

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY SCHOOL

Chelsea

LEA area: Kensington and Chelsea

Unique reference number: 100489

Headteacher: Anna M Kendall

Reporting inspector: Mr I T Pratt
13626

Dates of inspection: 14th February – 16th February 2000

Inspection number: 188574

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided Church of England
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	1 Robinson Street Chelsea London
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Telephone number:	0171 352 5708
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs H Morgan Edwards
Date of previous inspection:	1 st - 4 th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church CE Primary School is a mixed school of average size, serving 193 pupils aged between four and eleven years of age. There are almost equal numbers of boys and girls. Children enter the Reception class either in September or January, depending on the date of their fifth birthday, and a majority have levels of skill and knowledge a little above those usually found in children of this age. The school has a high proportion of pupils in some years who have joined the school after the Reception year. Currently, 55 per cent of Year 6 pupils did not start their primary years at Christ Church School, but in Year 5, the figure is only 23 per cent.

The school is situated near to the River Thames, in an affluent residential area of Chelsea, immediately adjacent to its sponsoring church. As at the time of the last inspection, only a small proportion of the pupils live in the immediate area, the majority travel from outside the neighbourhood, including 37 per cent from outside the borough. The pupils come from a very wide range of social backgrounds. Twenty-four per cent of pupils are eligible for free school meals; broadly average. Twenty-four per cent of pupils are from minority ethnic backgrounds, predominantly Caribbean and African, and 19 per cent come from homes where English is an additional language. Whilst this is very high compared with national averages, no pupil is at the earliest stages of learning English and requiring support. Thirty-six per cent of pupils have special educational needs; a figure above the national average, although the proportion of pupils with a statement of special educational need is below the national average.

HOW GOOD THE SCHOOL IS

Christ Church CE Primary is a very effective school that makes very good provision for its ethnically diverse community. The pupils achieve high standards because the quality of teaching is almost always good and is frequently very good or excellent. The headteacher provides excellent leadership and continues to significantly improve standards of achievement and the quality of education provided. The school provides very good value for money. Its effectiveness has recently been recognised by the Department for Education and Employment through the award of 'Beacon School' status.

What the school does well

- The school has excellent management and leadership.
- High standards in literacy and numeracy are achieved, and the rate of pupils' learning is rapid.
- Pupils are very eager to learn and behave very well in the classroom.
- The quality of teaching is very good overall.
- Curriculum planning is very good and substantial provision is made for the pupils' moral development.
- The school cares for, guides and supports all of its pupils very well.

What could be improved

- Traffic calming measures are inadequate and do not ensure the safety of pupils and staff as they move from one part of the school site to another.
- Pupils with special educational needs miss other subjects, when they are withdrawn from mainstream lessons for additional support. Therefore they do not receive their full curriculum entitlement.
- The range of extra-curricular activities is narrow and is in need of development.

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

The school has many significant strengths that very heavily outweigh its few areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996, and it was found to be a good school. It has improved significantly across many aspects of its work. Standards of attainment have improved even further and pupils now achieve well above expected levels in English, mathematics and science at the end of both key stages. Behaviour has also improved substantially, and the quality of teaching is now very good overall. All issues for action, identified in the last report, have been resolved very effectively. However, the measures taken by the Royal Borough of Kensington and Chelsea have not been effective in calming the traffic, which still presents potential dangers when pupils and staff cross the roads between the school sites.

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	C	A
Mathematics	A*	B	B	A
Science	A*	A	A	A

Key

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

The good standards that the pupils attain are a significant strength of the school. Children enter the Reception class with slightly above expected attainments. They make rapid gains in language and literacy and mathematical development, and at the age of five, attain standards above those expected for children of this age. The results of the 1999 Key Stage 1 National Curriculum assessments are above the national average in reading, and well above average in writing and mathematics. When compared to similar schools, standards are well above average in reading and writing and very high in mathematics, placing the school's performance in the highest five per cent nationally. Work seen during the inspection confirmed these standards.

Results in the 1999 Key Stage 2 National Curriculum tests show that standards are in line with the national average in English, above average in mathematics and well above average

in science. When compared with schools with pupils from similar backgrounds, the test results in English, mathematics and science are all well above average. Work seen during the inspection confirms these standards, although in English, standards are higher in the current year because of the highly successful implementation of the school's literacy strategy, and its particular concentration of raising standards in writing. The pupils' literacy and numeracy skills are well above average. In all three core subjects, standards are rising at a rate similar to that of the national picture. Girls attain higher standards than boys in the tests, although this was not evident in work seen during the inspection. The school's targets for attainment over the next two years are suitably challenging. Pupils also attain expected standards in information technology. All pupils achieve well, including pupils with special educational needs, pupils with English as an additional language and high attaining pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the pupils' very good response ensures very good learning.
Behaviour, in and out of classrooms	Good; a substantial improvement since the last inspection.
Personal development and relationships	Good overall; very good relationships.
Attendance	Satisfactory; with less unauthorised absence than the national picture.

