception with standards broadly in line with those expected for their age. However, progress is too slow in the infant classes and at seven years of age standards are below average in reading and writing and well below average in mathematics. In the infants, the standard of work seen in the inspection was slightly better than the results the school achieved in National Curriculum tests over the last three years. By the age of 11, standards are high in English, mathematics and science, with the percentage of pupils reaching level 5 well above the national average in English and science and above average in mathematics. In 1999, 36 per cent of pupils achieved level 5 in English, 32 per cent in mathematics and 55 per cent in science. The work pupils were doing during the inspection confirmed these standards in the juniors.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and have a very positive and energetic approach to their work.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They show a mature consideration and tolerance of each other as individuals, both in the classrooms and around the school generally.
Personal development and relationships	Relationships are very good throughout the school. Pupils are able to participate well in discussions, listening carefully and responding to others' questions and ideas. Pupils work independently and handle responsibilities well when they are given the opportunities to do so.
Attendance	Attendance is satisfactory, but there is high unauthorised absence as a result of the actions of a few parents.

Pupils' attitudes, relationships and behaviour are very good. This aspect is a strength of the school.

TEACHING AND LEARNING

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

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

Teaching is good overall, with 97 per cent satisfactory or better and only three per cent unsatisfactory. Ten per cent of teaching was very good or better. The teaching of English and mathematics is satisfactory up to the end of Key Stage 1 (4-7 year olds). At Key Stage 2 (7-11 year olds), the teaching of English and mathematics is very good. Literacy and numeracy are well taught in reception and at Key Stage 1 and very well taught at Key Stage 2.

All teachers are clear about what they expect the pupils to learn and their subject knowledge is secure. Relationships with pupils are very good and behaviour is managed very well. Pupils who are less able are very well taught. However, in Key Stage 2 teachers are better at challenging pupils of all abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and caters for the interests and abilities of all pupils. Provision for swimming and music are particular strengths.
Provision for pupils with special educational needs	Early identification of special educational needs, provision for these and support pupils receive are very good.
Provision for pupils with English as an additional language	The needs of pupils with English as an additional language are met effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral, social and cultural development is planned and cultivated well, particularly through Christian, multi-faith and cultural links. The school provides good knowledge and insight into the values and beliefs of others. A sense of right and wrong is promoted effectively through class rules, the example of adults and the regular lunch-time clubs.
How well the school cares for its pupils	The school takes its responsibilities very seriously and the pupils' welfare and progress are monitored regularly. The school maintains systematic records of individual pupils' progress in their academic and personal development.

The curriculum is broad and relevant and the provision for activities outside school is good. Pupils of all abilities have equal access to all parts of the curriculum. Good provision is made for pupils' spiritual, moral, social and cultural development. Child Protection procedures are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership is very good. The aim for high standards is central to the vision of both staff and governors. A system of monitoring has been in place for some years. While it has had some impact on improving the quality of teaching, there are still inconsistencies which need to be addressed.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties. It is very supportive of the school in a constructive and positive way. The governors are aware of the need to get further involved in evaluating the work of the school.
The school's evaluation of its performance	Under the guidance of the new headteacher, the school is accurately identifying its strengths and weaknesses, but has yet to take effective action to secure sufficient improvement in all areas.
The strategic use of resources	Staff are deployed very effectively to provide support for pupils' learning. The school's use of equipment and time is good and its spending on the priorities for development is satisfactory. There are still gaps in the material resources required to teach literacy and numeracy.

The school is very well led by the headteacher, deputy and special needs co-ordinator. Developments are all aimed at maintaining the high standards in Key Stage 2 and raising them at Key Stage 1. The school has a good system for monitoring work in the classroom, but it should have more impact on teaching and learning.

