

# INSPECTION REPORT

## **CUDDINGTON CROFT PRIMARY SCHOOL**

Cheam

LEA area: Surrey

Unique reference number: 125027

Headteacher: Mr M Farnham

Reporting inspector: Mrs S D Morgan  
1355

Dates of inspection: 5<sup>th</sup> –7<sup>th</sup> June 2000

Inspection number: 189657

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	West Drive Cheam Surrey
Postcode:	SM2 7NA
Telephone number:	020 8642 4325
Fax number:	020 8642 9808
Appropriate authority:	The governing body
Name of chair of governors:	Hon. Alderman B Kibble
Date of previous inspection:	November 1996

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cuddington Croft is a primary school with 425 full time pupils on its roll and 51 part-time pupils in the nursery. It is much larger than other primary schools. It has similar numbers of boys and girls. The percentage of pupils who speak English as an additional language, at just over nine percent, is high, but none are at an early stage of English language acquisition. The pupils come from the local area and are mostly from above average or higher socio-economic backgrounds. The current attainment of pupils on entry to the school is well above average. The proportion of pupils who have special educational needs, at around nineteen percent, is in line with the national average. Of these almost one percent have statements of special educational need, and this is an average figure. Most pupils' special needs relate to learning difficulties, although a small number have emotional and behavioural problems.

### **HOW GOOD THE SCHOOL IS**

This is a good and effective school which provides a supportive and caring environment. It has a positive ethos in which staff and pupils work hard and relationships are very good. The management of the headteacher and senior management team is very good and promotes the achievement of standards that are well above average in English, mathematics and science. The quality of teaching is good particularly in English and mathematics. Very good use is made of information about how well pupils are getting on in English and mathematics to help teachers plan their work effectively so that pupils make good progress. The school provides good value for money.

#### **What the school does well**

- Pupils do well in English, mathematics and science, and standards are well above average at the end of Key Stages 1 and 2.
- Teaching is good throughout the school, particularly in English and mathematics.
- Pupils behave very well, they are interested in their work and enjoy school.
- The headteacher and senior managers provide strong leadership which effectively promotes the aims of the school and focuses on raising achievement.
- Very effective use is made of assessment data to help teachers plan their work to meet the needs of all pupils.

#### **What could be improved**

- The standards achieved by pupils in information technology are too low.
- Monitoring undertaken by all subject co-ordinators should be more structured and systematic to provide a clear overview of where further improvements in standards can be made.

*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 October 1996. Its improvement since then has been good and the key issues identified by the last inspection have been addressed. Development planning is now effective and very good use is made of assessment data. The national literacy and numeracy strategies have been implemented well. Regular monitoring of teaching and learning carried out by the headteacher and deputy has helped to improve the quality of teaching. The staff and governors know the strengths of the school and areas that require further development. For example, weaknesses in the teaching of information technology have been identified and appropriate plans for development are in place. The school has the commitment and very good capacity for further 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	A	A	A
mathematics	A	A	A	A
science	C	C	A	B

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

Results at the end of Key Stage 2 have been consistently well above average in English and mathematics. Science results have improved and were well above average in 1999. Compared to schools with a similar proportion of pupils eligible for free school meals, the results are good in science and very good in English and mathematics. At the end of Key Stage 1, results have fluctuated. They were well above average in 1999 with particular improvement in writing. Compared to similar schools, the results were good.

The school's targets for future results at the end of Key Stage 2 are appropriate, and have been based on careful analysis of the school's assessment of what pupils have achieved so far. In 1999 the school exceeded its targets in both English and mathematics.

