

# INSPECTION REPORT

## **KESTON C OF E PRIMARY SCHOOL**

Keston

LEA area: Bromley

Unique reference number: 101643

Headteacher: Mr David Butler

Reporting inspector: Mr Jonathan Palk  
23630

Dates of inspection: 22 - 23 May 2000

Inspection number: 189671

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Lakes Road Keston Kent
Postcode:	BR2 6BN
Telephone number:	01689 858399
Fax number:	
Appropriate authority:	Governing body
Name of chair of governors:	Mr R Mason
Date of previous inspection:	30/09/99

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Keston Church of England Primary School is an average-sized voluntary controlled school with 237 pupils on roll. Seven pupils have English as an additional language, which is below average, as is the number of pupils on the register of special educational needs. The number of pupils receiving free school meals is also below average. Children start school with standards slightly above those expected.

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

Keston Primary is a good school. Pupils achieve high standards. The headteacher is very effectively managing the changes needed to improve the school still further. Teachers create a very positive climate for pupils to learn in. Pupils' attitudes to school work are excellent. The school provides good value for money.

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

- Results in national tests are well above the national average; the headteacher, governors and teachers are strongly committed to sustaining and raising high standards for all pupils.
- Literacy is taught well within a broad curriculum that extends out of hours.
- Pupils behave very well and have excellent attitudes to their work. This makes an important contribution to their good progress.
- The headteacher is a very effective and sensitive leader and is well supported by the governors in developing and managing the school. The school development plan provides a very good tool for school self-evaluation and judging good value for money.
- Parents are very supportive of the school and are pleased with the encouragement they now receive to be involved in their children's education.

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

- The school's strategy for teaching numeracy is not fully in place.
- There are not sufficient arrangements for finding out what the individual pupil can and cannot do.
- Teachers are not always clear about what skills they are teaching pupils.

*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 September 1996. The high standards found then have been maintained. The recently appointed headteacher is very effectively tackling the issues from the last inspection. The partnership with parents has been greatly improved. A programme to monitor the quality of teaching and learning in classes has been successfully started and the early results of this have helped shape the future development plan. Some improvements have been made to the way teachers plan their lessons, and a more uniform approach is now in place across the school. However teachers do not always clearly identify what children are to learn in lessons. A start has also been made in introducing additional tests to help the teachers set individual targets for pupils to achieve as they move through the school. Much needed improvements have been made to the quality and accessibility of reading books for pupils in Key Stage 2.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	A	B	well above average A above average B average C below average D well below average E
Mathematics	B	A	A	B	
Science	B	C	A	B	

These are good results. The percentage of pupils achieving Level 5 in all three subjects is above the average for similar schools. The trend in the school's performance is above the national trend in English and science, and both boys and girls are achieving better than is found nationally. The school has set challenging targets for 2001 and 2002. Results in national tests for pupils at the age of seven are well above average, although the trend in results is below the national trend in reading and mathematics.

Evidence from the inspection confirms these standards. By the time they are seven, pupils' standards are average in reading and above average in mathematics and writing. Most pupils make good progress in their reading and writing in Key Stage 2 and by the age of 11 pupils are above average. By the age of 11 most pupils write very well for a range of purposes, but lower-attaining pupils still have difficulties in using the correct punctuation. Pupils reach a good standard in mathematics but should be achieving better given the standard they reach at the end of Key Stage 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are excellent. Pupils are keen to do their best, interested in what they are doing and proud of their achievements.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils know how to behave in all situations.
Personal development and relationships	This is very good. Pupils work and play together very successfully. They respect each other and the values of the school.
Attendance	Well above average. Lessons start promptly.



## TEACHING AND LEARNING

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

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

Overall, teaching is satisfactory. The quality varied in Key Stage 2, where two lessons were unsatisfactory. Most of the other lessons at this key stage were good. The main weakness in the teaching is a lack of clarity about what skills are being taught and why. As a result pupils are not always challenged to build on their skills.

