

INSPECTION REPORT

White Waltham Church of England School

Maidenhead

LEA area: Windsor and Maidenhead

Unique reference number: 109985

Headteacher: Mrs Sue Stevens

Reporting inspector: Mr John Earish
23216

Dates of inspection: 9 – 12 July 2001

Inspection number: 190663

Short 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 category:	Voluntary controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Waltham Road White Waltham Maidenhead Berks
Postcode:	SL6 3SG
Telephone number:	01628 82 2533
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Roger Sparrow
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

White Waltham Church of England Primary School is situated in the small village of White Waltham on the outskirts of Maidenhead. This is a popular school, with 149 pupils on roll. About a quarter of the pupils live within the catchment area, with the remainder attending from surrounding villages and from the outskirts of Maidenhead. The school is deemed to be a garrison school, with 10 per cent of the intake from the local RAF base. There are no pupils known to be eligible for free school meals. The proportion of pupils identified as having special educational needs, at 13 per cent, is below average in national terms. Two pupils have statements of special educational need, and this is broadly in line with national figures. Attainment on entry to the school for children aged five is very good compared with those of a similar age. The vast majority of pupils are of white UK heritage, with fewer than three per cent come from ethnic minorities; all are fluent English speakers.

HOW GOOD THE SCHOOL IS

White Waltham is an effective school. It successfully develops the potential of its pupils so that by the age of eleven they achieve very good academic standards. Pupils are very eager to learn, are interested in their work, and behave well. The quality of teaching is good overall, and one in three lessons is very good. The headteacher, staff and governors are working hard to achieve their aim of challenging and motivating all pupils. Although the school has above average income, it provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards achieved in English, mathematics and science are well above average by the age of eleven years, and the school is strongly committed to sustaining and raising standards of all pupils.
- Teaching is good overall, with one in three lessons being very good.
- The school is well led and managed.
- Pupils' very good attitudes to learning and good behaviour contribute to the good relationships within the school.

WHAT COULD BE IMPROVED

- The curriculum for the Foundation Stage.
- Procedures for children with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection, in October 1996, found White Waltham to be a successful school with a caring ethos. Since then the school has maintained very good standards, and has responded well to all of the key issues from that inspection. These include the implementation of a comprehensive framework for monitoring, review and evaluation. Lessons are now well planned, and teaching is monitored effectively. The standards of teaching have improved significantly and are now good. The curriculum for information and communication technology now meets statutory requirements at both key stages. This was previously judged to be unsatisfactory. Assessment information is being used well to develop the curriculum and to set individual targets for pupils to achieve.

STANDARDS

The table below 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
	1998	1999	2000	2000
English	A	A	A	C
Mathematics	A*	B	A	A
Science	A	B	A	A

Key

well above average A

above average B

average C

below average D

well below average E

By the age of eleven years, standards in English, mathematics and science are well above average when compared to all schools. When compared to schools with similar intakes standards are well above average in mathematics and science, and average in English. Attainment in English, mathematics and science has been above or well above the national average since the last inspection. By the age of seven years, standards in English mathematics and science are also well above average when compared to all schools. Attainment has been above or well above average since 1998. The most recent test data suggests that pupils have exceeded the school's 2001 performance target in mathematics, and very narrowly missed the English target. The work pupils were doing during the inspection confirmed that standards are well above average in mathematics and science at both key stages. Standards in English are above average at seven years, and well above average by the age eleven years. Pupils are achieving well at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Good throughout the school in lessons, and at all other times.
Personal development and	Good. Pupils relate well to one another and to

relationships	adults.
Attendance	Good.

Pupils' attitudes to learning are very good, and these have a positive effect on both the quality of the education and the standards achieved. The pupils' behaviour, relationships and personal development are good, and all contribute to an orderly and welcoming environment

in which effective learning can take place. Pupils listen carefully to their teachers, and co-operate well with each other. Standards of presentation of work are good. Pupils are proud of their efforts, and are keen to share their work with adults. Pupils are polite, helpful and courteous, and are welcoming and friendly to visitors. Attendance is good.