Current standards in information technology are below average at the end of both key stages. Pupils make little use of computers. Pupils said that they used computers infrequently in school, although most used them at home. In other subjects, including religious education, there is evidence of good standards and pupils' achievements are good. For example, in music pupils sing tunefully and with enthusiasm. There is a good range of media used in art leading to some high quality collage, painting and printing. Videos of recent school productions showed acting and singing of high quality. The presentation of pupils' written work throughout the school is very good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, a strength of the school. Pupils want to succeed and often show high levels of motivation and enthusiasm. This has a positive impact on learning.
Behaviour, in and out of classrooms	Very good. No permanent exclusions and three fixed period exclusions over the past year, which is below average. The atmosphere both in lessons and in the playground is calm and orderly.
Personal development and relationships	Very good. Opportunities are provided for pupils to take responsibility. There is mutual respect between pupils and all other adults who work in the school.
Attendance	Attendance is above the national average. Unauthorised absence is below average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	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 throughout the school, particularly in English and mathematics. Teaching was judged to be satisfactory or better in all of the lessons seen during the inspection, and very good or better in 27 percent. The headteacher has been successful in ensuring that a good range of teaching skills and expertise is available within the school. Teachers are effectively deployed, for example, for the specialist teaching of older pupils in mathematics and science. This contributes to the high standards achieved by pupils in these subjects. The emphasis placed on extending pupils' vocabulary and the teaching of specialist vocabulary is also a strength. The teaching of reading is good and pupils read with confidence. Teachers show high levels of motivation, are enthusiastic about their work, and teach basic skills well. They plan their work very thoroughly to meet the needs of all pupils and follow the schemes of work for each subject area. Teachers have good levels of subject knowledge in almost all subjects. Weaknesses in expertise identified in information technology are being addressed through a well-planned programme of training. Teachers manage classroom activities well and create a very positive learning atmosphere, giving encouragement and recognising pupils' achievements. This approach helps pupils develop confidence and learn effectively even when they find aspects of the work difficult.

Throughout the school pupils are keen to learn and make good progress. They settle to work quickly, follow instructions and concentrate well. Pupils with special educational needs make good progress and respond positively to the extra support they are given.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide range of curriculum opportunities, including personal, social and health education, although statutory requirements are currently not being met for information technology. The national literacy and numeracy strategies are implemented well and are helping to raise standards in English and mathematics. Opportunities for residential trips, visits and an extensive range of after school clubs enrich the curriculum.
Provision for pupils with special educational needs	Support is provided both in-class and in withdrawal lessons and work is adapted to meet the needs of individuals. Pupils make good progress both in lessons and when receiving additional support. Their individual education plans are appropriate and are regularly reviewed.
Provision for pupils with English as an additional language	Very good. The specialist teacher works closely with class teachers and the programme of work is very well planned and evaluated. Pupils' written work indicates that they make rapid progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for pupils' personal development, teaching them to tell right from wrong. It helps pupils to develop personal responsibility and mutual respect, and to work co-operatively. Provision for pupils' spiritual development is satisfactory, but assemblies offer only limited opportunities for personal reflection. The school provides wide range of opportunities for cultural development, particularly through art and music.

How well the school cares for its pupils	Very good. All pupils are well known and cared for by their teachers in a safe and supportive environment. Child protection procedures are in place and pupils' personal safety is well promoted. The effective behaviour and attendance policies promote very good standards of behaviour and above average levels of attendance. The monitoring of pupils' academic performance is very effective. Pupils' achievements are systematically recorded and there is careful tracking of how well pupils are doing. This helps raise standards.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership which effectively promotes the aims of the school. He maintains a strong focus on raising pupils' achievement, valuing the range of contributions available from the wider school community such as governors and parents. He is well supported by other senior staff. However, the role of subject co-ordinators does not include the systematic sampling of pupils' work to ensure a consistency of approach between classes and they do not identify areas of weakness in what is being taught.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities effectively. There is a close partnership with the headteacher which provides both support and challenge. They know the school well and are able to make informed decisions.
The school's evaluation of its performance	The school's procedures for monitoring and evaluating its performance have greatly improved since the last inspection. The programme for monitoring teaching in the school carried out by the headteacher and deputy identifies any areas of weaknesses and these are shared with teachers. Systematic analysis of test data enables the school to note trends in attainment and influences the targets set in the school development plan.
The strategic use of resources	The school's budget is well managed, spending decisions are carefully considered and the school effectively applies the principles of best value. Overall, resources are of good quality and used effectively to promote pupils' learning. The current availability and quality of computers is unsatisfactory. This has been recognised by the school and the purchase of new equipment is in hand.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Their children make good progress in school.</li><li>• The school expects children to work hard and achieve their best.</li><li>• Behaviour is good in the school.</li><li>• The teaching is good.</li><li>• They feel comfortable about approaching the school with questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• A consistent approach to the setting and marking of homework throughout the school.</li><li>• The range of activities provided outside of lessons.</li></ul>