Literacy is taught well throughout the school and a particular strength is the way speaking, reading and writing skills are developed in all subjects. The basic number skills are taught well, but there is still a lack of understanding about how to effectively teach numeracy in the school and not all pupils are achieving their potential. The teaching of pupils with special educational needs is satisfactory.

Teachers are organised and the well-chosen activities motivate and stimulate the pupils. The teachers encourage pupils to work together, to share their ideas and to learn from each other. Pupils are clear about what is expected of them and the time they have to complete the task. Very rarely do teachers have to deal with distractions. As a consequence they get through a great deal of work in their lessons. The best lessons were characterised by good quality discussions with pupils that deepened their knowledge and understanding. In two classes in Key Stage 2 this has been extended in the effective marking of pupils' work. The comments are constructive and help pupils see how they can achieve better.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There are good links between subjects. Not all subjects are given enough time. Statutory requirements are met.
Provision for pupils with special educational needs	Satisfactory. Those with specific needs are supported well in the classroom. Individual educational plans are too general.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Satisfactory overall. Opportunities to develop morally and socially are provided for well. The curriculum makes good use of visits and visitors to enrich pupils' social development, but multi-cultural provision is underdeveloped.
How well the school cares for its pupils	It takes good care of its pupils.

Provision for music is very good. A good range of clubs is organised by teachers and parents. These are well attended. There are still weaknesses in the way teachers assess pupils' progress.

Collective worship is inspected by a Section 23 inspector and reported separately.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher. The role of the subject co-ordinator is developing rapidly.
How well the governors fulfil their responsibilities	The governors have formed into an effective team and the partnership with the school is ensuring that improvements are successfully implemented.
The school's evaluation of its performance	There has been a thorough evaluation of the strengths and weaknesses. Procedures are now in place to rigorously monitor teaching.
The strategic use of resources	Good use is made of finances to fund improvements.

There is a very good improvement plan in place. The headteacher and governors consider the options available to them before making decisions. The school is at an exciting moment in its development and very well placed to raise standards further.

## 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>• The introduction of home/school reading books and the general standard of reading.</li> <li>• Teachers are keen to do their best for the pupils.</li> <li>• They are now well informed and consulted about what goes on in school.</li> <li>• The good range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like regular homework to be given to pupils lower down the school.</li> <li>• Some parents were concerned about large class sizes.</li> </ul>

The inspection team agrees with the positive comments of the parents. Whilst there have been significant improvements in the quality of homework and the reading partnership, homework is not regularly set in all classes. The homework timetable is not explicit for classes other than Years 5 and 6. The school and local authority have agreed a planned reduction in class sizes.

## **PART B: COMMENTARY**

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

**Results in national tests are well above the national average; the headteacher, governors and teachers are strongly committed to sustaining and raising high standards for all pupils.**

1. The results of the 1999 national tests for 11 year olds in English, mathematics and science were well above the national average. Compared with schools which are similar in intake, Keston C of E Primary School is above average. The performance of all pupils over the last four years has been improving in English and science at a faster rate than the national average. The trend in mathematics is upward but at a rate similar to the national picture. The quality of teaching in Year 6 is a major factor in raising the standard at the end of the key stage. The results also reflect the recent successful introduction of the literacy strategy and the emphasis placed on reading for meaning and writing in different styles. A good example of this was seen in the World War II topic books where pupils wrote newspaper reports, poems and letters home as a way of showing what they had learnt about this period of history. The science work at this key stage is practical and pupils are encouraged to think scientifically about their observations. Year 6 pupils speculated that the surface area of sugar granules would contribute to the speed with which they dissolved. Despite the good results the school has rightly identified that some pupils only made satisfactory improvements on their performance in the Key Stage 1 tests in reading and in mathematics. This is now being successfully addressed in reading, with the introduction of more and better reading materials. The good use of homework books in Year 6 is also helping to target the individual needs of pupils; for example, in spellings and multiplication tables. Monitoring has also identified that, whilst pupils had good skills in calculating numbers, more was needed to encourage them to use these skills in solving problems and more emphasis was needed on data handling. To support the introduction of the National Numeracy Strategy an appropriate scheme of work has recently been introduced in Years 3 and 4; this is to be extended next year to the rest of the school.
2. The results for seven year olds in the national tests in reading, writing and mathematics are well above the national average, although the trend in performance has been declining over the last four years. In comparison with those in similar schools, standards were average in reading, above average in mathematics and well above average in writing. Action has been swiftly taken to address the issues raised by an analysis of the results. The use of reading diaries has been improved and parents now have a greater understanding of how they can help. Additional reading support is regularly provided for groups of pupils. The successful introduction of the literacy strategy is also beginning to have a positive impact on standards of reading, particularly in the whole-class work and the teacher-led reading groups. Additional reading books are soon to provide a broader range of reading experiences.
3. The school effectively supports those who need extra help. The teachers set clear targets for the support teachers that take account of the pupils' special educational needs. The work that pupils undertake when withdrawn from the class is well linked to meet their individual reading targets.

