

INSPECTION REPORT

**ST. JOHN'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Kingston Upon Thames

LEA area: Royal Borough of Kingston

Unique reference number: 102589

Headteacher: Mrs. Linda Palmer

Reporting inspector: Mrs. Jane Wotherspoon
22199

Dates of inspection: 5th-7th June 2000

Inspection number: 190406

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: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: mixed

School address: Portland Rd
Kingston Upon Thames
Surrey

Postcode: KT1 2SG

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Amanda Shaw

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. John's is a larger than average Church of England primary with 223 full-time and 52 part-time pupils. Only a small proportion of pupils come from ethnic minority groups and few speak English as an additional language. Many pupils come from relatively advantaged social and economic backgrounds, and this is reflected in the proportion of pupils (14 per cent) who are entitled to free school meals; this is lower than the national average. The school has identified 60 pupils as having special educational needs; at 23 per cent this is broadly average. One pupil has a Statement of Special Educational Need. Assessments of pupils when they start in the reception class indicate that although reading skills are stronger than those in writing, the profile of attainment overall is broadly average.

HOW GOOD THE SCHOOL IS

The school is very effective. Standards of work are consistently above average and often high, in response to consistently good teaching that is demanding and challenging. Leadership and management are very good; the headteacher, staff and governors work well together in partnership with parents. There is an outstanding ethos of mutual care and respect. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Pupils make good progress to achieve high standards in English, mathematics and science.
- The school provides a broad range of rich and stimulating activities which capitalise on pupils' natural enthusiasm for learning.
- Teaching is consistently good and often very good; teachers encourage pupils to become confident and independent learners.
- Very strong leadership and management have secured improvements and provide a clear direction for further developments.
- Pupils' very good behaviour and excellent relationships result from the school's outstanding provision for social and moral development.
- The school promotes a very effective partnership with parents, who are involved in their children's learning.

WHAT COULD BE IMPROVED

- Procedures for marking and assessing pupils' work and setting short-term targets for learning.
- The provision for pupils' physical development in reception and nursery.

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 inspected in November 1996. Since then it has made significant improvements while maintaining the strengths which were reported at that time. Standards in English, mathematics and science have risen from an average position, and at a rate which is higher than average. Teaching is better than it was. The key issues have been addressed thoroughly and systematically. Very good improvements have been made to resources for information technology and, as a result, standards are improving. Opportunities for independent learning and the application of research and design skills are now a significant strength in the school's provision.

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

<i>Key</i>	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

The results achieved in tests in 1999 were well above the national average in English and mathematics. In science, the school's performance was in the top 5 per cent of schools nationally. Comparisons of results of all three subjects with similar schools, both nationally and within the local authority, indicate that the school's results are high. Results have risen sharply since 1997. Standards seen in the current Year 6 are above average, in line with the school's targets, but unlikely to be as high as those of 1999. This is due to the size of the cohort and the nature of pupils' learning needs. Standards in other years, notably Years 4 and 5, are well above the average. Standards are above average in reading and writing at the end of Key Stage 1 and well above average in mathematics. Standards in information technology are rising steadily as pupils have more regular access to computers and direct teaching of skills. High standards in speaking make a significant contribution to pupils' learning, and good quality handwriting and presentation exemplify the pride pupils take in their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their learning and take pride in their work. They are curious and confident learners.
Behaviour, in and out of classrooms	Behaviour is very good, and in the classroom is focused closely on learning. Pupils are polite and helpful to each other and to visitors. Playtimes are harmonious and sociable.
Personal development and relationships	Excellent. A high level of respect for one another characterises the many opportunities for pupils to work together. They are keen to get involved in the wide range of activities provided by the school.
Attendance	Good. Attendance figures are above average. A few days are missed inappropriately because of holiday absences.

Pupils' very good behaviour and attitudes to learning, and their excellent relationships with each other and with adults in the school, contribute significantly to the school's outstanding ethos and to the standards achieved. There is a high level of interest and participation in lessons; pupils are keen to ask and answer questions.