Just over 23 percent of the questionnaires were returned together with some letters. Parents are generally pleased with the school. Overall, they are very pleased with the standards of work achieved and improvements in communication which have been made. Inspectors agree with parents' positive views. However, the inspection team found that appropriate homework is set and marked throughout the school. Homework/contact books are available, although the degree of accuracy with which pupils complete them varies. The school provides an extensive range of extra-curricular activities and school trips and the inspection team was surprised that some parents do not recognise this.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils do well in English, mathematics and science and standards are well above average at the end of Key Stages 1 and 2.**

1. The pupils achieve standards in English, mathematics and science that are well above national averages.
2. In the nursery, children respond well to books, talk with confidence and are beginning to identify letters and sounds, some are able to write their names. Well-planned work in the reception classes builds on these skills effectively. Pupils at both key stages are articulate and confident in speaking. By the age of seven, they can talk about their work sensibly and express opinions about what they have read. By age eleven, they often express themselves maturely with well-developed vocabulary and speak audibly and clearly when addressing the class. In both lessons and in assembly, pupils listened attentively and responded readily in discussions. Pupils enjoy reading. By the age of seven, they are able to express opinions on books they have enjoyed. They read accurately and with good understanding, using their skills effectively to read new words.
3. Pupils at the end of Key Stage 2 read expressively from complex and demanding texts, exploring characters and themes. They have a sound understanding of different types of literature and authors. Lower attaining pupils evaluate their reading thoughtfully. Throughout the school, pupils present their work neatly and the quality of handwriting is good. Key Stage 1 pupils are able to write simple stories with a good awareness of sentences and often with secure spelling of frequently used words. During Key Stage 2, pupils write at increasing length and for a wider variety of purposes - for example poetry, letters in the role of an evacuee and the setting out of the pros and cons of capital punishment. They structure their writing well, using grammar correctly and often employing sophisticated phrasing and vocabulary to express their ideas and create atmosphere and excitement. Autobiographies written by the pupils are of a high quality, written at length using chapters and maintaining the interest of the reader. English lessons are carefully planned and well structured to cater for different abilities. Teachers make good use of a range of texts and challenging questions. Pupils are encouraged to think critically about their work in order to improve it.
4. In the nursery and reception classes, work is well planned to develop pupils' mathematical skills and they make good progress. By the time they reach the age for entering Key Stage 1, they can confidently count to twenty and beyond and understand terms such as more and less than. Higher attaining children recognise mathematical symbols and are able to carry out simple addition and record their answers. Throughout the school pupils show confidence and enjoyment in mathematics lessons. They participate enthusiastically in mental maths' sessions and develop a range of strategies for solving problems. Older pupils in Key Stage 1 are able to order three figure numbers and their written work is neat and well presented.
5. In both key stages, work is well planned to meet the needs of all pupils. Good use is made of support staff, parents and other volunteers. They are well prepared and make a very positive contribution during group activities. Teachers plan and prepare tasks of varying complexity and this ensures that all pupils make good progress. The setting arrangements, for older Key Stage 2 pupils, ensure that appropriate work is set to meet the needs of all pupils. Demanding work is set for higher attaining pupils, who achieve very well. For example, Year 6 pupils undertaking work on algebraic equations. Pupils understand and use a wide range of mathematical vocabulary at both key stages. Older pupils apply their mathematical thinking to solve a good range of mathematical problems.