The pupils have very positive attitudes to learning. Behaviour is very good in class; pupils show self-control and are keen to follow the school rules. They are very sensible when moving from one part of the site to another and behave well at break-times. The pace of personal development accelerates in Years 5 and 6, where the pupils have a wide range of opportunities to show maturity, initiative and independence in their learning. Relationships between pupils and with adults are very good.

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 quality of teaching is very good overall because of the high proportion of good and very good teaching. During the inspection, teaching was satisfactory or better in 100 per cent of lessons, good or better in 89 per cent of lessons and very good or excellent in 46 per cent. No unsatisfactory teaching occurred.

The quality of teaching in English and mathematics is very good, and the basic skills of literacy and numeracy are taught effectively across the subjects of the curriculum. The teachers' planning is excellent, providing work that is matched well to the needs of all pupils. Teachers have very high expectations of what pupils will achieve and the pupils almost always rise to the challenges set. The methods used by teachers are a particular strength,

including whole-class teaching at the start of all literacy and numeracy lessons, where questioning is used very effectively to promote learning. Pupils are organised and managed very effectively, so very little time is wasted. Teachers are highly effective in setting a positive climate for learning in the classroom, and this motivates the pupils to work hard and enjoy their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good curriculum overall; very good provision for literacy and numeracy development.
Provision for pupils with special educational needs	Good overall; but a few pupils do not have access to the full curriculum.
Provision for pupils with English as an additional language	No pupils at the earliest stages of learning English, therefore no special provision made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; very good provision for moral development.
How well the school cares for its pupils	Very good; potential hazard from traffic when pupils cross roads between the school sites.

The school provides a broad and balanced curriculum overall, although opportunities for children under five to learn through play are insufficiently developed, a point already recognised by the school. Learning opportunities are enhanced well by visitors to the school, visits to museums, galleries and theatres, and through its links with the church. The range of extra-curricular opportunities is narrow. The school makes good provision for the pupils' personal, social, spiritual and cultural development, and very good provision for their moral development. The school aims to provide equality of opportunity for all pupils and largely succeeds in doing so. However, some pupils with special educational needs consistently miss the same lesson each week when they are withdrawn from mainstream classes to receive support in a small group, and this prevents full access to the curriculum. The school promotes and monitors good behaviour very well. It has very effective procedures to assess the pupils' attainments and monitor their rate of learning, and uses assessment information very well to guide curriculum planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher is highly effective in motivating all staff to strive for higher standards and improvements in the quality of their work, and this is a major factor in the school's success.
How well the governors fulfil their responsibilities	Very good. Governors fulfil all of their responsibilities well and are effective in supporting the school in its improvements.
The school's evaluation of its performance	Excellent. Constant self-evaluation leads to continuous improvement in standards and the quality of education provided.
The strategic use of resources	Very good.

The headteacher provides excellent leadership for the school and is supported very well by the governors and senior managers. The school has a clear educational direction that is focused on the achievement of high academic and personal standards and a good quality of education. It evaluates its own work very thoroughly, identifies what needs to be improved and is successful in the action it takes. All staff and governors are highly committed to make this successful school even better and have excellent capacity to do so. The day-to-day administration of the school is of high quality. The budget is planned and controlled very efficiently and the school applies the principles of 'best value' very well when it purchases goods and services. The school does not let its very cramped accommodation prevent pupils from attaining high standards.

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 academic standards that pupils attain. • Standards of behaviour in the school. • The good quality of teaching provided. • The school's expectation of the pupils to work hard. • The good leadership and management of the school. • The way the school is helping the children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of extra-curricular activities provided, especially sport. • The information provided about how the children are getting on. • Traffic calming measures in the streets between the school sites.

Inspection findings fully support the parents' very positive views about the school, and agree that the range of extra-curricular activities is narrow and that traffic calming measures are inadequate to ensure the pupils' safety. Annual progress reports to parents are unclear about the standards that the pupils achieve, and the lack of space for written comment does not give a full picture to parents. There are, however, good, regular opportunities for the parents to talk to teachers both formally and informally.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves high standards in literacy and numeracy and the rate of pupils' learning is rapid.