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 never less than satisfactory. Almost three quarters of lessons are good or better and nearly a third are very good or better. The teaching of English and mathematics is good and often very good. Staff have embraced the national strategies for literacy and numeracy, and the key features of these initiatives are embedded in their daily practice. The skills of literacy and numeracy are taught well through other subjects of the curriculum. Good planning and preparation are common features of lessons, which are well structured. Pupils are very clear about what they are expected to learn, and the pace of learning is brisk. There is a strong emphasis on giving them opportunities to work collaboratively, and on learning through enquiry to promote confidence and curiosity. Teachers use questions effectively to challenge pupils and give them valuable feedback on their work, though the marking of pupils' work is inconsistent in quality. The management of pupils is strong but unobtrusive, and founded on clear and well-established routines and expectations. Teachers' ability to create a stimulating but comfortable learning environment, in which pupils' contributions are valued, is a significant strength.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The statutory curriculum is enhanced by a good range of visits, including a residential trip for Year 6, and by visitors to the school. Provision for the physical development of pupils in nursery and reception classes is restricted by the accommodation and lack of resources.
Provision for pupils with special educational needs	Good. All staff are aware of pupils' needs. Pupils with specific difficulties are very well supported in the classroom. Some pupils do miss important parts of other lessons when withdrawn for additional help.
Provision for pupils with English as an additional language	Good. The school caters well for the needs of this small group of pupils. As a result, they make good progress in line with that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for social and moral development is outstanding. Adults have consistently high expectations of pupils' behaviour and are excellent role models in their relationships with each other. A strong family atmosphere permeates the school.
How well the school cares for its pupils	Very good. High quality care ensures that all pupils are ready and able to learn.

The school offers its pupils a varied and stimulating curriculum, which promotes high standards in the core subjects. Good links are forged between subjects to provide opportunities to use and apply the basic skills of literacy and numeracy. Provision for information technology is now good, following the development of the small computer suite. Strong links with businesses in the community add depth to pupils' experiences, as does the good variety of activities before and after school, and at lunchtime.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership through her clear vision and high expectations. She is supported well by hardworking staff who are committed to raising standards.
How well the governors fulfil their responsibilities	Good. Governors are well informed, and this enables them to work effectively through their committee structure. They are currently involved in a programme of self-review to improve their role in monitoring the school's achievements. They are well aware of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. Monitoring is well established and the school reflects on its performance and achievements. Comparisons are made with other, similar, schools, both nationally and locally, when judging overall effectiveness. Priorities for improvement are detailed in the well-focused and comprehensive school improvement plan.
The strategic use of resources	Good. Careful planning and monitoring of the budget enable governors to ensure that finances are available to meet the school's priorities. The school seeks to gain value for money when planning expenditure.

Strong leadership and management have enabled the school to focus on key areas for development and to secure improvements in standards. Good delegation means that staff members have a clear understanding of their role and responsibility in school improvement. Staff work together effectively as a team and the governors are supportive of the school. Together, the school community is successful in meeting its aims of balancing the outstanding ethos of care and support with a commitment to high standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are happy at school. • The school expects children to work hard and do their best. • Teaching is good. • Pupils are making good progress. • Behaviour is good and pupils are encouraged to be mature and responsible. • Staff are approachable. 	<ul style="list-style-type: none"> • A small number of parents would like more informal information about how their child is progressing. • Some procedures for setting homework are not clear. • More activities outside lessons could be provided for younger pupils.

The inspection team endorses positive views held by the majority of parents but finds little evidence to support the negative views of some parents. Inspectors judge that homework is used effectively to support learning in school, to extend pupils' knowledge, and to establish good working habits. Procedures are clear, and teachers often reiterate their expectations in their half termly newsletters to parents. Good formal procedures exist for informing parents about their child's progress, and the quality of written reports is good. In addition, staff are readily available at other times for informal discussions. The activities provided outside lessons are good in Key Stage 2, and in the case of younger pupils are similar in number to those in other schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. Pupils make good progress to achieve high standards in English, mathematics and science.

2. Pupils make good progress consistently during their time at the school. Results of National Curriculum tests at the end of Key Stage 2 were high in 1999. Results this year are likely to be lower, owing to differences in the learning needs of the current cohort of Year 6 pupils, but standards overall remain above average. This is in line with the targets set by the school. Standards in other year groups, particularly in Years 4 and 5, are well above average.