6. In the nursery and reception classes, activities are well planned to develop children's scientific understanding and knowledge. They make good progress. Children learn about animals in different environments, such as the jungle. They order and sort mini-beasts into groups using different criteria, such as the number of legs or whether they can fly. During Key Stages 1 and 2 pupils make good progress in all aspects of science. Pupils are taught effectively how to carry out and record investigations. By the age of seven, they confidently make predictions and have an understanding of how to carry out a fair test. Diagrams are neatly presented, for example, pupils use accurate symbols when drawing electrical circuits, and tables are used to record predictions and results. Pupils demonstrate good levels of knowledge, for example, they know that some changes are reversible, such as the melting of chocolate and the freezing of water.
7. Throughout Key Stage 2 pupils continue to develop their knowledge and understanding and make good progress. Their written work is very well presented and they use a wide range of scientific vocabulary appropriately. They draw sensible conclusions from their investigations and are able to record results using line graphs.

**Teaching is good throughout the school, particularly in English and mathematics.**

8. Teaching is good throughout the school, particularly in English and mathematics. All lessons observed were satisfactory and just over three quarters were good or better. The headteacher has been successful in ensuring that a good range of teaching skills and expertise is available within the school. Teachers are effectively deployed, for example, for the specialist teaching of older pupils in mathematics and science. This contributes to the high standards achieved by pupils in these subjects. Teachers show high levels of motivation and are enthusiastic about their work. They plan their work very thoroughly and follow the schemes of work for each subject area. Teachers have good levels of subject knowledge in almost all subjects. Weaknesses in expertise in information technology are being addressed through a well-planned programme of training.
9. Teachers manage classroom activities well and create a very positive learning atmosphere, giving encouragement and recognising pupils' achievements. This approach helps pupils develop confidence and learn effectively even when they find aspects of the work difficult. For example, in a mathematics lesson careful questioning and prompting from the teacher enabled lower attaining pupils to explain their work on tessellations to the rest of the class. All teachers carefully explain the purpose of each lesson and the work to be completed, and they write these on the board. Pupils have a clear understanding of what they have to do and this ensures that time is used effectively. Teachers expect pupils to work hard and to produce well presented work of good quality.
10. The most successful lessons observed during the inspection had a range of varied activities and this ensured that pupils were fully involved throughout. For example, in a reception class lesson on numeracy, the teacher initially focussed on ordering numbers to twenty. Through very careful and challenging questioning she ensured that all the children contributed. They were very enthusiastic and wanted to share their knowledge with the rest of the class. The group activities that followed were very well planned and resourced to meet the needs of all children in the class. The teacher ensured that the learning support assistant and a parent helper were well briefed, and this led to pupils making very good learning gains during group work. Other children were able to work independently on activities such as writing. The teaching was very good because the activities were stimulating and well planned. Effective use was made of support staff and children were provided with opportunities to work on a range of tasks.

11. The emphasis placed on extending pupils' vocabulary and the teaching of specialist vocabulary is also a strength. Teachers expect pupils to use a wide range of vocabulary, for example in a Key Stage 2 literacy lesson, the teacher effectively drew upon pupils' knowledge of the Ancient Greeks through questioning. She then introduced the story of Theseus and the Minotaur with vocabulary such as labyrinth, cauldron, epilogue and prologue, and expected them to be able to recognise and use the new words in their speaking and writing. Specialist vocabulary is effectively taught in science and mathematics throughout the school, and this helps raise standards.

