

INSPECTION REPORT

**CHRIST CHURCH CE (AIDED) PRIMARY
SCHOOL**

Surbiton

LEA area: Kingston Upon Thames

Unique reference number: 102586

Headteacher: Mrs W P Jacobs

Reporting inspector: Mr J G Quinn
15676

Dates of inspection: 11th -13th June 2001

Inspection number: 192279

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 aided

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

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Appropriate authority: The governing body

Name of chair of governors: Mr C Newport

Date of previous inspection: 3/03/97

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a popular and rapidly expanding primary school situated approximately four miles from Kingston upon Thames. The school is larger than average with 285 pupils on roll. It draws pupils mainly from privately-owned homes in the immediate area with a small proportion from local authority housing. There are 48 pupils from families of ethnic minority. This figure has more than doubled since the time of the last inspection. Approximately 14 per cent of pupils speak English as an additional language which is above average and 18 of these pupils are at an early stage of English language acquisition. The main languages spoken in addition to English are Korean, Arabic, Urdu and Tamil. The proportion of pupils eligible for free school meals is well below average at three per cent. There are ten per cent of pupils on the special educational needs register which is below average. Three of these pupils have Statements of Special Educational Need, which is also proportionally less than that found in the majority of schools.

Most children have attended a local nursery school prior to starting in one of the two reception classes at the beginning of the school year in which their fifth birthday occurs. The large majority of pupils are well prepared to begin school and attainment on entry is above that normally found.

HOW GOOD THE SCHOOL IS

This is a very good school which serves its pupils and community well. Strong and purposeful leadership together with a high proportion of effective teaching contribute to pupils achieving high standards in their work by the time they leave the school at the age of 11. Taking into account pupils' attainment on entry, the good progress which they make in their learning and the standards they reach by the end of Year 6 the school provides good value for money.

What the school does well

- Results in national tests at the age of 11 for English, mathematics and science are very high.
- Measures to improve pupils' writing have been effective and the provision for information and communication technology has also improved significantly.
- There is a high proportion of good and very good teaching and as a result pupils learn effectively.
- The headteacher provides exceptional leadership. She has a clear vision for the development of the school and has established a very positive climate for learning, which is supported strongly by staff, governors and parents.
- The school rigorously and regularly checks the performance of pupils and important aspects of provision such as teaching, and takes appropriate action to overcome any weaknesses.
- The headteacher has delegated responsibility effectively to senior members of her management team and as a result they make a significant contribution to important areas of the school's work.
- Pupils have very positive attitudes to learning which together with excellent relationships makes a definite contribution to the standards they achieve.

What could be improved

- The implementation and evaluation of a wider range of strategies to ensure that improvements in standards at Key Stage 1 are sustained and that pupils attain at least as well as those in similar schools.
- Opportunities for pupils to use their initiative in lessons and to learn independently.
- The quality of written reports to parents on pupils' progress in order that they might support their children's learning more effectively.

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 March 1997. Since then it has improved significantly in a number of ways. National Curriculum test results have risen markedly at Key Stage 2 and to a lesser extent at Key Stage 1. Leadership is much more purposeful with a clear focus on raising the attainment of pupils. Teaching is also more effective and in a high proportion of lessons it is very good. The school has responded well to the key issues identified in the previous inspection report and good progress has been made. A new management structure has been devised in order to assist the headteacher in taking the school forward. There are now schemes of work for music, geography, design and technology and information and communication technology. Staff have been trained in teaching design and technology and now do so confidently. Training has also been provided in order that teachers improve the rigour and pace of lessons and a teacher is employed for two mornings a week to extend more able pupils in Years 5 and 6. Governors are now more involved in evaluating the cost effectiveness of 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
	1998	1999	2000	2000
English	A*	B	A*	A
mathematics	A	C	A*	A
science	B	E	A*	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

There have been significant improvements in test results over the past year, which has been most noticeable in science. Over the past five years results have improved at a greater rate than that found nationally. Consequently in the most recent tests, results in all three subjects were in the top five per cent of all schools and were well above those for similar schools.

At Key Stage 1 results in reading were above average and in line with those in similar schools. In writing and mathematics results matched the national average but pupils did not perform as well as they could and results were well below those in similar schools.