3. The school's emphasis on promoting reading skills from an early age is supported well by the majority of parents; regular comments in the reading diaries of younger pupils bear testament to the strength of the school/parent partnership that helps to establish good reading habits. By the end of Key Stage 1, standards in reading are above average. Most pupils read accurately and fluently, and a high proportion of pupils achieve levels above those expected for their age. In particular, unlike in other schools nationally, boys do well in reading tests. By Year 6, pupils are able to talk authoritatively about their favourite books, which are chosen from a wide selection. Their comprehension of texts is good, and this is demonstrated in their ability to select words and phrases that support their point of view.

4. Pupils are given plenty of opportunities to write in different styles and formats, often through other subjects such as science, history and religious education, where skills such as note taking and searching for information are integrated well into lessons. Pupils make good progress in drafting and editing their work, sometimes using word processing skills. By Year 6, pupils are aware of who is reading the piece, and their writing is adapted to fit the purpose. Scientific reports and historical accounts are logical and well structured. Spelling and punctuation are good, and the best examples use a wide vocabulary to add interest for the reader. A cursive style of writing is taught from the earliest age, and good quality presentation is encouraged throughout the school.

5. The success of the school's adoption of the national Numeracy Strategy is evident in the confident manner in which pupils explain their methods for working out calculations. By the end of Key Stage 1 standards are high in mathematics; all pupils are working at or above the levels expected for their age. Pupils are taught mental strategies and then given plenty of opportunities to use and apply them to solve problems. Throughout Key Stage 2, pupils are encouraged to practise and learn number and multiplication facts in order to improve their speed and accuracy. In the extension groups, pupils are challenged and stimulated by the pace and complexity of the activities provided, and they are achieving very well.

6. Throughout the school, high standards in speaking make a significant contribution to pupils' learning. The ability to frame questions and pursue the answers, to discuss ideas, and to listen to others enables pupils to learn effectively from each other. This is a conscious element of the teaching, and teachers aim to promote such skills by providing regular opportunities for pupils to work collaboratively in pairs and groups. This feature of teaching,

combined with the systematic approach to developing pupils' scientific knowledge, skills, and technical vocabulary, accounts for the high standards in science. During a lesson on forces, pupils in Year 2 were encouraged to ask questions and one pupil asked, 'Why don't aeroplanes fall out of the sky?' The school's emphasis on enquiry and investigation extends pupils' thinking by encouraging them to apply their knowledge when answering questions and solving problems.

7. The school provides a broad range of rich and stimulating activities that capitalises on pupils' natural enthusiasm for learning.

8. Pupils are eager to come to school. They have very good attitudes to their learning, which are exemplified in their positive response to lessons and in their commitment to the school. There is a strong work ethic. Pupils know why they are in school, are happy to be there, and are keen to take advantage of the activities they are offered. They are curious and confident in their learning. The level of participation in lessons is high; pupils are keen to answer questions and to demonstrate their knowledge to others. They are not afraid to have a go, and are encouraged in this by their teachers. They ask sensible questions of their teachers and of each other when working together effectively in groups. They make mature and sensible observations, which often prompt further discussion or questioning from their teachers. Such attitudes are fostered strongly by the staff, and this, in part, accounts for the high standards achieved.

9. Pupils enjoy the wide range of visits to places of interest, and the oldest pupils learn a lot about themselves on the residential trip. They consider that they have a good choice of clubs to attend as well as good opportunities to participate in the drama and musical performances, which are much appreciated by parents. A good range of activities takes place before and after school, and during lunch times. Older pupils play against other school teams and have achieved some measure of success in competitive sports. The activities of the conservation club ensure that important messages about pupils' responsibility to their environment maintain a high profile.

10. Pupils work effectively even when not supervised closely. Examples were seen of Year 6 pupils using the library computer to sign their books in and out, and of groups of pupils working diligently on the computers to create poems and scripts for radio advertisements. Pupils are well motivated and maintain a good level of concentration in lessons. Standards of presentation are good, and pupils take great pride in their work. They are proud of their school and of each other.

11. Teaching is consistently good and often very good; teachers encourage pupils to become confident and independent learners.