**Pupils behave very well, they are interested in their work and enjoy school.**

12. Pupils behave very well, both in lessons and around the school. They listen carefully during whole-class sessions and are confident and articulate during discussions and in plenary sessions. They are responsible when collecting and using resources, and work well in pairs and groups. Pupils volunteer willingly to clear up, and even the very youngest pupils in the nursery tidy up well. Pupils want to succeed and, when planned activities are particularly interesting, they show high levels of motivation and enthusiasm. This has a positive impact on learning. Pupils behave sensibly at playtime and when walking around the school. They show care and concern for others and older pupils take care of those younger than themselves. The atmosphere both in the hall and playgrounds at lunchtime is calm and orderly.
13. Relationships are very good within the school. The ethos of the school encourages care and respect for others. Both teaching and non-teaching staff provide very good role models and know the pupils well. Even the youngest children are confident when dealing with adults. Pupils are very positive about school. In discussions, they said that they enjoyed a range of lessons and some said that they enjoyed preparing for end of key stage tests.

**The headteacher and senior managers provide strong leadership which effectively promotes the aims of the school and focuses on raising achievement.**

14. The headteacher provides strong leadership which effectively promotes the aims of the school. He maintains a strong focus on raising pupils' achievement, valuing the range of contributions available from the wider school community such as governors and parents. He has been successful in promoting a secure and caring ethos for the pupils and in establishing a shared view on the school's educational direction amongst staff. The school is self-critical and is always looking to identify any weaknesses, so that it can improve as much as possible. Assisted by the deputy headteacher, he systematically monitors teaching. This is seen by teachers as helpful in developing their skills and promoting better learning. The school's commitment to raising levels of attainment is demonstrated in the high standards attained at the end of each key stage.
15. An effective senior management team meets regularly. The composition of the team provides a balance of pastoral, organisational and analytical skills. Effective avenues of communication are in place; both the agenda and minutes of the senior management team meeting are open to staff and issues arising from discussion are shared with subject co-ordinators where appropriate so that action can be taken. The team discusses standards of achievement regularly.
16. There is a close partnership between the headteacher and governors which provides both support and challenge. Chairs of committees prepare the agendas in consultation with the headteacher and a number of governors are frequent visitors to the school, some helping in classes. As a result of their high level of involvement, governors know the school well and are able to make informed decisions over spending. They are also in a good position to ask searching questions of the senior management team - for example, they discussed possible

differences between the performance of boys and girls based upon data provided by the headteacher.

**Very effective use is made of assessment data to help teachers plan their work to meet the needs of all pupils.**

17. Since the last inspection, the school has developed a systematic approach to the use of data from tests to help teachers plan their work for pupils. In order to monitor progress from the levels identified in baseline testing in the reception classes, tests are administered in core subjects in each year group across the school. Information technology is used effectively to analyse these results so that pupils making insufficient progress can be identified and particular areas of weakness in a subject can be addressed by teachers. This information has been useful in promoting a more informed dialogue amongst the staff and governors about standards in the school. It is also used to enable teachers to identify and support pupils who may be under achieving and to plan for able pupils through specially prepared teaching material.
18. Very precise individual targets are now set for pupils in English; teachers often refer to these in lessons so that pupils know where they must improve. Similar target setting is being introduced in mathematics. The deputy headteacher monitors the use of these targets to ensure that they are making a contribution to the raising of achievement.

**WHAT COULD BE IMPROVED**

**The standards achieved by pupils in information technology are too low.**

19. Standards are below those expected nationally at the end of both key stages. Progress over time has been unsatisfactory. Pupils do not achieve as well as they should in Key Stages 1 and 2 after a good start in reception. This is because there have been insufficient computers of good quality, coupled with a lack of teacher expertise. The school has identified information technology as an area requiring improvement. An appropriate development plan has been put in place. Funding for the purchase of a significant amount of new equipment has been allocated and a well-planned programme of staff training is taking place.
20. Discussions with pupils indicate that they rarely use computers to support their work in subjects. Most pupils have computers at home and there is evidence of some pupils using them for research and word processing. There was limited computer use in pupils' previously completed work and pupils have been provided with insufficient opportunities to develop the necessary skills in a range of applications. A scheme of work is in place which covers all the applications required by the National Curriculum. However, this has not yet been fully taught to all pupils.
21. During the inspection some use of computers was observed which indicated that older pupils are now producing some promising work. For example, pupils were using a simple formula on a spreadsheet to look at the exchange rate of the French franc and the pound as part of their preparation for a school journey to France. Some higher attaining pupils were working in groups planning how to undertake a multi-media presentation to portray the school to prospective parents.