Standards in English, mathematics and science are high by the time pupils leave the school at 11, the teaching and learning are good and the leadership is strong and effective. Therefore, the school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress children make. • The expectation that children will work hard. • Children's good behaviour in school. • Good teaching. • Parents are kept well informed about their child's progress if she/he has special educational needs. • The support pupils with special educational needs receive in class. 	<ul style="list-style-type: none"> • A consistent approach to the quantity and regularity with which homework is set. • More detailed information about their child's work and progress. • The school to work more closely with all parents. • A wider range of interesting activities for children of all ages outside lesson time.

The inspectors endorse the parents' positive comments.

Although there is no formal policy for homework, it is set across the school, but this is not consistent. In general, the amount of homework required is similar to that of other primary schools, is in line with government guidelines and is judged to be appropriate. There is an annual report on each pupil's progress and three formal occasions when parents discuss their children's work with staff. The teachers are available to meet parents informally at the end of each school day and during the inspection parents showed no reticence in communicating with staff. These arrangements are sufficient to keep parents well informed about their children. However, the written reports do not record sufficient detail about the children's attainment and progress.

Parents receive regular newsletters informing them about the work and operation of the school, but information about the curriculum is not provided consistently. A Home/School agreement was sent out for consultation and parents had the appropriate opportunity to make constructive comments. A good range of interesting after-school clubs is provided by the school, but access is often restricted to upper Key Stage 2.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. The leadership of the school is very good.

1. The school is very well led by a strong headteacher, deputy and special needs co-ordinator and to a lesser extent at middle management by the team leaders. The governing body is very supportive of the school in a constructive and positive way. High standards are at the centre of their shared vision and development priorities are all aimed at raising standards and improving the quality of education the school provides.
2. The particular roles of each member of the teaching staff have recently been reviewed and responsibilities are understood by everyone. The impact of subject co-ordinators on the standards and progress of pupils is very good in many subjects and improving in others. The introduction of national initiatives, such as literacy, numeracy and information and communication technology, is being managed well by the subject co-ordinators and senior staff.
3. Support staff who work in classrooms and during lunch-times now have clearly defined responsibilities. They are deployed effectively, each making a significant contribution to pupils' attitudes and learning.
4. A new post of Finance Office Manager has been created recently and new procedures for managing the school's budget clearly established. Administrative staff (secretary, finance, reception, librarian) have new job descriptions and their work enables the school to run smoothly.
5. A major building programme underway for the past year, has been successfully completed within the past month. Disruption to the school and the pupils' learning has been minimised and the development has been managed very well.
6. The governing body fulfils its statutory responsibilities and it welcomes the new leadership which, it feels, is very transparent and open. The governors are aware of the need for them to get further involved in the identification, planning and evaluation of priorities for development.

2. Standards are high in English, mathematics and science by the time the pupils leave the school at eleven.

7. The pupils achieve high standards in English and mathematics and very high standards in science in their National Curriculum tests in their last year in primary school.
8. In the junior classes, teachers have high expectations of all the pupils in their class. They stretch the more able pupils particularly well in English and science, with the percentage of pupils reaching level 5 well above the national average. In mathematics the percentage reaching level 5 is above the national average.

9. There are evident strengths in poetry, extended writing and the presentation of their work in English. In mathematics, pupils are able to articulate their methods of work clearly and with a good degree of accuracy. In science, pupils make a careful selection of vocabulary they use to explain their findings and ensure a systematic presentation of their work. By the end of their time in the junior classes, pupils have a good understanding of the impact of language. They are able to identify and use poetic literary techniques such as alliteration, onomatopoeia, simile and metaphor. In mathematics, pupils confidently handle large numbers, use their knowledge of scale to calculate quantity and accurately convert fractions into decimals. The least able pupils understand and use a range of methods to calculate perimeter and can readily divide decimals by ten. Pupils have a good grasp of scientific vocabulary, such as species and habitat, and can apply their knowledge of the characteristics of animals and plants to classify groups.

