

INSPECTION REPORT

GRANGE PARK PRIMARY SCHOOL

Winchmore Hill, Enfield

LEA area: Enfield

Unique reference number: 102016

Headteacher: Mrs Bridie Weston

Reporting inspector: Mrs Joy Richardson
6676

Dates of inspection: 6 – 8 March 2000

Inspection number: 189015

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
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	mixed
School address:	Worlds End Lane Wichmore Hill London
Postcode:	N21 1PP
Telephone number:	0208 360 1001
Fax number:	0208 8360 3833
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Johnson
Date of previous inspection:	8 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 657 pupils on roll, which is much bigger than most primary schools. Numbers have risen sharply in recent years and the school's expansion, from two to three classes in each year group, is now complete. The school is heavily oversubscribed. Pupils come from a variety of ethnic backgrounds, including a fifth from other European countries. There is a wide spread of attainment on entry, though overall it is above the average for this age. One pupil in six speaks English as an additional language but most speak it fluently. The percentage of pupils identified as having special educational needs is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. The school's leadership is highly effective in promoting very good teaching and the achievement of high standards. The school provides very good value for money in using its resources effectively to achieve its aims.

What the school does well

- The headteacher and senior staff provide excellent leadership.
- Standards are high across the curriculum, with notable strengths in writing and in science.
- The quality of teaching is very good overall, helping pupils to achieve their best.
- The staff care well for pupils as individuals, cultivating their all-round development.
- The school works very effectively with lower-attaining pupils and those with special educational needs.
- Excellent provision for the training and professional development of all staff promotes effective teamwork.

What could be improved

- The extent of intellectual challenge, particularly for higher-attaining pupils.
- The contribution of lunchtime dining arrangements to pupils' personal, social and health education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996 and it has improved significantly since then. The leadership and management have become even more effective. Standards have risen and the overall quality of teaching has improved. The key issues identified in the last report have all been addressed successfully and have become strengths of the school. There have been major advances in the development of information and communications technology across the curriculum, and in pupils' achievement in the subject. The planning of the curriculum in all subjects has become more thorough and effective. Good procedures have been developed for assessing and moderating pupils' attainment and using this information to guide teaching. Successful arrangements have been put into place for recording, monitoring and improving attendance. The school has very good systems and strategies for evaluating performance and taking action where needed. As a result it is very well placed to maintain and further improve the high quality of education which it provides.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	A	A*
Mathematics	A	A*	A	A
Science	A	A	A*	A*

Key

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

The school achieves high standards. Over recent years, standards have risen significantly, particularly at Key Stage 2. In the last two years, overall results in the National Curriculum tests for 11 year olds have been in the highest five per cent nationally. In 1999, results were well above the national average in English and mathematics. They were very high in science: almost all pupils gained at least Level 4, the level expected at this age, and 70 per cent achieved beyond this, reaching Level 5. Results in English and science were comparable to those in the highest five per cent of similar schools, whilst attainment in mathematics was well above the average in this comparator group.

The 1999 results of National Curriculum tests for 7 year olds showed standards which were above average in mathematics, and well above average in reading and writing, when compared with all schools and with similar schools.

The standard of work seen during the inspection in both key stages broadly reflects these test results. A slightly smaller proportion of pupils in the current Year 6 are on course to achieve the level expected nationally at eleven, because this group contains an unusually large number with special educational needs, but these pupils are making very good progress. The school sets challenging targets for attainment and works very effectively to meet and exceed them.

Pupils achieve well in literacy and numeracy and their writing is particularly well developed. Very high standards in science are reflected in the exceptional quality of experimental and investigative work throughout the school. High achievement is evident across the broad curriculum which the school offers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have highly positive attitudes, taking pride in the school and in their own learning. They settle quickly to work, concentrating well and showing the will to succeed.
Behaviour, in and out of classrooms	Pupils behave very well in lessons, around the school and in the playground. They understand and abide by rules and routines. High standards of behaviour mean that little time is wasted in lessons.
Personal development and relationships	Very good relationships between pupils, and with staff, are characterised by mutual respect. Pupils are confident and at ease. They recognise that their contribution to the school is valued and they readily take responsibility.
Attendance	Overall attendance is above the national average and the school is successfully reducing unauthorised absence.