12. Teaching is good, with some very good features. Lessons are consistently well planned and prepared. The structure of lessons ensures that skills are introduced in a sequential way and built upon from day to day and week to week. Introductions often set the scene for the remainder of the lesson so that pupils are very clear about what they are expected to learn, and timed tasks ensure a brisk pace. Explanations and demonstrations are underpinned by

teachers' confidence and good subject knowledge. This was seen in a lesson in Year 5 where pupils were given a simple but very effective explanation of how to attach a file to an e-mail message. The process was broken down into small steps so that pupils could follow each stage in the procedure. As a result, each member of the group was successful in achieving the task.

13. Whole class teaching is balanced well with group work. There is an emphasis on providing valuable opportunities for pupils to work collaboratively, discuss ideas, and extend their learning through enquiry. Teachers nurture pupils' ability to ask and answer questions from an early age and this promotes the key skills necessary for good learning, as well as specific knowledge. Confidence and curiosity are valued and promoted strongly, as are the plentiful opportunities for pupils to articulate their thinking. This approach, which accounts in part for the high standards achieved, was exemplified in an excellent science lesson in Year 4. Pupils were challenged to explore ways of classifying animals, initially using their own criteria and then according to certain features. Homework is used effectively to reinforce the skills learned during lessons and to promote independence and good habits. Older pupils are often required to research for information in preparation for the next lesson.

14. Teachers provide valuable feedback to pupils in their discussions with them. The quality of teachers' questioning is a particular strength, and it is used effectively to explore pupils' understanding, check their knowledge and challenge them further. Where questions are pitched at a variety of levels of difficulty, as in a very good English lesson in Year 1, pupils feel confident to participate, and this contributes to harnessing their enthusiasm and love of learning.

15. The teaching of extension groups in mathematics is very effective. The thorough and systematic approach to developing skills is challenging because of the depth of the questioning and the pace at which pupils are expected to work. A high level of challenge inspires these capable pupils, and the good quality of the dialogue between the teacher and the pupils promotes deeper understanding. The opportunities pupils are given for active learning develop their thinking skills and are a source of strong motivation, as pupils relish the intellectual challenge. In all mathematics lessons, tasks are pitched at different levels, and planned activities are adapted to cater for pupils' learning needs. There is a good focus on learning and practising strategies for mental calculations and on the development of specific and technical vocabulary.

16. Throughout the school, the management of pupils is unobtrusive but founded on the strong relationships between adults and pupils. A key strength is teachers' ability to create a stimulating but comfortable learning environment in which pupils' contributions are valued. There are no 'put downs', and pupils feel able to have a go as a result. Routines and expectations are well established and pupils, especially the older pupils, rarely need reminding of how to behave or how to complete their work. Teachers know their pupils well and are thus able to cater effectively for their needs to provide a well-measured balance between challenge and support. They capitalise upon pupils' talents, and in so doing, boost pupils' self esteem.

17. Very strong leadership and management have secured improvements and provide a clear direction for further developments.

18. The headteacher provides an excellent lead for the school; she has a clear vision that is exemplified in the school's mission statement. She is supported well by the deputy headteacher and other staff who have clearly delegated roles. Under her guidance and motivation, teamwork is strong; this is evident in the common approach to many aspects of school life and to the outstanding ethos that underpins much of the school's work. The school's aims are met well because all members of the school community are committed to them. Subject co-ordinators carry out their responsibilities conscientiously and provide valuable support, advice and guidance to their colleagues. As a result, national initiatives such as the literacy and numeracy strategies have been embraced fully by staff. Developments in information and communication technology have been well supported by the commendable efforts of staff to improve their own level of knowledge through additional training. Monitoring is well established in practice and a recently written policy has set out formal procedures to be followed in the future. Together staff have been able to achieve the fine balance between striving for the high standards that are exemplified by good results in tests, and maintaining an ethos that promotes pupils' personal development and their skills for learning.