**Literacy is taught well in a broad curriculum that extends out of school hours.**

4. Skills in literacy are at the heart of teachers' daily lessons. A substantial amount of time is set aside each day for teaching reading and writing. The National Literacy Strategy has been effectively introduced and provides a greater structure to the lessons. The teachers generate real enthusiasm for language, and the whole-class teaching brings out the best in all pupils. Questions move around from pupil to pupil as ideas are explored, vocabulary is challenged and opinions are sought. Good use is made of the pupils' enthusiasm for collaboration and ability to rise to a challenge. Teachers have high levels of expertise and a flexible approach which means they make the most of opportunities. Two teachers are using marking particularly well to praise and challenge pupils' writing. The reading collections in Key Stage 2 have been brought up to date and stimulate the interest of pupils of all abilities. Teachers provide a rich wealth of subjects for pupils to develop confidence in writing for a range of purposes, from 'A day out at Crystal Palace' to a protest letter over hunting, from explanations about the Gunpowder Plot to an essay on the causes of World War II. Teachers have high expectations that pupils will rise to these challenges. The quality of language used by pupils of all ages and abilities is impressive and is a clear demonstration that they do rise to the challenges.
5. The many extra-curricular activities are open to all pupils (with the exception of skiing). The clubs make a good contribution to the personal development of the children, bringing them into contact with pupils from other schools, sometimes as members of the thriving school band, at other times as team players in sporting competitions. Many parents help, especially with computers, dance, cross country and the needlework club. The clubs also make a good contribution to pupils' understanding of citizenship. The dance club works towards their sword dance and maypole dances at the annual community fair, whilst the needlework club has knitted blankets for families in Romania.

**Pupils behave very well and have excellent attitudes to their work. These make an important contribution to their good progress.**

6. The pupils at Keston C of E Primary School are highly motivated and confident learners. They enjoy school and are keen to participate. "School is interesting", commented one pupil. Pupils set up their own games at playtimes and are delightful in the way they involve younger children in rounders or short tennis. A few parents mentioned problems at playtime with pupils' language and boisterousness. In fact, the playtimes and lunchtimes pass smoothly. Pupils resolve disputes very quickly or will sensibly ask an adult to intervene. The dining hall is relaxed, with pupils quietly discussing the day's events or topics with each other and adults.
7. Pupils listen to each other and show respect in lessons and during assembly. They work very well together. During a games lesson in the hall they retrieved table tennis balls for each without prompting and were quickly back on task. They share a laugh and joke about the contents of a 'feely bag' in assembly and yet, without any request from the teacher, quickly return their attention to the person talking. Pupils aim to give their best when working individually or collaboratively. The emphasis on respect and good manners is firmly laid in the reception class. Here there are very clear rules taught about how to take turns and why it is important to

be ready to work. The high expectations established in this class serves the children well as they move through the school.