The school's ethos promotes very positive attitudes and values, creating a climate which is highly

conducive to learning.

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.

Overall, the school provides teaching which is of very good quality and this leads to the achievement of high standards. Teaching was good or better in 97 per cent of lessons seen and never less than satisfactory. In 46 per cent of lessons, teaching was very good or excellent.

The quality of teaching is particularly high in literacy and in science. Numeracy skills are also well taught. Teaching is very well planned to promote effective learning. Teachers encourage and challenge all pupils to achieve their best. Very good teaching and support are provided for lower-attaining pupils and those with special educational needs. These pupils achieve very well as a result. High quality teaching also enables the most able to achieve well, though not always stretching their thinking sufficiently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided is broad, balanced, interesting and well planned, across all the subjects of the National Curriculum and religious education. The provision for children under five helps them to make a good start in all the areas of learning. The curriculum is much enriched by a wide range of extra-curricular activities, organised by staff.
Provision for pupils with special educational needs	The school makes very effective provision for pupils with special educational needs. As a result these pupils make very good progress towards achieving in line with what is expected for their age.
Provision for pupils with English as an additional language	The small number of pupils who are not fluent in English are very well supported. Overall, those who speak English as an additional language achieve at least as well as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school fosters pupils' all round development very effectively, widening horizons and cultivating respect and appreciation. Pupils learn to understand themselves and the impact of their actions on others, through very good use of 'circle time'. Shortcomings in the provision for lunch, and the level of noise in the dining hall, mean that this period of the day contributes less than it could to pupils' personal, social and health education.
How well the school cares for its pupils	Though the school is large, it is well organised to ensure that all pupils are well known and cared for as individuals, and that their needs are attended to. The senior management team and all staff work together very well to achieve this.

The high quality of the school's monitoring and support for all aspects of pupils' academic and personal development underpins the pupils' success as learners.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is excellently led by the headteacher who provides clear educational direction, working closely with the deputy headteacher and senior staff. Teaching, planning and pupils' progress are monitored purposefully and effective action is taken to bring about improvement. The school is committed to training and developing all its staff so that they contribute fully to achieving the school's aims.
How well the governors fulfil their responsibilities	Governors are well trained and informed about the school. They provide strong support and fulfil their responsibilities well. They regularly review the school's performance and plan effectively for the future.
The school's evaluation of its performance	The school evaluates its performance fully and thoroughly, through the analysis of results, the monitoring of teaching, special projects in areas of concern, and the annual cycle of school development planning. As a result it has a very clear view of what has been achieved and what needs to be done to improve further.
The strategic use of resources	The school uses its resources very effectively to achieve its educational aims. Financial planning is very good and the deployment of staff is very well considered.

The strength of leadership and management underpins the school's success and the achievement of high standards. The school's financial planning and use of resources are guided by principles of achieving the best possible value in terms of the quality of education provided.

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 school is very well led. • The teaching is good. • Children work hard and achieve well. • Standards of behaviour are high. • The school promotes positive attitudes and a sense of responsibility. 	<ul style="list-style-type: none"> • The provision of homework. • Information about pupils' progress.

The inspectors agree with the very positive views of the school expressed by a large majority of parents. Significantly fewer parents are concerned about homework than at the time of the last inspection. Inspectors consider that the school's homework policy is generally working well, though further monitoring is needed to ensure consistency. Parents are kept very well informed about the school's work, and this is appreciated. The school should build on this further by drawing on assessment information to keep parents precisely informed about how well their children are doing and the targets they are working towards.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher and senior staff provide excellent leadership.