1. Work seen during the inspection shows that standards in literacy are well above the national expectations at the end of Key Stages 1 and 2. The literacy hour has been implemented very effectively and is making a major contribution to the high standards achieved. Literacy development has a high priority, both in specific literacy lessons and also throughout the subjects of the curriculum. In a Year 3 history lesson, for example, skills of research and note taking were taught well and used very effectively by the pupils, enabling them to make good progress in their learning.
2. Teachers have very high expectations of what pupils will achieve in literacy and are constantly looking for ways to challenge the pupils in their learning. Children under the age of five and the five-year-old pupils in the Reception class quickly develop reading skills. The knowledge, understanding and use of phonic skills are taught systematically and monitored rigorously. Throughout the school, whole-class and group reading sessions in the literacy hours are used effectively to develop understanding of texts. Individual work is very well matched to the differing learning needs of the pupils in the class. The home/school reading partnership is operated particularly well at Key Stage 1, ensuring that the pupils have a steady stream of suitable books to help develop their reading competencies. By the end of Key Stage 2, most pupils have developed as fluent, accurate and expressive readers, and show a high degree of understanding of what is read.
3. Writing skills develop well throughout the school. Good foundations of letter formation, basic punctuation and spelling are established in the Reception class, and the complexity of written work advances well because pupils are given very many opportunities to use their writing skills in a wide range of situations. By the end of Key Stage 1, many pupils join their writing and produce quite lengthy and interesting stories and accounts. Pupils in Year 3 understand how collective nouns are used to make writing interesting and are creative in suggesting their own. By the end of Key Stage 2, the presentation and accuracy of written work is of very high quality, pupils write confidently for a wide range of different purposes and can match the style they use to achieve differing effects, for example dialogue, poetry, note taking and recording information.
4. In Years 3 and 4, the Additional Literacy Support scheme provides well-targeted and good quality support for pupils needing extra help, enabling them to make good advances in their learning. Pupils with special educational needs are also supported well in developing literacy skills when they are taught within a small group and make good progress in their learning.
5. Numeracy standards are well above the national expectations at the end of Key Stages 1 and 2, and build well on the good standards achieved by children at the age of five. The National Numeracy Strategy has been implemented very effectively. The daily mental mathematics sessions are used well to develop quick recall of number facts and multiplication tables, and to develop an understanding of mathematical language. As a result, a large majority of the pupils are confident with the mental manipulation of numbers, and are able to explain the strategies they use to the rest of the class. Teachers have high expectations of what the pupils will achieve and are careful to provide written and mental challenges that are well suited to their differing learning

needs, and in this way, all pupils make good gains in their learning. Curriculum planning is also very good, based on the guidance of the National Numeracy Strategy.

Pupils are very eager to learn and behave very well in the classroom.

6. The pupils' attitudes to learning are very positive and have improved well since the last inspection. They settle very quickly at the start of lessons, responding well to the low key, calm approach of the teachers when they ask for quiet. In the Reception class, for example, the children under the age of five gather sensibly on the carpet, listen to what the teacher is saying, are eager to answer questions and join in with singing. Pupils in Year 2 were fully attentive during a stimulating whole-class mental mathematics session, and were enthusiastic when answering questions. They also concentrated very well during individual and group tasks. In a Year 6 literacy lesson, the pupils worked independently and their behaviour was exemplary whilst the teacher was busy working with a small group of pupils. Throughout the school, the pupils show great pride in their work, as can be seen from the good quality handwriting and neatly presented work in their books.

Teaching is very good overall.