The work seen during the inspection broadly reflects the results of national tests at the age of 11 in English and to a lesser extent in mathematics and science.

Written and mathematics work at Key Stage 1 indicates that standards in these subjects are improving. Children in reception make sound progress in all areas of their work.

Pupils with special educational needs and those whose first language is not English are well supported which enables them to make similar progress to that of other pupils.

The realistic statutory targets set in English and mathematics for pupils at the age of 11 in the last completed school year were met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and to learning which contribute strongly to the standards they achieve in their work.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and in all areas of the school is very good. There have been no exclusions.
Personal development and relationships	Pupils are sensible and take responsibility well. Relationships between pupils and between pupils and adults are excellent. Pupils know that they and their work are valued highly and they in their turn respect and value others.
Attendance	Satisfactory and an improvement on previous years. Pupils arrive punctually at the start of morning and afternoon sessions which enables lessons to begin 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	Very good

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

The quality of teaching was never less than satisfactory and in 81 per cent of lessons it was at least good. In 38 per cent teaching was very good and occasionally excellent. Teaching was best at Key Stage 2 where it was very effective in almost half the lessons seen.

Overall English and mathematics are taught well and occasionally very well, where pupils benefit from the curriculum expertise of the subject co-ordinators. Features of the best lessons were very good understanding of the subject to be taught, incisive questioning to develop and deepen pupils' understanding, detailed planning for different abilities and a brisk pace to learning. In a minority of otherwise successful lessons, there was too high a level of teacher direction which inhibited pupils' ability to use their initiative and to work independently.

The school thinks hard about how to provide for pupils of different abilities and as a result it meets the needs of all pupils well. Pupils apply themselves conscientiously to the tasks that are set for them in lessons and consequently they make good progress in acquiring fresh knowledge and developing new skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range and quality of learning opportunities are good. All subjects are taught regularly but the length of the taught week at Key Stage 2 is below that found in most schools. The curriculum is enhanced by a good range of extra-curricular activities, some of which have been temporarily suspended due to building work in the school grounds.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Their individual education programmes are thoughtfully constructed and targets for improvement are clear and attainable.
Provision for pupils with English as an additional language	The school provides well for pupils whose first language is not English. Most pupils take a full and active part in all lessons and make progress which is similar to that of other pupils. Those whose understanding of English is limited are sensitively supported individually or within small groups until they reach a level of fluency which enables them to take a full part in lessons.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	This is very good overall with particular strengths in moral and social provision. The impressive displays of pupils' work throughout the school contributes greatly to pupils' self-esteem and provide a climate wherein learning can flourish.
How well the school cares for its pupils	The school takes very good care of its pupils and staff are vigilant in matters of safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and is strongly supported by an enthusiastic and committed senior management team.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are closely involved with the work of the school and provide good support for the headteacher and staff.
The school's evaluation of its performance	This is an extremely strong feature. The headteacher and senior staff monitor standards and other aspects of the

of its performance	school's work very well indeed. This enables them to take strong and effective action to remedy weaknesses.
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The strategic use of resources	The school makes very good use of finances and resources available to it. Particularly good use is made of staff expertise to support teaching in other classes.
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The school seeks to supply best value for its pupils very well and is constantly challenging itself to improve the service it provides. It consults parents and pupils frequently on aspects of provision and regularly compares its performance to that of all schools nationally and with those of a similar catchment area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in the school is good. • The teaching is good. • Children make good progress. • The school is well led and managed. • The school helps their children to become mature and responsible. • Teachers expect pupils to work hard. • The changes which the new headteacher has introduced. • The contribution that the School Association makes to the provision of additional resources for the school. 	<ul style="list-style-type: none"> • The amount of work their children are given to do at home. • The information which they receive about their children's progress. • The way in which the school works with parents. • The range of activities provided outside lessons.

Inspectors support the very positive opinions of parents but do not accept fully comments about those areas where they wish to see improvements. Expectations for the range and type of homework are clearly published for parents and are appropriate for the ages of the pupils. The information for parents on pupils' progress three times a year at evening meetings, is more than that provided in most schools. However, the information provided in pupils' annual progress reports could be improved. The school provides curriculum evenings for parents and many help regularly in classrooms. The range of activities provided for pupils is good and better than that found in many schools. The breakfast and after-school clubs are valuable additions to the school's provision in this respect.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests at the age of 11 for English, mathematics and science are very high.