1. The headteacher provides clear educational vision and sets the direction for the school. She brings a high level of analysis to bear in evaluating the school's performance in order to take appropriate action. For example, assessment results and pupils' work are scrutinised closely to identify strengths and weaknesses in the progress of individuals, classes and year groups. The outcomes of this analysis are discussed with teachers in each year group each term, to determine the action needed. Curriculum plans for each half term are also examined thoroughly to ensure appropriate coverage and progress in learning throughout the school.
2. The deputy headteacher works closely and effectively with the headteacher to monitor teaching, ensuring that policies are consistently implemented and that teachers receive the support and guidance they need. The senior management team also includes three senior teachers who each oversee a third of the classes, across the year groups. They provide strong pastoral oversight and support teachers well in the management of pupils' behaviour. They play an important part in ensuring that policies are implemented consistently throughout the school. Curriculum co-ordinators use their knowledge and expertise well to guide planning and teaching in their subject, and the acquisition of appropriate resources. Joint planning across classes is facilitated effectively by a co-ordinator in each year group.
3. The headteacher and deputy headteacher know pupils, and their parents, very well. They are accessible, vigilant, alert to problems and quick to take action. They communicate information effectively. Through the provision of training and regular meetings, they ensure that all staff are confident and effective in carrying out the responsibilities they have been given. This results in very strong teamwork by teachers and support staff.
4. The very high quality of the school's leadership results in an ethos of high achievement and breeds confidence amongst staff and pupils.

Standards are high across the curriculum, with particular strengths in writing and in science.

5. Pupils achieve very well in literacy. The school has maintained very high standards in reading and has been successful in working to raise standards further in writing. The literacy strategy has been implemented well, building on the school's existing strengths. Work in the literacy hour is supplemented by weekly opportunities for extended writing which reinforce pupils' skills.
6. From the start, children in reception apply what they have learned in reading to their writing, for example, 'using ears' to find the letter sounds for spellings, and attempting to write the common words which they are able to read. They become confident in writing independently and many can write a sentence by the age of five. By Year 1, they are alert to the need for sentence punctuation and begin to explore the use of a range of punctuation marks, encouraged by their shared reading in the literacy hour. Pupils in Year 2 can write a sustained and lengthy story, setting the scene and identifying the characters at the start, and structuring a beginning, middle and end. They choose words for interest, discussing the descriptive effect, for example, of 'howling wind' or 'blustery showers'.
7. As pupils progress through Key Stage 2, they write in a variety of forms and for different purposes. Focused tasks help pupils to hone their skills. Pupils in Year 4 looked closely at parts of a photograph to develop descriptive writing, noting 'grandpa's...furrowed forehead...eagle eyes...double chin that makes you feel at ease'. Pupils in Year 6 recognise and use 'emotive language', as when writing a persuasive flyer about the need for dolphin-friendly tuna fishing. They have a good understanding of figurative language and enjoy using simile and metaphor to enliven their work. They develop complexity and variety in structuring sentences, understanding

the use of connectives and subordinate clauses. Pupils confidently organise their ideas in

paragraphs and structure information in sections. Their skills are reinforced well by their writing in other subjects, for example in science.