7. The quality of teaching has been improved significantly since the last inspection and now an overwhelming proportion of teaching is good or better, with almost a half being very good or excellent. Rigorous and regular monitoring of the teachers' planning and work in the classroom by the headteacher and subject co-ordinators has been effective. This has provided the teachers with clear feedback about what is successful and what needs development. They have responded well to this feedback, and in doing so, have improved the quality of their work.
8. Teachers throughout the school plan lessons very well by clearly identifying the learning that they expect pupils to achieve during each lesson. Almost all share the learning objectives with their pupils. This motivates them to achieve what is intended, involves them in their own learning and enables them to understand the progress they are making. Assessment information is used well in lesson planning to set work that matches the differing learning needs of pupils within the class. Teachers have exceptionally high expectations of the pupils, not only of their academic attainment, but also of their behaviour and attitudes to learning. In Year 2, for example, pupils were settled very quickly, told precisely what they needed to do to be 'good pupils' and were individually challenged by mental mathematics questions. Many lessons are conducted at a cracking pace, with stimulating whole-class teaching, good use of questioning, good use of the board to organise ideas and smooth transitions from one activity to another. Tight time limits are used very effectively when pupils are set individual or group activities, and this injects a sense of excitement into their learning. Very occasionally, however, the pace of learning slows because insufficient demands are made of the pupils.
9. The management and organisation of pupils are very good throughout the school. In most instances, a quiet and calm approach is used by the teachers, often requiring only a glance or a word to bring a straying pupil back to full concentration. The rewards system is used consistently well to motivate pupils and acknowledge their good attainments and attitudes. Only very rarely do minor sanctions have to be used, but when they are, it is effective. Homework is used well to extend the pupils' learning.

Curriculum planning is very good and the provision for the pupils' moral development is very effective.

10. The curriculum is very well planned, and this contributes very positively to the pupils' good rate of learning and overall high standards of attainment. Curriculum plans provide teachers with excellent guidance and enable them to provide work for pupils that builds continuously and progressively on their previous learning. The school provides a broad and well-balanced curriculum which promotes the pupils' all-round development well. The school acknowledges, however, the need to provide children under the age of five with more opportunities to learn through play. Literacy and numeracy development is given due prominence. Provision for the pupils' spiritual, social and cultural development is good, and for their moral development it is very good. The school sets out clear and consistent expectations of how pupils should conduct themselves. The code of conduct is displayed prominently in all parts of the school and is explicit about how pupils can be 'good' in a wide range of situations, for example, in the classroom, at lunch times, in assembly and on school visits. The issue of bullying is tackled well. The policy is again displayed and lessons in personal and social education are used effectively to help pupils understand the reasons for and the impact of bullying. All adults in the school set very positive role models for the pupils to emulate.

The school cares for, guides and supports all of its pupils very well.

11. The school provides very good quality care for its pupils and creates a secure, well ordered climate for learning. It responded very positively to the issue of behaviour raised in the last report. Pupils have been actively involved in developing the code of conduct, and good behaviour is now promoted well. Play leaders have been appointed to work with the pupils at lunch-times, and the provision of play things, such as 'Jacks', balls and skipping ropes, promotes constructive play and relationships very well. The play leaders organise the pupils constructively in activities such as 'uni hoc' and basketball; vigorous activities that interest and involve many pupils. The creation of the garden area has been successful in providing pupils with an alternative to the boisterous play in the playground.
12. The teachers are quick to identify pupils needing additional support, and provide well for these pupils within their lesson planning. Assessment procedures are very good, enabling the school to keep a close eye on the progress of all pupils and to match work accurately so that they can make their next steps in learning.

The school has excellent overall management and leadership.

13. The headteacher leads the school highly effectively. Not only does she have a very clear vision of what the school should achieve, but she also has the management strategies to bring this vision into reality. Staff and governors share a strong commitment to the achievement of high academic and personal standards and the provision of a high quality of education. All are working hard to achieve these common goals, and this is why the school has made very good progress in improving its work since the last inspection, which itself was very positive. The school has excellent capacity to bring about further improvement.
14. A key contributory factor to the school's continued development is its lack of complacency. It is a highly self-evaluative organisation, constantly looking at its own performance, in relation to its own context, to that of the borough and the national standards. Through this process, the school identifies highly relevant priorities for development, takes the necessary action to support the development and reviews its success carefully. Teaching and the quality of the pupils' work are monitored and evaluated very effectively. The headteacher regularly carries out formal observations, provides feedback to staff and negotiates targets for development that are evaluated during the next visit. Through this process, the quality of teaching has improved well.

15. The restructuring of the senior management team by the headteacher has been very successful and cost effective. The managers of Key Stage 1 and Key Stage 2 now provide very effective and positive leadership, and have taken on many management responsibilities. This initiative has contributed significantly to the development of the school and the improvement in standards. Through their leadership roles, the literacy and numeracy strategies have been implemented very effectively, and this is having a very positive effect on the rate of pupils' learning.
16. The governing body is very effectively led and contributes very well to the successful leadership of the school. Governors are well informed, interested in the school's work and highly supportive of it. Increasingly they are taking a direct monitoring role, for example, through monitoring literacy and numeracy lessons, and this provides them with first-hand information upon which to base their decisions.
17. The school benefits from high quality administration of its day-to-day affairs, and this releases the headteacher, to a large extent, to concentrate on developing the educational work and outcomes of the school.