1. The proportion of pupils aged 11 who achieved the expected standard for their age group in the year 2000 tests was very high compared to that in all schools nationally with well over twice the proportion attaining the higher Level 5 than was found in the majority of schools. During the inspection these standards were apparent in pupils' speaking, listening and writing, and to a lesser extent in mathematics and science work. The considerable improvements in writing reflects the importance that the school has placed on improving pupils' skills throughout the school.
2. The emphasis on 'audience' and a sense of purpose in speaking, listening and writing contributes strongly to the standards that are attained in these areas. Teachers provide very good models of attentive listeners and consequently pupils are encouraged to emulate their example with one another in whole-class and small group sessions.
3. In reception, for example, pupils develop their speaking and listening skills well. They listen attentively to stories in literacy sessions and share in reading large books expressively, such as *Your House is My House*, with the class teacher. They co-operate with their '*thinking partners*' to answer questions about their work and develop incidental conversation in their imaginative play such as that related to the simulated French cafes in the role-play areas of their classrooms. Pupils' skills are currently being developed very well at Key Stage 1. In an excellent literacy session, for example, the stimulating approach and probing questions of the English co-ordinator prompted descriptive responses as pupils prepared to write from the point of view of different characters in a story. The lesson culminated in pupils adopting appropriate voices for their characters as they read their stories expressively to the remainder of the class. There are similarly well-planned and incidental opportunities for pupils to develop speaking and listening skills at Key Stage 2. In class library sessions, for example, pupils give clear presentations on favourite authors and well-considered reasons for their choices, supported by appropriate quotations. Where pupils present work to a wider audience, as in an assembly for parents, they speak confidently and engage the interest of listeners fully as they read chosen poems on the theme of *The Senses*. On other occasions such as in science lessons and information and communication technology lessons pupils discuss aspects of their work in pairs and then report back to the whole group fluently. Teachers are particularly adept at asking probing questions which encourage pupils to think more deeply and to search for ever more appropriate words to explain what they mean.
4. There is a strong emphasis on purposeful writing, which is clearly apparent in all classes, although this has been less obvious in all past work of Year 2 pupils.
5. Recent work by Year 2 pupils show most pupils employing a well-formed and joined handwriting style, spelling simple words accurately and several incorporating punctuation such as full stops, question marks and speech marks confidently. Teachers constantly ask pupils to use '*powerful*' words in their writing. Consequently pupils are imaginative in their use of descriptive language employing words such as '*astounded*', '*hideous*' and '*crestfallen*', for example, when writing

from the point of view of different characters. By age 11 much of pupils' writing is characterised by a sophisticated style which engages and interests the reader. Work is often clearly organised into paragraphs, incorporates relevant punctuation and most words are spelt accurately.

6. There is a strong emphasis on *'meaningful'* mathematics and pupils receive work which is relevant and challenges them effectively. For example pupils in Year 1 explore different ways of subtraction and are encouraged to find different strategies for solving a problem. Although some of the past work in Year 2 has been rather mundane and undemanding the pupils in this class currently benefit from good teaching provided by the knowledgeable mathematics co-ordinator as their class teacher and standards are rising slowly. For example, in a numeracy session on *'finding the difference'* pupils responded well to the teachers' animated delivery and quick incisive questioning. They enjoyed the game of number *'ping pong'* to refresh their understanding of addition and subtraction at the start of the numeracy session and were confident in their answers. They were able to explain the strategies which they had used clearly with such responses as *'I used doubles...'* and *'I counted forward...'* or *'I worked backwards in tens and then took away three more...'*
7. By the time they reach the end of Year 6 pupils have made particularly good progress in mathematics. They apply what they have learnt to real life situations as in a lesson on fractions where they work out such problems as the number of pizzas to order for a party to feed a given number of people. Evidence from past work indicates a good range of mathematical tasks completed with many to a high standard. They convert fractions to decimals and percentages and work with negative numbers. Pupils display a good understanding of specialist terminology such as *'mode'*, *'mean'* and *'median'*. They use formulae competently to work out the area of shapes and to solve problems and also use their own strategies to work out solutions.
8. The work that pupils do in English and mathematics contribute to the good standards that they achieve in other subjects.
9. In science pupils develop a good understanding of how to think scientifically. For example in Year 2 they consider the importance of food and water in sustaining life and categorise foodstuff according to type such as *'fruit'* and *'vegetable'*, or *'healthy'* and *'unhealthy'* food. At Key Stage 2 the quality of teachers' questioning develops pupils' thinking well. This was clearly evident in a lesson on teeth in Year 3 and in a practical lesson on identifying various habitats favoured by different small creatures. By the time they reach the end of Year 6 past work indicates that pupils have good scientific knowledge in a range of areas and are able to carry out controlled tests related to electrical circuits and thermal insulators.