8. Increasing responsibility is given to older pupils. They are particularly proud to be involved in maintaining the new library and in planning the forthcoming musical. Pupils have consulted with the headteacher over behaviour policies and playtime rules, and those pupils spoken with are proud to be a part of improving their school.

**The headteacher is a very effective and sensitive leader and is well supported by the governors in developing and managing the school. The school development plan provides a very good tool for school self-evaluation and judging good value for money.**

9. The newly-appointed headteacher is demonstrating very good leadership. He has a clear vision of what he wants for the school. Not to be satisfied with above average standards in test results he wants all pupils to reach their full potential both personally and academically. In just two terms he has considerably strengthened the partnership with parents, the governors and the staff that permits critical evaluation of present practice. The action taken has been decisive and sensitive, and parents, governors and staff all know that they are a part of making the school even better.
10. The headteacher has brought with him the skills needed to manage the change that will realise these goals. He has virtually completed the national professional qualification for headship (NPQH), which has complemented his previous experience of management. He is helping senior staff expand their roles, involving them in observing lessons, evaluating planning and delegating responsibility for initiatives such as linking the school to playgroups.
11. The absence of monitoring of teaching and learning was an issue at the last inspection. The headteacher has responded quickly to this issue and has a good understanding of the strengths of the teaching staff. All teachers have been observed teaching and pupils' work checked. A new planning sheet guarantees that there is now a common standard for lesson planning. The daily timetable has also been changed to meet the requirements of the literacy and numeracy frameworks and give enough time to other subjects (although it is recognised by the headteacher that other adjustments will be needed). The school's budget surplus is being used creatively to provide training for staff in their roles and responsibilities as managers. Release time has also been funded for the deputy headteacher to develop his management expertise and to monitor teaching. A comprehensive staff training package for information technology is in place to help teachers and pupils make the best use of the recently installed computer suite. Additional classroom assistants in Key Stage 1 ensure that children have more adult support during lessons.
12. The governors are contributing substantially to the effectiveness of the school. They have organised themselves well and newly-appointed governors are receiving good quality training. They are assigned to committees where they can give their expertise. For example, the caretaker advises on sites and buildings, whilst a former headteacher helps monitor curriculum developments. Governors are very well informed through their visits, regular meetings with the headteacher, training sessions with the staff and a high quality school development plan. This allows them to be clear about the purpose of improvement, who is to be involved and how

the success is to be judged. The detail they receive through the working of this document allows them to account very well to the parents of the school.

**Parents are very supportive of the school and are pleased with the encouragement they now receive to be involved in their children's education.**

13. Parents are extremely pleased with the information they are now getting about what is going on in school and how they can help their children. The large number of parents who attended the meeting before the inspection and returned the questionnaires demonstrated this.
14. At the time of the last inspection the involvement of parents in their children's learning was a key issue for action. This is now strength of the school. In the last two terms most parents have attended meetings on the teaching of literacy and the use of reading diaries, and on the introduction of regular homework in Years 5 and 6. There have been well-attended consultation evenings on the home-school agreement and behaviour and bullying policies. The weekly newsletters have been a great help in explaining what children are learning in school and the ways they can help. It is also useful in promoting the extra-curricular events such as the school musical. The reading diaries and homework/contact books are being used well by parents and teachers.
15. Parents appreciate that they have been consulted on such issues as authorised absence and the annual residential trip; both issues were presented to them in a way that stresses the educational benefits to their pupils. Their views were also sought on the school uniform. Parents successfully help in and around the school as well as raising substantial sums of money. They have recently helped fund the conversion of a classroom into a modern and very well-equipped computer suite and provided new shelving for the library. A thriving Parent Teacher Association meets regularly to plan social and fund-raising events as well as receiving news on developments within the school. Some parents were unhappy that the homework diaries were only introduced into Years 5 and 6, but they know that if these are proving to be of benefit to older pupils they will be extended into the other classes.