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.

The quality of teaching is good overall, with one in three lessons being very good. No lessons were judged to be unsatisfactory. Teaching in the Reception class of the Foundation Stage was good, with two in four lessons being very good. At Key Stage 1, teaching was good in two out of three lessons. At Key Stage 2, over half of the lessons were good or better. Teachers are enthusiastic, and are clear about what they expect pupils to learn. They have high expectations of pupils' work and behaviour. A good feature of teaching is the way learning intentions are usually displayed and discussed with pupils at the beginning of lessons, so they all understand what they have to do and achieve. Literacy and numeracy are well taught, and the quality of learning is good at both key stages. No significant weaknesses were observed in the quality of teaching during the period of the inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum for Key Stages 1 and 2 is good, but the curriculum for the Foundation Stage is unsatisfactory.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are very well supported. Individual Education Plans need to be more specific in respect of areas other than literacy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral development is good, and social development is very good. Spiritual and cultural development are satisfactory.

How well the school cares for its pupils	Good. All adults manage pupils well, treat them with respect, and listen carefully to them. Assessment data is used well to track pupils' progress and inform curriculum planning.
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The curriculum at Key Stage 1 and 2 is good. It is broad and balanced and meets statutory requirements. Good links have been made between subjects so that skills learned in numeracy, literacy and information and communication technology can be developed in other lessons. However, the curriculum for the Foundation Stage provides insufficient opportunities for the development of personal, social and emotional development through play. A particular strength of the school's care for its pupils is the good monitoring of academic attainment and progress, and the use of this information to inform curriculum planning. Assessment data is used well to modify what is taught, as well as to ensure pupils learn at the best pace. Procedures for child protection and for ensuring pupils' welfare are good. However, the governors have not yet formally adopted a child protection policy. The requirements of the special educational needs Code of Practice are generally well met. However, the format for individual educational plans does not always meet recent recommendations.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head provides clear direction and all members of the school community are committed to school improvement.
How well the governors fulfil their responsibilities	Good. The governing body is supportive and fulfils its role as critical friend to the school.
The school's evaluation of its performance	The school is good at analysing overall strengths and weaknesses, and using this information to set priorities.
The strategic use of resources	The school makes good use of time, people, accommodation and resources for the benefit of all pupils.

The headteacher has a clear vision for the development of the school, which is shared by governors and staff. Governors have been experiencing problems in attracting permanent staff in common with other schools nationally. This has not had a significant effect on standards, but the situation was unsatisfactory as it clearly placed undue pressure on the headteacher and other staff. The governors work hard to support and guide the school, but have not formally adopted a policy for child protection. Financial management is good. Good use is made of all sources of funding, and the effects of spending decisions are carefully monitored and evaluated. The principles of best value are well applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Teaching is good.• The school helps children to become mature and responsible.• School expects children to work hard and achieve their best.• The school works closely with parents.• The behaviour of the children.• Parents feel comfortable about approaching the school with questions or problems.• Children are making good progress.• The way the school is led and managed.• Children like school.	<ul style="list-style-type: none">• The range of activities outside lessons.• Information about how children are getting on.

Inspectors' judgements support parents' positive views. Some parents do not feel sufficiently well informed about how well their children are progressing, nor do they consider that the school provides a sufficiently wide range of activities outside lessons. The findings of the inspection team do not support these concerns. Inspectors consider the range of activities outside lessons to be good, and the information about children's progress to be at least good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved in English mathematics and science, are well above average by the age of eleven years, and the school is strongly committed to sustaining and raising standards of all pupils.

1. By the age of eleven years, standards in English, mathematics and science are well above average when compared to all schools. The work pupils were doing during the inspection confirmed these standards. When compared to schools with similar intakes standards are well above average in mathematics and science, and average in English. Attainment in English, mathematics and science has been above or well above the national average since the last inspection. The most recent test data suggests that pupils have exceeded the school's 2001 performance target in mathematics, and very narrowly missed the English target.