Measures to improve pupils' writing have been effective and the provision for information and communication technology has also improved significantly.

10. The knowledgeable and enthusiastic English co-ordinator has been instrumental in driving up standards at Key Stage 1 and improving the quality of pupils' writing throughout the school. She has accomplished this by providing regular training for staff and modelling good practice for other teachers in presenting the literacy hour. Where a teacher has been particularly diffident, the co-ordinator has taught the class regularly each week, which not only raised pupils' standards of attainment but

also provided an exemplar of effective practice for the class teacher. Her status as a leading exponent of literacy within the local authority enhances her credibility and encourages staff to value the advice and guidance that she provides.

11. Strategies to improve writing have received a mixed reception from staff initially, but generally teachers have been receptive and have adapted their approaches accordingly. Their confidence and competence have improved and as a result the strong and successful emphasis on purposeful writing of increasing length, is clearly evident in the wealth of displayed work around the school and in lessons observed. From the imaginative and thoughtful way in which their work is displayed pupils can see that their efforts are valued and are encouraged by this to try even harder.
12. In reception children are encouraged to see that writing has a purpose. For example, they receive a great deal of enjoyment from imaginary letters received from fairies such as that requesting *'please could you repair our cup and saucer which got broken yesterday?'*. Children write their responses enthusiastically on the *'fairy writing table'*. In addition they make simple books, write invitations to parties and menus for the cafes in the imaginative play area. In literacy sessions they begin to denote spoken words by placing them in speech bubbles and develop this later in Key Stage 1 by using speech marks. In Year 1 pupils write for an increasing range of purposes and in connection with other subjects such as science. Evidence of stimulating and purposeful writing covering a range of topics, carefully displayed in class booklets indicate that standards over time in Year 1 have been consistently higher than in Year 2. The sense of writing for a specific reason increases further at Key Stage 2 where pupils make particularly good progress. There is a strong and successful emphasis on letter writing. For example, pupils compose letters to persuade the readers to accept certain points of view. In a particularly effective literacy lessons in Year 4, for instance, pupils wrote to the headteacher, the school governors, the school association and presenters of a television programme to solicit improvements to the school grounds. The purpose was very clear and pupils embarked on the exercise enthusiastically clearly aware of the conventions for formal and informal letter writing and of the need to express their requests politely.
13. Provision for information and communication technology has improved considerably since the previous inspection when data handling and control technology were under-represented in the school's curriculum. All aspects of the subject are now taught regularly.
14. Standards have risen as the result of greatly improved resources, very good leadership by the well informed and enthusiastic subject co-ordinator, and the commitment of staff. The school now has an information and communication technology suite and the co-ordinator has improved staff confidence by demonstrating the use of resources, training staff and monitoring and supporting teachers. The co-ordinator has a clear view of how he wishes to develop the subject further.

There is a high proportion of good and very good teaching and as a result pupils learn effectively.

15. The quality of teaching was never less than satisfactory and in 81 per cent of lessons it was at least good. In 38 per cent of lessons teaching was very good and very occasionally excellent. Teaching was best at Key Stage 2 where it was very effective in almost half the lessons seen. The high proportion of good and very

good teaching is a major contributory factor to the quality of pupils' learning and to the good progress they make.