## **WHAT COULD BE IMPROVED**

**The school's strategy for teaching numeracy is not fully in place.**

16. Not all mathematics lessons are of the same good quality as observed in Year 6, and the National Numeracy Strategy is not clearly understood by all teachers. The school has adopted the three-part structure, and mental arithmetic is practised daily. However, the main teaching part of the lesson was not undertaken in two classes and there were no opportunities for the teacher to assess pupils' knowledge and understanding through questions or discussion. Pupils and the teachers in these lessons were not clear about what was to be learnt or how this could be applied to other problems. In three of the lessons observed, all pupils were set the same tasks and consequently the more able pupils found the task too easy and were not adequately challenged. There are currently two published schemes of work in the school to support numeracy teaching. Some teachers use these as intended (to provide tasks for pupils with different abilities), but other teachers are not entirely sure how the schemes are to work. The plenary sessions are varied in quality. In Year 2 there was a good example where the teacher drew pupils back to the clearly

stated intentions, and additional emphasis was placed on the vocabulary that had been learnt. In another class reiterating in the plenary session what was on the homework sheet was not a good use of the time.

17. Whilst the co-ordinator has undertaken some monitoring of teaching and planning which has reassured staff, not enough guidance has been given to staff on how they should improve their use of the strategy. This is not helping the school's aim to improve the teaching of numeracy and so raise the standard in all aspects of mathematics.

**There are not sufficient arrangements for finding out what the pupils can and cannot do.**

18. Children are tested on entry to the reception class to help the teacher match work to their abilities. A useful range of other tests are used later to see what pupils have learnt at various stages throughout their school life. In this way the school has begun to meet the issue raised at the previous inspection. Teachers broadly identify the relative strengths and weaknesses in what pupils can and cannot do during lessons but there is no agreed system in place for passing on this information to the next teacher. Consequently teachers are not building up a reliable picture of the pupils' specific attainments as they move through the school. Teachers do not yet assess pupils against specific skills to be learnt. As a result they do not have the information to plan lesson objectives that meet pupils' specific needs. The link between planning and assessments has not been developed since the last inspection.
19. There is no regular analysis of pupils' written work as they move through the school and no procedures are in place to help identify high attainers and gifted pupils. A close scrutiny of written work reveals that, whilst lower-attaining pupils make good gains in the quality of language, their use of grammar and punctuation skills does not develop at the same rate. In the same way more-able pupils' mathematical understanding is not clearly identified and the work planned does not build on what they have already learnt. As a result the work set is often unchallenging and higher-attaining pupils do not achieve the standard they are capable of. Teachers do not often set individual targets for pupils in order that their progress can be assessed. Targets for individual education plans for pupils with special educational needs also lack a sharp focus and this affects their rate of progress.
20. The headteacher and the assessment co-ordinator have an appropriate action plan to improve assessment strategies in the school. These improvements are clearly identified in the school development plan commencing in September 2000.

**Teachers are not always clear enough about what skills they are teaching pupils.**

21. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. There is good teaching in Key Stage 2. Across the school teachers do not identify clearly what they want pupils to learn and what skills are to be developed in the lessons. This was an issue at the last inspection and is still a weakness in teaching. There has been considerable improvement in the way teachers plan since September and there is now a useful format for the long-term and medium-term planning. The National Literacy Strategy has helped and some teachers now plan for at least three groups, with different objectives for each. However, half-termly planning is still largely activity led and not actually addressing the skills which

groups of pupils and individuals need in order to learn, and build on what they already know.