3. Pupils make good progress in the junior classes.

10. Progress in all aspects of literacy at Key Stage 2 is never less than satisfactory and for the least and most able pupils it is good. It is a strength of the school. The majority of the pupils in Years 5 and 6 are making good progress and their writing is growing in complexity, structure and length. More able pupils in Year 6 write a scientific report using words with precision and develop it well into a presentation, producing overhead projector transparencies on the computer. Pupils of all abilities make good progress in mathematics and science at Key Stage 2 in all aspects of these subjects.
11. In Year 3, pupils make significant gains in knowledge and understanding of the three core subjects of English, mathematics and science. This swift progress brings them up to a good level of attainment and provides a major step towards the high standards that are achieved by the end of Year 6.
12. In both Key Stage 1 and Key Stage 2, pupils with special educational needs and those with English as an additional language make good progress. Pupils receive good teaching and effective support, both of which have a positive impact on their learning. There is good liaison between the two key stages and the staff who work specifically with these pupils. Their learning opportunities are well planned to meet their needs.

4. Teaching is good.

13. All teachers plan their work in line with the agreed approach for their team and learning objectives help them plan activities, the groupings of pupils and the methods they will use. In the classes for 7 to 11 year olds, the learning objectives are very specific and these are shared with pupils at the beginning of lessons, which focuses the learning very effectively. Teachers' knowledge of the subjects enables teachers to hold the pupils' interest and encourage their enjoyment of learning; this subject knowledge is especially strong in the juniors. In a more able English set, the teacher communicated real enthusiasm for poetry. She used challenging and varied questions to stimulate pupils' awareness of vocabulary, building skilfully on examples of pupils' writing to illustrate strengths in the selection of vocabulary.
14. The relationships between pupils and adults in school are very good. Throughout the school, teachers manage behaviour very well using a range of methods. On occasions, potential difficulties are avoided because teachers and support staff take

action and defuse situations, giving guidance on work and making positive comments which build the self-esteem of pupils. There is a good rapport, with humour an essential ingredient to the way pupils are managed, particularly in the top junior classes where pupils appreciate and respond to this approach.

15. Literacy and numeracy are taught well in the reception and infant classes and very well in the juniors. A broad range of teaching methods is used to keep pupils attentive and all teachers adapt their approaches to the particular needs of their class. Pupils are given clear and concise explanations. Teachers use probing questions to explore pupils' understanding and get them to explain how they work or what they understand. In both the top and bottom mathematics sets teachers' careful questioning leads to pupils giving detailed and accurate answers. Among the least able group, one pupil misunderstood the work on perimeter and a lively pupil-led discussion ensued, with many offering very good explanations.
16. Teachers in all classes have high expectations of pupils with less than average ability, those with special educational needs and pupils who use English as an additional language. As a result, these pupils make good progress in their learning across all subjects, with both support staff and teachers having a positive impact upon their achievements. The support staff who frequently work with these pupils receive very good guidance and are deployed in ways which lead to effective interaction. The challenge of writing a poem was offered to all pupils in a Year 2 class; their quality was good and the pupils all experienced a sense of achievement.

5. The early identification, provision and support for pupils with special educational needs is very good.

17. The school has an effective system to identify the pupils' individual needs early on in their schooling. This enables the co-ordinator for special educational needs to help teachers plan Individual Educational Programmes of work for individuals or programmes for groups of pupils to meet their particular needs. Both the teachers, who are employed to provide specific support for these pupils and the learning support assistants are deployed effectively to address these needs and ensure that pupils can have access the full curriculum on offer at the school. The leadership and management of this aspect of school life is very good.

6. Pupils' attitudes, values and behaviour are very good.

18. Pupils' attitudes, relationships and behaviour reflect the way they respond to good teaching. Their attitudes improve as the pupils move up through the school and, by Year 6, their very high standards of behaviour and attitudes towards learning are consistently evident. Pupils are eager to learn and are personally well motivated. They enjoy the challenging work which helps them concentrate and allows them to use their own methods. They respond positively to quick fire questions, for instance in mathematics, but also appreciate the time given to them when it is necessary for them to think their answers through.
19. Teachers frequently give pupils opportunities to work with a partner or in a group, as well as within a whole class setting. In all these different situations, pupils show a strong mutual respect for their peers and adults, responding positively and co-operating on tasks in a mature way. They participate well during discussions and work

with enthusiasm, confidence and concentration. In a music lesson for Years 3 and 4, pupils worked effectively in groups to compose a musical 'picture', performed using a range of instruments imaginatively and made a record of their ideas using their own symbols. When they are given the chance, pupils work well independently, taking responsibility for their own learning. A group of more able pupils in Year 2 enjoyed a mathematics investigation which allowed them to extend the task independently.