16. In general English and mathematics are taught well and lessons are particularly effective where pupils benefit from the co-ordinators' very good subject knowledge in these and other subjects such as information and communication technology. Features of the best lessons were a very good understanding of the subject to be taught, detailed planning for different abilities and a brisk pace to learning. In a minority of otherwise successful lessons, there was a too high a level of teacher direction which inhibited pupils' ability to use their initiative and to work independently.
17. Where teachers have particularly good subject knowledge they present lessons confidently, explain the main points of lessons clearly and question pupils incisively as the lessons progress in order to get pupils to think more deeply about what they are studying. This was a feature of many lessons but was strongly apparent where co-ordinators were teaching the subject for which they had responsibility. In a Year 2 mathematics lesson on subtraction, for example, the class teacher challenged pupils' thinking well when she asked them to explain the methods they had used in working out answers mentally. Similarly in a very good literacy lesson, combined with an information and communication technology lesson in Year 6, the teacher used open-ended supplementary questions very effectively to get pupils to think about the tone of the letters they were writing to famous authors; for example '*...consider what you might think if you were the person to receive this letter. Would you respond? If not, why not?*' Pupils discussed this in pairs and some volunteered that they wouldn't respond. The teacher took this forward very effectively by pressing them to justify their response. He waited patiently for their answers saying '*...take your time...I'll come back to you*' to a pupil who was evidently searching hard for the correct words. Again, in a very good lesson in reception where pupils were considering toys that could be pushed and pulled, the teacher's very good questioning contributed to a vibrant and compelling lesson which encouraged clear thinking by pupils and ensured that very good learning took place.
18. Teachers' planning is detailed with clear, achievable objectives, which are shared with pupils at the beginning of lessons. This contributes well to purposeful learning as pupils are clear about what they are expected to achieve and set to work confidently. Where sessions at the end of lessons are used to consolidate what has been learnt and to check pupils' understanding, reference to the lesson objectives provides a good measure against which to judge the effectiveness of the lesson. The school has concentrated on improving this aspect of teaching to good effect. Teachers' lesson plans also show how tasks will be adapted to suit different ability groups or how these groups will be supported. This helps to ensure that all pupils, whatever their abilities, are able to make appropriate progress.
19. In almost all lessons the pace of learning was good which reflects the attention which the school has placed on staff training in this respect. Where it was particularly effective, as in Year 5 history lesson on examining artefacts, and in a Year 6 information and communication technology lesson, teachers reminded pupils of the amount of time remaining for the activity. This instilled a sense of urgency and encouraged pupils to greater efforts to produce results.

The headteacher provides exceptional leadership. She has a clear vision for the development of the school and has established a very positive climate for learning which is supported strongly by staff, governors and parents.

20. Although the ethos of the school was commented on positively in the previous inspection report it has improved even further since the appointment of the present headteacher two and a half years ago. Under her strong leadership the school's main tasks of teaching, learning and raising pupils' attainment feature more prominently. This is a major factor in improving standards.
21. The headteacher has a clear view of how she wishes the school to develop to provide '*... the best possible education with the support of parents*'. In order to achieve this she keeps all aspects of the school's work under review and is prepared to take difficult decisions in the best interest of the school and its pupils; this is an aspect of her leadership, which receives the approval of parents and governors. The headteacher checks the quality of teaching regularly and has provided feedback for all staff on what works well and what needs to be improved in their lessons. As a consequence she has provided training for staff on certain aspects of teaching such as the introduction of pace and rigour into lessons and the use of sessions at the end of lessons to consolidate and evaluate pupils' learning. The headteacher has been successful in cultivating reflective and self-critical teachers who gain much from observing examples of good practice within their own and in neighbouring schools. She sets herself high standards and has high expectations of those with whom she works. Teaching and support staff, therefore, form a committed and hard-working team under her purposeful direction. They share their expertise widely and confidently with one another, which greatly enhances the contribution that all are able to make to pupils' learning.
22. Staff, parents and governors identify strongly with the school. Many parents approve of the changes that the headteacher has brought about and feel that their views are sought and, where possible, their suggestions are accommodated. They appreciate, for example, that the structure of the annual school sports day has changed to provide an opportunity for pupils to enjoy good-natured competition. Several governors are well established in their roles. They support the school strongly and, as a body, share the headteacher's vision for school improvement. The school's effectiveness is clearly reflected in the quality of relationships, a strong sense of common purpose and the high emphasis placed on supporting learning and achieving high standards.

The school rigorously and regularly checks the performance of pupils and important aspects of provision such as teaching, and takes appropriate action to overcome any weaknesses.