**Monitoring undertaken by all subject co-ordinators should be more structured and systematic to provide a clear overview of where further improvements in standards can be made.**

22. Co-ordinators are expected to monitor teaching and standards achieved by pupils when their subject becomes a focus in the school development plan. Although some co-ordinators scrutinise pupils' work at other times, there is no ongoing systematic scrutiny of work in all subjects. This makes it difficult for co-ordinators to maintain an overview of standards across both key stages and to address any gaps or weaknesses in what is being taught in order to improve standards further. For example, expectations over presentation of work and the approach to marking sometimes vary in pupils' books. The quality of book areas in classrooms varies; some are interesting and stimulating whilst others are not. Regular work scrutiny and review of subject resources and displays in classrooms would help identify inconsistencies over expectations and coverage of work in subjects, and helpfully complement the monitoring of the headteacher and deputy.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

23. In order to raise standards further, the governors and staff should:
- (1) improve the teaching of information technology throughout the school by;
    - continuing with the current funded developments of staff training together with the purchase and installation of new equipment;
    - fully implementing the scheme of work to ensure coverage of National Curriculum requirements;
    - ensuring that teachers plan for the consistent use of the computers currently available in classes.
  
  - (2) improve the effectiveness of monitoring undertaken by subject co-ordinators by ensuring that all co-ordinators undertake regular work scrutiny and review of subject resources and displays in classrooms, to identify inconsistencies over expectations and coverage of work in subjects.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.6	22.7	50	22.7	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)	25.5	426
Number of full-time pupils eligible for free school meals		13

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	85

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	42

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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	29	35	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	24	29
	Girls	35	35	35
	Total	60	59	64
Percentage of pupils at NC level 2 or above	School	94 (85)	92 (81)	100 (83)
	National	82 (80)	83 (81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	29
	Girls	35	34	35
	Total	60	62	64
Percentage of pupils at NC level 2 or above	School	94 (83)	97 (83)	100 (95)
	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	26	37	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	25
	Girls	34	34	35
	Total	58	60	60
Percentage of pupils at NC level 4 or above	School	92 (80)	95 (79)	95 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	26
	Girls	35	34	35
	Total	60	60	61
Percentage of pupils at NC level 4 or above	School	95 (81)	95 (90)	95 (92)
	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	2
Black – African heritage	2
Black – other	2
Indian	16
Pakistani	5
Bangladeshi	0
Chinese	7
White	313
Any other minority ethnic group	18

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups	1	

*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)	17.4
Number of pupils per qualified teacher	27.7
Average class size	30.4

#### **Education support staff: YR– Y6**

Total number of education support staff	11
Total aggregate hours worked per week	167.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

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

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998-99
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	£
Total income	733400
Total expenditure	740981
Expenditure per pupil	1673
Balance brought forward from previous year	14333
Balance carried forward to next year	6752

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	476
Number of questionnaires returned	111

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	2	1	0
My child is making good progress in school.	41	50	4	1	5
Behaviour in the school is good.	37	56	4	2	2
My child gets the right amount of work to do at home.	27	48	18	5	2
The teaching is good.	48	45	4	1	3
I am kept well informed about how my child is getting on.	37	45	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	55	39	5	0	1
The school expects my child to work hard and achieve his or her best.	50	45	1	0	4
The school works closely with parents.	32	53	10	5	1
The school is well led and managed.	29	57	10	2	3
The school is helping my child become mature and responsible.	39	51	4	5	2
The school provides an interesting range of activities outside lessons.	28	42	18	2	10

Due to rounding figures may not add to 100

### Other issues raised by parents

Parents said that they were happy with the ethos of the school. They felt that it was a caring place, which promotes values such as kindness and responsibility to others. A few parents said that homework was not always returned and their children received insufficient feedback.