8. Pupils are set targets in writing. This gives them a good understanding of what is needed to improve their work. Teachers have developed a clear view of what constitutes progress in writing. They are accurate in assessing the level of pupils' writing in order to identify where further work is needed. Though there is some variation in the standard of handwriting and presentation expected, pupils write fluently and interestingly, composing and structuring their writing with confident control.
9. In science, work is very well planned for each lesson and for each year. Pupils learn the skills of investigation, and this underpins their knowledge and understanding. For example, children in reception investigated wrapped 'presents', discussing the usefulness of different senses, such as touch, hearing and taste, in identifying the contents. Sequences of work are developed well over a number of weeks so that, in Year 1, understanding of the effects of heating and cooling on different materials is steadily extended and reinforced. By Year 2, pupils are well advanced in their scientific knowledge. They can distinguish materials which are transparent, translucent and opaque and use the correct terms. They draw on past experience to link cause and effect and to begin to make generalisations, for example, discovering that when light does not pass through an object, a shadow is formed. Older pupils conduct investigations well, pursuing questions in Year 5 about the extent to which solids such as flour and sand behave like liquids when poured, and how solids and liquids can be distinguished. Pupils show independence in carrying out a fair test, selecting and using resources responsibly, recording their findings and interpreting the results. They are well trained in collecting, sharing and recording information, as seen when pupils in Year 6 found different ways of representing what they had learned about herbivores, carnivores and omnivores. Pupils use their literacy skills to good effect in science, organising their ideas well in writing.
10. The science co-ordinator has been very influential in developing the planning of the subject throughout the school and working alongside other teachers, developing their confidence and expertise in the subject. This has contributed to the consistent progress evident in pupils' learning and to the achievement of high standards in all age groups.

The quality of teaching is very good overall, helping pupils to achieve their best.

11. Very good teaching is provided across the curriculum and pupils learn and achieve well as a result. The teaching of literacy is particularly strong, reflecting teachers' knowledge and expertise in implementing and adapting the literacy strategy to extend pupils' learning in reading and writing. Numeracy skills are also well taught, helping pupils to develop strategies for mental calculation and to memorise basic knowledge such as multiplication facts. In science, teachers demonstrate very good skills in organising practical activities to extend pupils' knowledge and the exercise of scientific thinking.
12. Teachers explain, instruct and ask questions well. In the very best lessons, the use of questioning is extremely skilful in leading learning forward. This was seen, for example, in a Year 4 numeracy lesson when questions about rounding and approximation led pupils through increasingly difficult mental calculations. In many lessons, teaching builds effectively on previous learning and homework is used to reinforce understanding and prepare pupils for the next step.
13. Teachers have a good knowledge of what they are teaching. This is strongly underpinned by the guidance of subject co-ordinators, well-organised schemes of work and very good arrangements for joint planning within year groups. Teachers show a high level of motivation in refining their skills and extending their expertise, for example, in implementing the numeracy strategy.
14. The control and management of classes are very good. As a result, time is well used in lessons and work proceeds at a good pace. Pupils are kept involved and encouraged to participate. Teachers explain the purpose of lessons and make clear what pupils are expected to achieve. This is reinforced by the setting of targets, for example in writing, which pupils can measure their progress against. Marking and assessment are used well to evaluate learning, to identify individual needs and to guide subsequent teaching, so that pupils are helped to achieve their best.

The staff care well for pupils as individuals, cultivating their all-round development.

15. The school has very effective procedures for monitoring pupils' academic and personal development. Despite the large size of the school, pupils are well known as individuals. As a result, they are confident and secure and have a strong sense of belonging.
16. The contribution of many adults, including parent helpers and elderly volunteers, as well as teachers and support staff, means that pupils receive individual help when it is needed, and benefit from this attention. The school makes provision for indoor as well as outdoor play at playtimes, recognising the variety of children's individual needs.
17. Pupils enjoy taking responsibility and exercising initiative, for example as members of the School Council. They understand how the school works and recognise that they have a part to play in making it a better place. Older pupils regularly help younger pupils and pupils of different ages are at ease with each other.
18. A rich range of extra-curricular activities is provided through the energy and enthusiasm of staff. These are very popular with pupils and add an extra dimension to school life. Pupils benefit from many opportunities to make visits, to receive visitors in school and to take part in performances, musical tuition and competitive sport. Pupils take pride in their school. Class and 'good work' assemblies celebrate achievement. The high quality of singing in assembly shows pupils participating with zest as part of the whole school community.
19. The curriculum includes weekly 'circle time' in all classes. This is well planned. It makes a significant contribution to pupils' personal and social development, and to the quality of relationships, by building self esteem and understanding of others. Pupils develop social skills in observing the routines of 'circle time', listening attentively to others and showing respect for their views. They are sensitive and serious in discussing what they admire in each other, and their own likes and dislikes. Teachers are imaginative in using games to reinforce moral and social development. They engage the interest of the class by posing problems to which pupils can relate. In Year 3, for example, the disappearance of a pencil sharpener was used very effectively to explore definitions of borrowing and stealing, enabling pupils openly to discuss their thoughts and experiences and develop their understanding of the difference between right and wrong.
20. The effectiveness of the school's provision is seen in the confidence with which pupils talk about their work. They believe that they can succeed and this helps them to do so.