2. The present Year 6 is a small cohort of pupils of unusual composition, with almost a quarter on the special needs register. This means that a considerable percentage change can occur through a movement of one level by a single pupil. Only fifty per cent of these pupils started school in the Reception class, and 42 per cent had joined during Key Stage 2.

3. The results for seven year olds in the national tests for reading, writing and mathematics are also very good. Compared with all schools nationally, standards in mathematics, writing and reading are well above average. In comparison with similar schools standards in writing are well above average, and in mathematics and reading they are above average. The work pupils were doing during the inspection show that standards are well above average in mathematics and reading, and above average in writing.

4. The school attributes the consistency in their results to the careful work in analysing and interpreting all the data from the previous year's tests, which enables teachers to focus their attention on areas that are likely to make a difference in performance. This includes monitoring attainment to improve standards of literacy to help pupils to improve their performance in writing. For instance, as a result of monitoring, the school identified a relative weakness in writing, and an action plan has been put in place to improve it.

5. The results of this year's National Curriculum test results for eleven year olds, for which there are, as yet, no national comparisons, show a good increase in the numbers of pupils achieving the higher Level 5 in English. This is an improvement on the previous years results when English was average when compared to similar schools. The teachers believe this is the result of the action planning to improve writing across the key stage. The numbers achieving the higher Level 5 in mathematics and science are not quite as high as the previous year, when standards were very good compared to those of similar schools, and reflects the increased numbers of pupils with special educational needs in this year group. The results of this year's National Curriculum test results for 7 year olds, for which there are as yet no national comparisons, show that the numbers achieving Level 2 and the higher

Level 3 in reading and mathematics are about the same as last year. However, the numbers achieving

the higher Level 3 in writing has not improved on last year's results, although the school had targeted this within their action plan. This is confirmed by inspection evidence. An analysis of the test papers reveals that a number of pupils were not sufficiently accurate with their use of punctuation to achieve the higher Level 3 in writing.

6. At the time of the previous inspection the curriculum for information and communication technology was unsatisfactory and did not meet statutory requirements. There were few opportunities for pupils to work with simple databases, control technology and other forms of information technology. Significant improvements have been made to both the curriculum and the range of learning opportunities. Attainment is now in line with national expectations by the age of seven and eleven. Pupils now receive their full entitlement to the breadth of the National Curriculum programmes of study, and are able to build soundly on their skill, knowledge and understanding year by year. Pupils have access to the World Wide Web, and have been introduced to the skills necessary for accessing the Internet. This is having a direct effect on the standards that pupils are able to achieve overall, and progress is now good.

7. Central to the drive to raise standards in all subjects is the effective implementation of the new monitoring and evaluating policy, which is enabling teachers and the headteacher to judge the effectiveness of learning activities. This information is being used to inform planning to meet the needs of all pupils, and to identify what needs to be done next. This area of the schools' work was a key issue for action at the time of the last inspection, and is being tackled well.

Teaching is good overall, with one in three lessons being very good.

8. Good progress has been made at improving the quality of teaching which is now good. One in three lessons observed during the inspection was very good, and no unsatisfactory teaching was seen. At the time of the last inspection, teaching was described as satisfactory, with fifteen per cent of lessons being unsatisfactory.

9. Throughout the school, teachers prepare their lessons thoroughly by identifying precise learning objectives, grouping the pupils carefully, varying the activities, choosing the best methods to use, and deciding how to assess what the pupils learn. A brisk pace is set, and learning activities are well matched to pupils who learn at different rates. Teachers ensure that pupils are fully aware of the aims of the lessons, so that all understand what they have to do and achieve. Teachers move from group to group helping, supporting, encouraging and moving pupils onto the next task. They often slip in an opportune prompt to support the slower learner as well as the challenging question or remark to stretch the higher-attaining pupil. These features contribute significantly to the high academic standards achieved.