19. Since the last inspection, results in tests have risen at a rate faster than the national figures and the quality of teaching is better than previously reported. The issues from the last inspection have been tackled well. In particular, developments to information and communication technology provision have been significant. A new suite, though small, enables specific skills to be taught, and this provision is now good. Regular access to computers is beginning to have an impact on raising standards as pupils are making good progress in developing a wide range of skills and knowledge. Opportunities for pupils to apply research skills are good. This approach underpins teaching and learning and there is a strong focus on asking questions and learning through enquiry. A comprehensive programme of standardised testing provides a good breadth of assessment information that is used to set cohort targets, and end-of-year target levels for individuals; this is helping to raise teachers' expectations of pupils. A good system for tracking pupils' attainment on a termly basis has been devised, and the school is just beginning to explore the use of this information for further analysis, such as a comparison of the performance of boys and girls and an analysis of the value added by the school. Good use is being made of the local authority's performance information to make comparisons with other schools.

20. The school improvement plan is a well-focused document which identifies priorities that are clearly directed towards raising standards and are underpinned by measurable targets. Detailed action plans have been devised for all personnel with key responsibilities; these plans include governors, who each have a link with a subject and its co-ordinator. The governors' action plan seeks to develop their role in self-review and evaluation. Careful planning and monitoring of the budget enable governors to ensure that finances are available to meet the school's priorities.

21. Pupils' very good behaviour and excellent relationships result from the school's outstanding provision for social and moral development.

22. The school's excellent ethos is underpinned by its simple code of conduct and by the very clear and consistent expectations of all staff. A strong family atmosphere permeates the school and is exemplified in the way in which older pupils are encouraged to support their younger peers; this is much appreciated by parents. Pupils have a well-developed sense of right and wrong which is reinforced continuously, and they do conform to the school's high

expectations of behaviour. Throughout the school, pupils are kind and helpful to each other and polite and courteous to adults and visitors. The oldest pupils set a good example of self-discipline that stems from a mature regard for the welfare of the whole school community. Such behaviour is effective in supporting good learning. Older pupils carry out prefect duties willingly and responsibly.

23. Adults emphasise a positive approach, which uses praise and encouragement to motivate pupils and to boost their self-esteem. Rewards of stickers are conferred for good work and behaviour, which is celebrated at every opportunity, and these are highly prized by pupils. The headteacher and staff provide an excellent model of effective teamwork. A positive ethos of care and support is demonstrated through the mutual trust and respect between pupils and adults. Pupils know who to approach when they have a problem and are confident to talk to their teachers; they know they will be treated fairly. The oldest pupils appreciate the quality of the relationships enjoyed by adults and pupils, and consider that the teachers are good at noticing when they need help.

24. Relationships between pupils are excellent. They respect each other's ideas and opinions, and this enables them to have useful discussions about their work and to learn from each other. They are encouraged in a positive way to reflect on what they have learnt and to present information to others. Pupils work together effectively in pairs and groups, and value one another's contributions. They play together amicably, and the small number of pupils from ethnic minority groups are fully integrated into the life of the school. The school's 'Anti bullying code' is displayed prominently around the school so that all pupils are clear about procedures, but such incidents are rare. One pupil in Year 3 commented, 'We've got an Anti-bullying code but we don't really need it.'

25. The school promotes a very effective partnership with parents, who are involved in their children's learning.

26. The school values its partnership with parents and works hard to foster strong relationships. A very good level of communication between the school and the parents enables both parties to work together to maximise their efforts for the benefit of pupils. Reading diaries and homework books are used as a means of contact. Half termly letters to parents from teachers are both informative and friendly. Curriculum workshops about literacy, numeracy and information and communication technology have helped parents to an understanding of how the school has implemented changes to the curriculum. The quality of end-of-year written reports to parents is good. The headteacher surveys parents and takes account of their responses, and parents know that their views are valued. As a result of parental consultation, the school has reinstated the French club and the headteacher has made herself available at a regular 'parents' surgery'.

27. In response to the school's efforts, parents are keen to become involved in their children's learning, and the school values this support. Parents help in school, accompany pupils on visits to places of interest, and are regular visitors to Church services and class assemblies. During the inspection, the level of parental support for pupils in Year 4 who led the class assembly was very high. The Parent Staff Association are hard working and raise

valuable funds, as well as providing another conduit for communication. Parents are very positive about many aspects of the school and its work. They recognise the strengths in what the school provides for their children. They are confident that their children are well looked after, happy, and challenged to do their best. They know that staff are always available should they have any concerns and that any issues are resolved quickly.