The school works very effectively with lower-attaining pupils and those with special educational needs.

21. The school makes very good provision for pupils with special educational needs, in the context of helping all pupils to keep up as well as possible with the expectation for their age. There are currently 140 pupils on the school's register of special educational needs, the large majority of whom are at stage one or two. The school's aim is for these pupils to be helped to catch up sufficiently to be removed from the register, and it is largely successful in this. Provision for pupils with special needs is very well managed and organised. Staff and resources are deployed very effectively to achieve specific goals.
22. From Year 1, all pupils who are identified as falling behind have precise targets set for them in individual education plans. Class teachers use these in planning work and assessing progress. Two teachers, including the special educational needs co-ordinator, are deployed to give additional teaching support, working with individuals and groups of pupils in Key Stage 1 and Key Stage 2 respectively. This teaching is of high quality. It builds pupils' confidence and reinforces learning where it is weak.

23. Pupils are set by ability for numeracy in Years 5 and 6, with four sets in each year, and all pupils benefit from teaching which builds on their prior attainment. In literacy, pupils in Year 6 are organised in five groups, including two 'booster' groups for lower-attaining pupils and a small group of pupils with special needs who need more focused help. These arrangements are successful in enabling a very large majority to reach the level expected nationally at the age of eleven.
24. The setting of targets for individuals and groups is now being spread more widely so that pupils of all level of attainment have clear goals to work towards.

Excellent provision for the training and professional development of all staff promotes effective teamwork.

25. The school has a strong commitment to the training and development of all its staff, as seen in the 'Investors in People' award gained by the school in 1998. As a result, staff have a strong sense of shared purpose in achieving the school's aims and are confident in carrying out their responsibilities.
26. The school's performance management system includes regular appraisal and classroom observation. Needs are identified, and support given, to ensure that staff have the skills required of them. The school's priorities are reflected in careful planning of the use of in-service training days and staff meetings. Good use is made of external advisers, when available, and of the school's own resources. Teachers with specific expertise are deployed to very good effect in providing guidance for others, for example in science. Good use is made of action research projects to pilot new initiatives, and to try out strategies for remedying an identified weakness. Problems are analysed and solutions are sought and shared, as seen in effective action taken by the school to improve the teaching of writing.
27. The deputy headteacher plays a major role in the support and guidance of teaching and support staff. The induction and mentoring of new staff are very good. Classroom assistants are well trained and have regular meetings to review their work. They are fully involved in planning and they work seamlessly with teachers in the classroom. Benefiting from the experience gained, a significant number go on to train as teachers themselves.
28. Lunchtime supervisory assistants are also well trained, enabling them to work effectively as part of the whole-staff team.
29. The school expects much of its staff and supports them well in the process. This is a key factor in the school's success.

WHAT COULD BE IMPROVED

The extent of intellectual challenge, particularly for higher-attaining pupils.

30. The school is guided by an ethos of expecting all pupils to achieve their best and this is largely the case in practice. Many pupils achieve a high level, particularly at the end of Key Stage 2. However, the attention given to lower-attaining pupils is not yet matched by the provision of intellectual stimulus and challenge for the more able.
31. The extent of higher attainment in mathematics at the end of Key Stage 1 is not as great as might be expected. The school has instigated a project to address this, but there is currently too little differentiation in the work or targets set. Though extension activities are planned for those who finish quickly, sights are not set high enough for the most able.
32. The school has made significant progress in assessing pupils' progress against agreed criteria and using this to set targets. This ensures that pupils build on what they can already do, but

more consideration is needed of pupils' potential rate of progress in each year to ensure that the most able do not mark time. Pupils are not yet involved enough in discussing their targets and evaluating their progress.