10. One teacher's very good subject knowledge and her enjoyment of teaching mathematics to pupils in the reception class caused great excitement when the children were investigating capacity. The teacher was well organised, and used the opportunities for water play to get the children to estimate which containers would hold the most water. Questions were well chosen so that pupils of all abilities could participate. The very good use of praise and encouragement and challenging questions encouraged children to look very carefully at

the containers they were using. She drew their attention to both the width and height of these objects, and asked them if these dimensions would make a difference to their estimates. Vocabulary was also well developed, and the children were able to use mathematical terms such as cuboid and cylinder accurately.

11. The school's emphasis on teaching literacy, numeracy and information technology through all subjects helps to significantly raise standards, and literacy and numeracy skills are taught well.

12. For example, pupils effectively use information technology to analyse statistics and to word process their work. Teachers monitor pupils' progress carefully, and are skilled at providing for their individual needs. They use their good subject knowledge to plan carefully, providing interesting and stimulating activities for all pupils, and use on-going assessment to ensure that all work at the best possible pace.

13. In a very good Key Stage 2 mathematics lesson about capacity, the teacher shared the learning objectives with the pupils and encouraged them to reflect on the ways in which they learn. The teacher began by discussing the targets for the lesson with the pupils, and wrote them clearly on the board. She used questions particularly well to challenge and stimulate enthusiasm. For example, she began by asking pupils 'How will you begin measuring liquids using the metric system? Can you change them into other [imperial] units? What other units do we still use? They were also given a challenge to see if there was a connection between the size of a Wellington boot and its capacity. She continued: 'What questions must we ask ourselves to solve this problem? Will this help us achieve a solution?' She then moved around the room helping, teaching, clarifying, challenging, and moving pupils onto the next stage of learning. This helped to sustain their interest and enthusiasm, and clarify problems. For example, a group of pupils were heard to discuss the importance of the meniscus when making accurate capacity measurements. They discussed what was an acceptable level of experimental error, and if it could be reduced or eliminated, 'Try it this way? This might help you...try it again'. The teacher interacted skilfully with the pupils, and made good use of on-going assessment to modify what was taught as well as to keep pupils moving at the best pace.

The school is well led and managed

14. The good leadership of the head provides a clear sense of purpose for the school. She was appointed just under two years ago, after the retirement from teaching of both the headteacher and the deputy head. The effects of her leadership and management are evident in the maintenance of standards since the last inspection, the improvements to the quality of teaching, and progress against the key issues from the previous inspection.

15. On taking up the appointment, she quickly realised that some of the key issues from the previous inspection had not been fully implemented. She introduced a new curriculum based on a three-year cycle of work, which is helping teachers to plan appropriately for different age groups within mixed-aged classes. Topics are

carefully identified within the cycles, so that although pupils may visit a particular topic more than once, they will re-visit it at a higher level than previously. This results in pupils continuing to make good progress as they move through the school.

16. Planning for school improvement is good, and reflects the aims of the school. There is a clear framework for development planning linked to the budget cycle. The headteacher has introduced comprehensive procedures to analyse the overall strengths and weaknesses of the school and for using this data to decide the priorities for the School Improvement Plan. The current plan is very good. It is detailed, and identifies strengths, and areas for improvement. It makes clear the tasks and key personnel involved in carrying them out; it sets deadlines for completion and criteria for judging success.

17. There is an effective system for monitoring progress towards the development targets, culminating in the annual review which is used to refine the plan and set fresh targets. Governors now have a clear understanding of the quality of teaching, and the standards attained by pupils of differing abilities and ages.

18. Self-evaluation is now well established and embedded within the culture of the school. A very good example of this is the way in which staff have worked together to introduce new arrangements for planning work and assessing pupils' achievement. The headteacher and subject co-ordinators regularly visit classrooms to monitor progress in achieving this aim, and provide feedback on the quality of teaching and learning. The school has already increased the opportunities for individual work and experimentation in mathematics and science across the school, and is planning for pupils to take on more responsibility for their own learning as they get older. The school now has a policy for identifying higher-attaining pupils, and a small number work alongside older pupils for some lessons during the week.