20. Behaviour of pupils of all ages is very good, both in classrooms and around the school in general. At whole school events it is exemplary. Pupils are courteous and polite, friendly and keen to share their work and ideas when visitors talk with them.

7. The provision for swimming and the broad range of opportunities available in music are strengths of the school.

21. The school offers a structured programme for swimming to all pupils, using its own pool during the summer and autumn terms. Pupils receive lessons from a trained instructor using a detailed and systematic scheme to ensure progression in learning. Pupils receive certificates of achievement to celebrate their success and the after-school club gives further encouragement and support. The community and parental involvement in the refurbishment and maintenance of the swimming pool is good. By the time they leave St Paul's, pupils are confident in the water.

22. The provision for a broad range of musical activities outside lessons is good and builds on the good music within class. From Year 3, pupils are offered the opportunity to learn a musical instrument and peripatetic teachers, organised by the County Music Service, visit the school to teach violin, keyboard, guitar, cello and double bass. Pupils show enjoyment and commitment, playing the range of instruments with flair and learning to read music confidently. There are recorder lessons during lunch-time, as well as a choir for Years 5 and 6. Currently there are 70 pupils learning to play an instrument and 65 pupils have chosen to join the school choir. Pupils have opportunities to participate in events outside school, taking their music into the local community. These provide them with time to develop and refine their singing and performance skills.

WHAT COULD BE IMPROVED

1. The progress and attainment of pupils in English, mathematics and science in the infant classes.

23. Children start full-time in the reception class with a level of skills and knowledge broadly in line with those expected for pupils at the age of five, except in number where standards are significantly below.

24. The results of the National Curriculum tests taken by 7 year old pupils over the past four years in reading and writing have been below the national average overall. However, the performance of boys and girls varies significantly. While boys reached close to the national standards in reading and writing, girls' performance was well below. In mathematics, pupils' performance was well below the national average for both boys and girls. The more able pupils achieve levels below the national average in writing and mathematics.

25. The school's rate of improvement in these four years of National Curriculum tests for seven year old pupils has not kept pace with that seen nationally in reading, writing or in mathematics. In the latter it has dipped down significantly. National Curriculum teacher assessments show that pupils' abilities are not always judged accurately.
26. The school knows that these differences exist. To monitor its work, classroom observation has been carried out for some years and the school has analysed its information on pupils' results. It has identified the inconsistencies between classes and the lack of challenge offered to many average and more able pupils, but has not used its knowledge to set a target to raise standards in Key Stage 1 within its school development planning.
27. The introduction of the literacy and numeracy strategies has begun to raise the attainment of pupils, with the focus on mental and oral work. In the work observed during the inspection, pupils' attainment was satisfactory overall. However, in general, teachers' expectations of what their pupils can achieve are too low and the focus of learning objectives is insufficiently sharp.