33. Teachers are skilled in directing questions to pupils of different abilities. However, questions are not pursued sufficiently to find how far the understanding of the most able pupils extends. In science, pupils are often asked to consider 'why', but they are not encouraged enough in other subjects to speculate about ideas and pose their own questions.
34. Grouping arrangements do not at present take enough account of the needs of the highest-attaining pupils. These pupils also need more opportunities for sustained independent enquiry, involving investigation or research, in lessons, in homework or in extra-curricular activities.

The contribution of lunchtime dining arrangements to pupils' personal, social and health education.

35. Pupils generally behave well at lunchtime, as during the rest of the day. However, the acoustics of the dining hall, and the large number of pupils eating their lunch in a small space, mean that the noise level rapidly rises. Pupils then talk more loudly in order to make themselves heard, or sometimes shout across each other. This limits conversation and social interaction, and contrasts with the concern for the development of social skills which is otherwise a very strong feature of the school. Little connection is made between pupils' learning about healthy eating in lessons and the choice of food at lunchtime.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Increase the extent of challenge for the more able by:

- raising expectations of higher-attaining pupils in Key Stage 1, particularly in mathematics;
- posing supplementary questions to find how far pupils can develop their ideas, encouraging them to pose questions themselves and to speculate about possible answers;
- making full use of assessment and target-setting to identify higher-attaining pupils and set sights high for them throughout the school;
- involving pupils more fully in evaluating what they have achieved and in the setting of goals to work towards;
- extending the stimulation and challenge for pupils in pursuing sustained independent enquiries;
- ensuring that decisions about setting and grouping arrangements take full account of the needs of higher-attaining pupils.

(paragraphs 30-34)

Improve lunchtime dining arrangements in order to enhance provision for pupils' personal, social and health education. (paragraph 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
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
5	41	51	3	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)	N/a	657
Number of full-time pupils eligible for free school meals	N/a	57

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	137

English as an additional language	No of pupils
Number of pupils with English as an additional language	62

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	53	45	98

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	49	50	52
	Girls	45	45	44
	Total	94	95	96
Percentage of pupils at NC level 2 or above	School	96	97	98
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	53	53	52
	Girls	45	45	45
	Total	98	98	97
Percentage of pupils at NC level 2 or above	School	100	100	99
	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	36	30	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	34	35
	Girls	28	29	30
	Total	62	63	65
Percentage of pupils at NC level 4 or above	School	94	95	98
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	34	35
	Girls	26	28	29
	Total	59	62	64
Percentage of pupils at NC level 4 or above	School	89	94	97
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	6
Black – other	3
Indian	7
Pakistani	0
Bangladeshi	1
Chinese	2
White	401
Any other minority ethnic group	81

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)	26.3
Number of pupils per qualified teacher	24.9
Average class size	31.3

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	357

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
	£
Total income	1061437
Total expenditure	1056551
Expenditure per pupil	1696
Balance brought forward from previous year	51221
Balance carried forward to next year	56107

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	657
Number of questionnaires returned	278

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	3	1	1
My child is making good progress in school.	55	41	4	0	0
Behaviour in the school is good.	50	46	1	1	2
My child gets the right amount of work to do at home.	32	49	14	4	1
The teaching is good.	60	39	1	0	0
I am kept well informed about how my child is getting on.	35	47	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	35	6	1	1
The school expects my child to work hard and achieve his or her best.	65	30	3	0	2
The school works closely with parents.	48	42	8	1	1
The school is well led and managed.	79	20	0	0	0
The school is helping my child become mature and responsible.	53	43	3	0	1
The school provides an interesting range of activities outside lessons.	33	45	12	2	9