23. This features very prominently in the school's work and is a most significant contributory factor to improved provision and higher standards.
24. Under the firm direction of the headteacher, the performance of pupils in national tests is analysed closely and regularly and appropriate targets are set to improve standards. The comparative attainment of different groups of pupils is analysed and the headteacher, in conjunction with subject co-ordinators, examines in detail how far pupils have progressed in English, mathematics and science. This has revealed, for example, that pupils at Key Stage 1 have not performed as well as expected over a prolonged period and National Curriculum tests results in writing and mathematics are well below schools with a similar catchment area. As a result effective measures have been introduced to raise standards. Co-ordinators for English and mathematics have provided models of good practice to improve the quality of teaching at Key Stage 1 by teaching regularly in Year 2. This has also

raised pupils' quality of learning in these important subjects. The mathematics co-ordinator, who made a significant impact at Key Stage 2 where her very good teaching contributed strongly to raised standards in Year 6, has very recently taken over teaching Year 2. As a result pupils' work is now more challenging and they are making better progress in their learning.

25. Similarly, an analysis of pupils' performance in writing has indicated a cause for concern, particularly at Key Stage 1 where no pupils attained the higher Level 3 in the year 2000 national tests, compared to nine per cent of pupils in all schools nationally. The English co-ordinator has provided training for all staff, monitored how the subject is taught and provided sample lessons with the result that standards are now improving steadily. Also concern about the performance of more able pupils resulted in the appointment of a co-ordinator, training for staff in the early identification of pupils' needs and how these might best be met. To this end the school has appointed a part-time teacher to teach the most able pupils in small groups in Years 5 and 6. In addition the co-ordinator has taught more able pupils regularly in Year 2. The headteacher and co-ordinator check the effectiveness of these arrangements frequently. Evidence of past work indicates that more able pupils are appropriately challenged by the tasks that are set for them in their specialist lessons, but opportunities for them to work independently on open-ended tasks at other times are limited.
26. The headteacher has kept teaching closely under review and where there have been shortcomings she has set targets for improvement and provided support and guidance in order that they are met. Where there has been no improvement she has employed more extreme measures and where teaching falls short of her high expectations, she has demonstrated her capacity to make difficult decisions to secure the best education for the pupils

The headteacher has delegated responsibility effectively to senior members of her management team and as a result they make a significant contribution to important areas of the school's work.

27. The headteacher shares the responsibilities for managing the school well, between members of her senior management team. Although the school currently has no deputy headteacher, the arrangement whereby duties are apportioned between three other senior colleagues as an interim arrangement until the end of the current school year, works effectively. The duties for each are clearly set out in a school management plan and other staff understand which of the team has ultimate responsibility, on a rota basis, in the absence of the headteacher. They function very well as a team. Their excellent working relationships are exemplary, and reflect the quality of relationships apparent throughout the school as a whole.
28. The main contribution that senior staff make to the school's principal functions of teaching and learning lies in their responsibility for developing major curriculum areas and for the improved attainment of more able pupils. As co-ordinators for English, mathematics and information and communication technology they play a significant part in monitoring, evaluating and supporting these subjects and standards are rising in each as a result. As leading teachers within the local authority they know their subjects very well indeed and this enables them to provide training and guidance for staff which is of high quality and greatly valued. Due to the good advice which they receive from the senior management team, staff approach these key subjects confidently and this in turn has a positive impact on pupils' learning. The headteacher is generous in the amount of time she allows for

the senior management team to develop their areas of responsibility and in the allocation of time to inservice training.

Pupils have very positive attitudes to learning, which, together with excellent relationships, makes a definite contribution to the standards they achieve.