22. There are some good examples of planning, where the activity and the skills being taught are closely linked. In a Year 6 music lesson the teacher was clear about what she wanted pupils to learn from listening to the rhythms, and her questioning was effective. The subsequent clapped rhythms showed that pupils could separate out rhythms from different musical backgrounds such as jazz and swing. A planned visit to the church for pupils in Year 1 showed how the teacher wanted to develop children's skills at describing a route using left and right turns, and how they could use a map to describe the relationship between features seen on the way. Along with the skills to be taught the teacher had also identified the vocabulary to be introduced. In this way the planning effectively provided a basis for assessments. In contrast, a Year 4 games lesson set out to extend pupils' hand-eye co-ordination, but no actual skills teaching was identified or carried out in the lesson. Pupils' own efforts to improve their bat and ball technique went largely unassessed. In a geography lesson, the objective 'to use maps and atlases at a variety of scales' was not sharp enough for Year 5. The plans did not identify the specific skills to be taught; for example, to use the scales to find distances between places or locate places using four or six-figure references. Teachers do not always look critically at the lesson objectives and identify what they are planning to teach.

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

23. Keston C of E Primary School is a good school and to make it even better the school should now:
- (1) ensure that pupils achieve their full potential in mathematics and
    - a) use information from monitoring to evaluate the strengths and weakness in teachers' implementation of the National Numeracy Strategy;
    - b) provide guidelines on the use of the published schemes of work to support numeracy teaching;
    - c) ensure that the subject co-ordinator has sufficient training to support colleagues effectively;
    - d) identify the learning objectives for higher-attaining pupils in lesson plans;
  - (2) improve the assessment of pupils' attainments and
    - a) incorporate into the teaching and learning policy a policy on assessment so that all teachers are clear about how this can help raise achievement;
    - b) raise the quality of marking to the best level throughout the school;
    - c) continue the work started on sampling pupils' work in English, mathematics and science so that teachers are clear about what they are to teach pupils next;
    - d) improve the quality of individual education plans for pupils with special educational needs so that they contain specific targets;
  - (3) improve the quality of teaching by further developing medium and short-term planning by:
    - a) clearly stating what it is children are to learn;



- b) identifying in weekly planning the lesson objectives for groups of pupils with similar abilities;
- c) ensure that there is a clear link between the activities planned and the skills to be learnt.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	41	41	12	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	237
Number of full-time pupils eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

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	9

### Attendance

Authorised absence	%
School data (98/99)	3.4
National comparative data	5.4

Unauthorised absence	%
School data (98/99)	0
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	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	18
	Girls	14	15	15
	Total	30	33	33
Percentage of pupils at NC level 2 or above	School	88 (92)	97 (97)	97 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	15	15	15
	Total	33	33	34
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (97)	100 (100)
	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	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	20	18	21
	Total	32	31	35
Percentage of pupils at NC level 4 or above	School	86 (81)	84 (77)	95 (73)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	15
	Girls	20	18	21
	Total	30	31	36
Percentage of pupils at NC level 4 or above	School	81 (70)	84 (74)	97 (85)
	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	
Black – African heritage	
Black – other	2
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	201
Any other minority ethnic group	30

*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)	8.7
Number of pupils per qualified teacher	27
Average class size	34

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

Total number of education support staff	2
Total aggregate hours worked per week	30

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	441,085
Total expenditure	445,237
Expenditure per pupil	1,863
Balance brought forward from previous year	29,610
Balance carried forward to next year.	25,458

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	138

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	4	2	0
My child is making good progress in school.	44	45	8	1	2
Behaviour in the school is good.	45	51	1	1	2
My child gets the right amount of work to do at home.	30	43	19	4	4
The teaching is good.	49	45	3	3	1
I am kept well informed about how my child is getting on.	30	53	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	57	37	3	2	1
The school expects my child to work hard and achieve his or her best.	51	42	4	2	1
The school works closely with parents.	46	46	6	1	1
The school is well led and managed.	62	36	1	0	1
The school is helping my child become mature and responsible.	50	44	2	0	4
The school provides an interesting range of activities outside lessons.	30	38	19	4	9

These figures show the percentage of parents who responded to each question on the questionnaire. Three per cent is almost the equivalent of four parents, whilst five per cent is seven parents.

Forty five parents attended the parents' meeting before the inspection and 21 parents wrote to the registered inspector. The views expressed in these letters reflected those at the parents' meeting.