19. At the time of the last inspection the school was well staffed, but has recently experienced difficulty in recruiting new teachers in common with other schools nationally. Over the last year, the headteacher has had to take on substantial teaching duties to provide consistency in teaching and learning because of staff vacancies. This uncertainty has not had a significant effect on standards, but the situation has been unsatisfactory as it has clearly placed undue pressure on the headteacher and other staff.

20. Governors take a keen interest in the work of the school, and are well organised into an effective committee structure. The headteacher provides informative and detailed reports, which enables the governing body to have a good oversight of the progress and implementation of the school improvement plan. They have a clear understanding of the strengths and weaknesses of the school; they visit classrooms, and many work hard to provide practical help.

21. Day to day financial control is very good. Information technology is used satisfactorily for administrative purposes. Information given to governors contains good detail and enables them to fulfil their monitoring role and have an oversight of the school's financial position.

22. A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership, and the very good standards achieved, show that the school is effective. Although unit costs are high, they are typical of most small schools and therefore the school gives good value for money.

Pupils' very good attitudes to learning and good behaviour contribute to the good relationships within the school.

23. Throughout the school pupils' attitudes to learning are very good, and have a positive effect on both the quality of their education and the standards of work that they achieve. Their behaviour, relationships and personal development are also good, and all contribute to an orderly and welcoming environment in which effective learning can take place.

24. Attitudes to work are very good. Without fail, pupils settle well at the beginning of lessons. They listen extremely well and keenly watch any demonstrations so that they can follow instructions correctly. They are keen to tackle new work, confidently share ideas with others, and show a real desire to improve their work. For example, during a Year 4 mathematics lesson, pupils quickly organised themselves to analyse the data they had collected about pupils preferences for a range of biscuits. They studied sensibly the evidence, and soon realised there might be more than one solution. What else can we do? We could try and find the average! Yes ...yes we could do that...but what will that tell us? Will it be of any help?

25. Good standards of behaviour in lessons, when moving around school, during assembly and throughout the day, make a strong contribution to the creation of a positive learning environment. Pupils learn from a very early age to distinguish between right and wrong.

26. By the age of eleven years, pupils display good levels of personal development and maturity, and are able to reflect on their own work, help each other and evaluate what they have achieved. For example in Year 5/6 English lesson about Haiku poems, pupils listened well to each other and shared ideas, and could enthusiastically explain to each other why they liked this style of poetry. I like the Haiku poem because it uses alliteration well. They were able to discuss sensitively the different techniques used in the poem.

27. Good relationships abound, and the school operates as a harmonious community in which pupils of different ages, gender, and ability work and play happily together. Pupils show openness, warmth and mutual respect, which promote a purposeful climate in which learning can take place. Visitors to the school are made to feel very welcome, and there were no signs of bullying or harassment during the period of the inspection.

WHAT COULD BE IMPROVED

The curriculum for the Foundation Stage

28. Children enter the mixed age Reception and Year 1 class at the beginning of the term in which they reach the age of five years. The youngest children are taught separately in the mornings, but join the mixed-age class for the remainder of the day. The school has decided to introduce Key Stage 1 work in English and mathematics during the morning sessions for the oldest children who are already exceeding the

early learning goals, and are judged to be ready for more challenging and structured activities. This is entirely appropriate. During the afternoon sessions the youngest children, who are just five, are taught alongside older pupils who are six years old.

29. The school has recognised that the new Foundation Stage has still to be fully implemented, and has identified times when there are insufficient opportunities for learning through play. This analysis is supported by inspection evidence. The school has planned the curriculum in some detail, but is aware there are shortcomings in its provision, which is preventing the new curriculum from being delivered effectively at all times.

30. Children achieve very good standards in communication, language and literacy, and mathematics by the end of the Foundation Stage. However, the quality and range of opportunities for the youngest children to develop their emotional, personal and social skills through play are not consistent, and children are achieving less well in these areas. This is particularly important when children are working together as a large mixed age class.