29. Pupils respond very well indeed to the good and often very good teaching they receive. They clearly understand that they are expected to behave well and to do their best in lessons and most are eager to learn. Pupils work with good concentration, sometimes for fairly lengthy periods and there is little incidental discussion or behaviour that is not related to the task in hand. They are keen to answer teachers' questions in whole-class sessions and often think carefully to provide well-chosen responses. This was clearly evident in many lessons such as where pupils were considering historical artefacts in relation to their work on Aztecs in Year 5. They were observant and perceptive when thinking about the purpose that some of the objects might serve. The teacher praised them well, which encouraged them to greater efforts and led them on to devising their own questions in groups. Pupils are aware of the meaningful personal targets that are set for them on the inside covers of exercise books. They enjoy the challenge that these targets present. In discussion a pupil commented '*I achieved my last target, but this one is harder.*'
30. Pupils listen attentively to each other and are encouraged in this by the example set by staff. Teachers and support staff listen carefully to pupils' ideas. This sends an important message to pupils and affects the way they behave towards one another. Consequently pupils express themselves confidently, secure in the knowledge that they will be listened to and that their views are important.
31. Relationships between pupils and between pupils and adults are excellent and contribute strongly to the quality of pupils' learning. Pupils discuss tasks sensibly when working in groups and use their '*thinking partners*' well in lessons such as literacy in Year 6 where they think about the appropriate way to phrase a letter to a famous author. Pupils are sensible and older ones are mature, when working with partners of the opposite sex as in a literacy lesson where they were redrafting letters on computers. Teachers provide very good role models. They treat pupils with respect and pupils are respectful in return, toward all adults and towards one another. The use of '*please*' and '*thank you*' often accompanied instructions to pupils in many lessons and were reciprocated by pupils. Pupils whose first language is other than English are integrated well and take a full part in lessons. This was clearly evident, for example, in an information and communication technology lesson in Year 3 where a Japanese pupil with very limited English worked very well in co-operation with another pupil who provided good support and helpful guidance.
32. Pupils' interest and good concentration in lessons and their excellent relationships contribute significantly to the school's success.

WHAT COULD BE IMPROVED

The implementation and evaluation of a wider range of strategies to ensure that improvements to standards at Key Stage 1 are sustained and that pupils attain at least as well as those in similar schools.

33. Through its analysis of pupils' performance in national tests the school has identified the need to raise the attainment of pupils at Key Stage 1 in writing and mathematics particularly. In National Curriculum tests conducted at the end of Year 2000, for

example, although results were similar to those found nationally, pupils did not do as well as they could and in comparison with similar schools results were well below average.

34. The school has taken steps to ensure that teaching at this key stage is improved. Although there are currently no national figures available against which to make comparisons, the school's Key Stage 1 results for this school year show an improvement on last year in writing, and to a lesser extent in mathematics, which indicates that the measures that have been introduced are beginning to work.
35. The emphasis so far has been on moving a key member of staff to improve standards in certain classes through better teaching, and on co-ordinators teaching individual lessons on a regular basis to compensate for shortcomings. The school is growing rapidly and new staff are due to begin teaching at Key Stage 1 from the beginning of next school year. The school needs to think more broadly about a wider range of strategies to raise the attainment of pupils further throughout the Foundation Stage and Key Stage 1 and how new staff might be supported in order that the improvements started so far might be sustained.

Opportunities for pupils to use their initiative in lessons and to learn independently.

36. Although there is a high proportion of effective teaching, in some otherwise successful lessons teachers control the learning of pupils too closely to enable them to make the progress of which they are capable. For example a science lesson In Year 4 on the identification of different habitat, was characterised by good pace, with purposeful and challenging experiences. However pupils were given a prepared sheet on which to record their findings. This restricted their responses and prevented them from using their initiative fully to determine their own methods. Also in an otherwise well-planned Year 6 mathematics lesson on using fractions to solve real problems, there were unnecessary interruptions to the learning of more able pupils. Here the class teacher stopped the work of the whole class to raise particular points that were more relevant to lower and middle attaining groups. More able pupils had the ability to work independently at the task that had been set and needed uninterrupted time to do so. One pupil, for example, had calculated how to share a pizza amongst a given number of people but had insufficient time to work out a formula from this. Consequently this aspect of her work was left unresolved. In other lessons pupils were not given sufficient opportunity to formulate their own questions, to develop their responses, or to offer their own suggestions on how particular aspects of their work might be improved.
37. In addition, although an examination of past work at Key Stage 1 indicates that there are opportunities for pupils to work on open-ended tasks in mathematics in Year 2, these have been too intermittent to be of lasting value. There are too few examples of pupils using their own strategies to work out solutions to problems. On the other hand, Year 1 teachers frequently challenged pupils to think mathematically. For example there were constant questions throughout pupils' books asking '*... how much?*', '*... how many?*', '*What is the largest two digit number you can make?*', '*How many ways can you find to make the number nine?*' '*Can you see a pattern?*'

The quality of written reports to parents on pupils' progress in order that they might support their children's learning more effectively.