WHAT COULD BE IMPROVED

Pupils with special educational needs miss other subjects, when they are withdrawn from mainstream lessons for additional support, and therefore do not receive their full curriculum entitlement.

18. Inspection findings support the views of parents at the pre-inspection meeting, that the school provides high quality support for pupils with special educational needs. In some instances, however, pupils are taken out of other lessons, for example geography, to boost their literacy skills. This prevents pupils from gaining full access to the curriculum and inhibits their development of skills, knowledge and understanding in the subject they miss. The school has not developed sufficient strategies for supporting pupils within the context of the other subjects of the curriculum.

The range of extra-curricular activities is narrow.

19. Parents at the pre-inspection meeting and a high proportion of those returning the questionnaire were critical of the school's provision for extra-curricular activities, in particular sport. Inspection findings support the parents' views, The school acknowledges that this is a relatively weak element within its provision and is keen to make improvements. Music activities currently include a brass ensemble that is keenly attended by pupils taking instrumental tuition and music club that has a different aspect of music as its focus each term, for example 'The Blues'. Chess club has started this term, run by a qualified coach. Within the last year, pupils have had after- school sports coaching opportunities in netball and football and have received cricket and touch rugby coaching during lesson times. Pupils have opportunities to play competitive sport in Kwik Cricket competitions, a few friendly football and cricket matches, at the borough swimming gala and at sports day. Overall, however, the provision to enhance learning opportunities in academic, sporting or cultural aspects of the pupils' lives is underdeveloped.

Traffic calming measures are inadequate to ensure the safety of pupils as they move from one part of the school site to another.

20. Following criticism in the last inspection report, the Royal Borough of Kensington and Chelsea took some action to improve the safety of pupils and staff crossing the roads between the three school sites. The installation of railings has helped to prevent pupils

from crossing the road where they please, and warning signs have been erected. These measures, however, have been ineffective, and there remains a serious potential hazard. There is nothing to either slow traffic before it reaches the main crossing points, or to compel it to stop when the pupils cross the road. Teachers still have to stand in the road to stop traffic. At times, motorists stop grudgingly, and the teachers are subjected to verbal abuse which is overheard by the pupils. This is entirely unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In their work to further raise standards and improve the quality of education at the school, the governors and staff should now consider the following key issues, which relate to weaknesses identified in the report paragraphs shown:

- Ensure that the pupils and staff can move safely across the roads between the school sites by: (paragraph 20)
 - continuing to press the local authority to install effective measures to calm and control the traffic;
 - educating parents to ensure that their parking does not endanger the welfare of the pupils, staff and other pedestrians.
- Ensure that all pupils have equality of access to the full curriculum by: (paragraph 18)
 - developing strategies to use additional teaching support for pupils with special educational needs within their normal lessons;
 - monitoring the full access to the curriculum for all pupils.
- Improve the range of extra-curricular activities available to the pupils. (paragraph 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	32	43	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)		193
Number of full-time pupils eligible for free school meals		47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		70

English as an additional language	No of pupils
Number of pupils with English as an additional language	35

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	12	12	12
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	12	12	12
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	100	100	100
	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	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	17
	Girls	9	8	11
	Total	22	22	28
Percentage of pupils at NC level 4 or above	School	76	76	97
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	8	7	9
	Total	21	20	25
Percentage of pupils at NC level 4 or above	School	72	69	86
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	15
Black – other	18
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	146
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	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)	9.0
Number of pupils per qualified teacher	21.4
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	153.75

Financial information

Financial year	1998/99
	£
Total income	483740
Total expenditure	461715
Expenditure per pupil	2209
Balance brought forward from previous year	0
Balance carried forward to next year	26415

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	23	13	2	0
My child is making good progress in school.	56	30	12	3	0
Behaviour in the school is good.	46	39	5	3	0
My child gets the right amount of work to do at home.	46	38	15	2	0
The teaching is good.	62	26	7	5	0
I am kept well informed about how my child is getting on.	57	21	12	8	2
I would feel comfortable about approaching the school with questions or a problem.	61	25	3	12	0
The school expects my child to work hard and achieve his or her best.	75	15	7	2	2
The school works closely with parents.	53	30	7	12	0
The school is well led and managed.	69	20	3	8	0
The school is helping my child become mature and responsible.	53	34	10	0	3
The school provides an interesting range of activities outside lessons.	20	25	28	23	5