31. The quality of teaching and learning in the Foundation Stage is good overall, with two out of four lessons being very good. During the very good lessons, work in mathematics and language and literacy was well matched to the needs of both the oldest and youngest children, and there were good opportunities for learning through play. Questions were used very well to challenge children's thinking, and there were good opportunities for independent learning. At other times, the teaching and learning was satisfactory. Although the activities and the classroom environment were entirely appropriate for challenging the oldest pupils, it did not provide a sufficiently rich and varied learning environment for the youngest children. Although they are able to sit and listen at the beginning of sessions, some of the youngest children become restless and distracted despite the best effort of the teacher to re-focus them on the activity.

32. The school is responding satisfactorily to these concerns, and is constructing a new secure play area with large and small play equipment, trikes and wheeled toys. The class teachers are enthusiastic and experienced, and are already receiving some additional training to develop their knowledge and expertise. However, this has yet to be extended to the classroom assistants. The school is committed, through its development priorities, to review the statutory curriculum for the Foundation Stage to ensure all children experience a full range of learning opportunities to promote high achievement through play.

Procedures for children with special educational needs.

33. The quality of provision for pupils with special educational needs is good overall, and pupils are making good progress in literacy and numeracy. Class teachers are aware of literacy and numeracy needs through good diagnostic assessment, and the school provides generous levels of support. The requirements of the special educational needs Code of Practice are generally well met. However, the format for individual educational plans does not always meet recent recommendations, for example they do not always include numeracy, communication, and personal development targets. Most targets are in the area of literacy, but are not specific, measurable, attainable, relevant and time related (SMART targets).

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to improve further, the school should:

- Improve the curriculum for children in the Foundation Stage by ensuring:
 - * balance between all the Early Learning Goals;
 - * a full range of activities for the promotion of high achievement through play;
 - * classroom assistants have opportunities to develop their knowledge and understanding of the needs of children in the Foundation Stage.
- Improve the quality of individual education plans for pupils with special educational needs (SEN) by ensuring that targets:
 - * address the full range of pupils' learning needs and not only their literacy needs;
 - * are specific, measurable, attainable, relevant and time related (SMART targets).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	27	40	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	149
Number of full-time pupils known to be eligible for free school meals	0

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	2.9

Unauthorised absence

	%
School data	0.1

National comparative data	5.2
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National comparative data	0.5
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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
	2000	12	12	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	11	12
	Girls	12	12	12
	Total	24	23	24
Percentage of pupils at NC Level 2 or above	School	100 (100)	96 (100)	100 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	12	12
	Girls	12	12	12
	Total	24	24	24
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	9	16	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	23	23	35
Percentage of pupils at NC Level 4 or above	School	92 (85)	92 (85)	100 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and	Boys	*	*	*
	Girls	*	*	*

above	Total	23	23	23
Percentage of pupils at NC Level 4 or above	School	92 (77)	92 (85)	100 (88)
	National	70 (68)	72 (69)	79 (75)

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

* Details of the National Curriculum Test results for 2000 are not reported by gender since the numbers of boys aged eleven years was small, and individual pupils could be identified.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	131
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	1: 21.3
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	105

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	368106.00
Total expenditure	342330.00
Expenditure per pupil	2463.00
Balance brought forward from previous year	11114.00
Balance carried forward to next year	36890.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	33	11	4	0
My child is making good progress in school.	57	30	7	0	6
Behaviour in the school is good.	33	54	9	0	4
My child gets the right amount of work to do at home.	41	48	9	2	0
The teaching is good.	57	37	2	0	4
I am kept well informed about how my child is getting on.	33	46	17	0	4
I would feel comfortable about approaching the school with questions or a problem.	67	20	7	6	0
The school expects my child to work hard and achieve his or her best.	63	30	7	0	0
The school works closely with parents.	34	55	4	4	4
The school is well led and managed.	44	43	7	4	2
The school is helping my child become mature and responsible.	45	47	2	2	4
The school provides an interesting range of activities outside lessons.	33	46	15	2	4