38. The quality of information for parents on their children's progress was expressed as a concern in the parental survey prior to the inspection. The school holds three meetings a year to provide parents with the opportunity to discuss their children's progress. This is more than occurs in most schools. However the quality of statutory reports to parents is unsatisfactory. They are not sufficiently personalised to reflect individual pupils, contain examples of specialist language which could be an impediment to a clear understanding of how well pupils are performing, and do not give enough information on how individual pupils might improve.
39. Although reports give a clear description of what pupils have covered in their work and contain some individualised comments such '*... I shall miss his advice*' in respect of a pupil moving to secondary school, there are too many common phrases which occur frequently in the reports of different pupils. This does not give a true reflection of how well teachers seem to know their pupils as individuals.
40. There is also some use of specialist language which, whilst possibly being understood by some, could well be an impediment to reports being understood by all. For example, the phrase '*... deduce and infer meaning from text*' whilst being clear to the teachers who write it may not be as meaningful to lay people with no educational background.
41. The school has a wealth of information which teachers acquire on individual pupils through testing and regular checks on how well pupils are performing in lessons. This information is used effectively to set individual and group objectives for learning, which pupils understand and which provide clear targets for improvement. However, whereas reports provide a useful synopsis of what each pupil has covered in lessons, they do not make sufficient use of individual targets to provide parents with a clear indication of what their children have achieved and what they need to do next, in order to improve further. As a result parents are not in a position to support their children fully in their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. The governors, headteacher and staff should address the following:
 - (1) Develop, implement and evaluate a wider range of strategies to ensure that improvements in standards at Key Stage 1 are sustained and that pupils attain at least as well as those in similar schools. (*see paragraphs 33-35*)
 - (2) In order to improve pupils' progress further, ensure that there are sufficient opportunities for pupils to use their initiative and to work independently in lessons. (*see paragraphs 36 and 37*)
 - (3) Improve the quality of written information which parents receive about their children's progress in order that they are better able to support their children's learning. (*see paragraphs 38-41*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	33	43	19	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)	285
Number of full-time pupils known to be eligible for free school meals	9
Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	29
English as an additional language	No of pupils
Number of pupils with English as an additional language	41
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	9.3
National comparative data	5.2

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	16	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	18
	Girls	13	13	13
	Total	29	28	31
Percentage of pupils at NC level 2 or above	School	83 (80)	80 (74)	89 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	17
	Girls	13	13	14
	Total	28	31	31
Percentage of pupils at NC level 2 or above	School	80 (83)	89 (86)	89 (83)
	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	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	17	16	17
	Total	27	26	28
Percentage of pupils at NC level 4 or above	School	96 (77)	93 (74)	100 (68)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	16	16	17
	Total	25	25	28
Percentage of pupils at NC level 4 or above	School	89 (74)	89 (71)	100 (68)
	National	70 (68)	72 (69)	79 (75)

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	4
Black – other	2
Indian	7
Pakistani	4
Bangladeshi	1
Chinese	2
White	180
Any other minority ethnic group	28

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)	10
Number of pupils per qualified teacher	24.4
Average class size	31.7

Education support staff: YR -Y6

Total number of education support staff	10
Total aggregate hours worked per week	177

Financial information

Financial year	2000
	£
Total income	602,189
Total expenditure	592,250
Expenditure per pupil	2,360
Balance brought forward from previous year	20,985
Balance carried forward to next year	30,924

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	316
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	40	3	1	0
My child is making good progress in school.	46	45	7	1	1
Behaviour in the school is good.	41	55	2	0	2
My child gets the right amount of work to do at home.	32	53	13	1	1
The teaching is good.	45	50	4	0	1
I am kept well informed about how my child is getting on.	27	58	12	3	1
I would feel comfortable about approaching the school with questions or a problem.	50	39	7	4	1
The school expects my child to work hard and achieve his or her best.	54	40	1	4	1
The school works closely with parents.	31	50	15	4	0
The school is well led and managed.	53	37	6	2	1
The school is helping my child become mature and responsible.	44	53	1	0	3
The school provides an interesting range of activities outside lessons.	9	30	40	16	6

Other issues raised by parents

- A small number of parents express concern that physical education does not feature regularly enough and has been cancelled on occasions.