WHAT COULD BE IMPROVED

28. Procedures for marking and assessing pupils work and setting short-term targets for learning.

29. Teachers mark work regularly to acknowledge pupils' efforts and often use praise as encouragement. However, the quality is inconsistent across the school. The best examples provide a clear indication of what pupils need to do to improve their work and the information is used as a basis for setting individual targets for pupils. Some pupils know their targets but are not always clear about how long they have to achieve them. Targets are often too broad to provide a focus for learning in the short term and are not always linked to pupils' most immediate needs.

30. The school's format for weekly planning has been revised and is going through further changes. Slightly different formats are in place as teachers try out different approaches. In some cases, planning is repetitive and time consuming for staff. Information from day-to-day assessments of pupils is not recorded in any systematic way or used to provide short-term targets for pupils. Some teachers identify targets for groups of pupils in their weekly planning; this is good practice.

31. The school is now in a position to review and rationalise assessment procedures, including marking, and to strengthen the links with planning, in line with developments highlighted in the improvement plan.

32. The provision for pupils' physical development in reception and nursery classes.

33. The school has identified that the proposed changes to the foundation curriculum from September will require staff in the nursery and reception classes to plan more closely together. The review of provision for these classes is timely. At present, the available accommodation and resources restrict provision for physical development. There is limited large equipment available to develop nursery pupils' skills in climbing and balancing, and reception pupils have no access to large outdoor play equipment such as bikes and scooters, or to a dedicated outdoor space.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. This is a very good school with no major weaknesses. The school has identified appropriate priorities in the school improvement plan that will help to raise standards further. However, staff and governors should pay specific attention to the following.

- Develop assessment procedures further by:
 - * Improving the quality of teachers' marking so that it is consistent in identifying what pupils need to do to improve their work;
 - * Developing manageable systems for recording day-to-day assessment information, and using this to set more focused specific short-term targets which are conveyed to pupils.

- Improve the provision for physical development of pupils in nursery and reception classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	41	28	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)	26	233
Number of full-time pupils eligible for free school meals	0	33

FTE means full-time equivalent.

Special educational needs

	Nursery	YR- Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	16	18
	Girls	14	16	17
	Total	30	32	35
Percentage of pupils at NC Level 2 or above	School	86(87)	91(90)	100(96)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	18	17
	Girls	15	17	16
	Total	31	35	33
Percentage of pupils at NC Level 2 or above	School	89(84)	100(97)	94(97)
	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	13	20	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	9	12
	Girls	19	18	19
	Total	28	27	31
Percentage of pupils at NC Level 4 or above	School	85(65)	82(74)	94(86)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	9	10
	Girls	19	18	19
	Total	28	27	29
Percentage of pupils at NC Level 4 or above	School	85(55)	82(66)	88(84)
	National	68(65)	69(65)	75(71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	1
White	184
Any other minority ethnic group	7

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)	11
Number of pupils per qualified teacher	25
Average class size	32

Education support staff: YR-Y6

Total number of education support staff	5
Total aggregate hours worked per week	118

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	2
Total aggregate hours worked per week	33

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

Financial information

Financial year	1998/1999
	£
Total income	523191.00
Total expenditure	516416.00
Expenditure per pupil	2050.00
Balance brought forward from previous year	7106.00
Balance carried forward to next year	13881.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	281
Number of questionnaires returned	102

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	2	1	1
My child is making good progress in school.	55	41	2	0	2
Behaviour in the school is good.	55	40	3	0	2
My child gets the right amount of work to do at home.	39	43	12	2	4
The teaching is good.	62	33	2	0	3
I am kept well informed about how my child is getting on.	32	49	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	30	4	2	1
The school expects my child to work hard and achieve his or her best.	60	33	4	0	3
The school works closely with parents.	37	53	7	0	3
The school is well led and managed.	50	43	2	0	5
The school is helping my child become mature and responsible.	52	43	1	1	3
The school provides an interesting range of activities outside lessons.	43	31	11	1	13