2. The impact of team leaders on the work of the school.

28. The three team leaders are deployed to lead and manage Key Stage 1, lower Key Stage 2 and upper Key Stage 2. On a day-to-day basis they all satisfactorily manage the section of the school for which they hold responsibility. There is regular liaison between the teams. For example, within the teams teachers plan together to ensure progression in pupils' learning and the coverage of all aspects by all pupils. The team leaders then meet to check the overview of the curriculum, monitoring the medium-term planning and ensuring schemes of work are being fully utilised.
29. Recently, the roles and responsibilities of all staff have been reviewed and clarified. This process identified the clear need for the teams to work more closely together to get consistency of practice across all aspects of the school's work. Team leaders have only recently been given access to data relevant to their key stage, which can now assist them in their role.
30. Currently however, not all teams focus sufficiently on raising standards of work. For example, the Key Stage 1 team made a joint decision to plan the same tasks for the average and more able pupils, but only expect a different outcome in their work. This has led to a serious lack of challenge in the work presented to the more able pupils in particular.
31. The structure of the school means that leadership within the three teams is key to ensuring a consistency of practice in the quality of teaching and learning and in the implementation of school policies. The monitoring of teaching and learning has been carried out regularly and systematically over the past few years. Although the teams have discussed and made judgements about what is happening, insufficient action has been taken to remove the inconsistencies between the practice of teachers. The leaders have also not fully addressed other aspects where practice varies, such as the implementation of policies. Homework is a good example of a lack of agreement on how the policy should operate. Some teachers could learn from the good practice of others how homework might be better used to support the pupils' work in the classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- 1. Sharpen the focus for planning lessons in all classes, to ensure the needs of all groups of pupils are met by:** (Paragraphs 23-27)
 - i) improving the teachers' abilities to make secure and accurate judgements about their pupils' levels of performance;
 - ii) using the assessment information that teachers have available to make the learning targets more precise;
 - iii) sharing the learning targets with pupils in every lesson;
 - iv) varying the activities and the classroom organisation to match the needs of the different ability groups.

- 2. Develop the management practice of the team leaders so they have more impact on the quality of teaching and learning and on the implementation of school policies by:** (Paragraphs 28-31)
 - i) using data to promote higher standards;
 - ii) supporting all team leaders in the monitoring of their teams;
 - iii) ensuring that all teachers take action in response to the feedback they receive after their work is monitored;
 - iv) sharing the good practice in the school as a basis for further development to ensure consistency throughout the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
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
2	12	34	49	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	580
Number of full-time pupils eligible for free school meals	N/A	116

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	9
Number of pupils on the school's special educational needs register	N/A	123

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	57

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.7

Unauthorised absence

	%
School data	0.8
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	49	40	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	35	36
	Girls	28	34	31
	Total	66	69	67
Percentage of pupils at NC level 2 or above	School	74 (73.5)	78 (77.1)	75 (79.5)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	39	35
	Girls	32	34	34
	Total	70	72	69
Percentage of pupils at NC level 2 or above	School	79 (77)	81 (87)	78 (76)
	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	34	44	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	27	32
	Girls	30	28	38
	Total	58	55	70
Percentage of pupils at NC level 4 or above	School	74 (65)	72 (75)	91 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	26	28
	Girls	28	28	30
	Total	49	54	58
Percentage of pupils at NC level 4 or above	School	63 (62)	69 (74)	74 (89)
	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	8
Black – African heritage	5
Black – other	5
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	469
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	21.7
Number of pupils per qualified teacher	26.7
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	23
Total aggregate hours worked per week	296

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1998-1999
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	£
Total income	831,566
Total expenditure	824,877
Expenditure per pupil	1,435
Balance brought forward from previous year	29,827
Balance carried forward to next year	36,516

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	580
Number of questionnaires returned	169

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	49	4	0	0
My child is making good progress in school.	50	44	4.5	0.5	1
Behaviour in the school is good.	34	57	5	1	3
My child gets the right amount of work to do at home.	28	47	17	3	5
The teaching is good.	48	47	1	1	3
I am kept well informed about how my child is getting on.	36	41	21	1	1
I would feel comfortable about approaching the school with questions or a problem.	54	31	12	1	2
The school expects my child to work hard and achieve his or her best.	54	37	7	0	2
The school works closely with parents.	31	43	23	1	1
The school is well led and managed.	28	51	11	1	8
The school is helping my child become mature and responsible.	35	47	8	3	8
The school provides an interesting range of activities outside lessons.	21	38	19	7	15

Other issues raised by parents

None