

INSPECTION REPORT

**ST. PETER'S EATON SQUARE C.E.
PRIMARY SCHOOL**

London

LEA area: Westminster

Unique reference number: 101140

Headteacher: Mr J. Wright

Reporting inspector: Colin Henderson
23742

Dates of inspection: 15th – 16th January 2001

Inspection number: 192784

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Lower Belgrave Street
London

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Telephone number: 020 7641 4230

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Appropriate authority: The Governing Body

Name of chair of governors: Revd. D. B. Tillyer

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's Eaton Square C.E. Primary School is situated near Victoria Station in Central London. It is slightly bigger in size than the average primary school. It currently has 264 pupils on roll, 142 boys and 122 girls, which is similar to the last inspection. The school takes pupils from a wide area and only 10 per cent live within the parish. Pupils come from a broad range of private and rented properties. Admissions to the school are over-subscribed, although the school loses a small number of junior-aged pupils to local independent schools. This reduces the school budget and restricts some developments. The pupils are mainly of white, United Kingdom or European ethnic background, and 11 per cent of pupils are from ethnic minority groups. There are 47 pupils for whom English is an additional language. The school has 43 pupils on its register of special educational needs, covering a wide range of differing physical, emotional, sensory and learning needs. There are three pupils, 1.1 per cent, with statements of need, which is below average for the local education authority. Seven per cent of pupils are entitled to free school meals, which is below the national average. Attainment on entry to the school is broad, although above average overall.

HOW GOOD THE SCHOOL IS

St. Peter's Eaton Square C.E. Primary is a very good school. Pupils have enthusiastic and interested approaches to their learning. They achieve high standards promoted by very good teaching. The headteacher provides excellent leadership in maintaining high standards and a strong team approach. Very good financial planning enables the school to give good value for money.

What the school does well

- Pupils achieve standards which are well above the national average, particularly in English, mathematics and science.
- The quality of teaching is very good.
- It provides a caring and supportive learning environment clearly reflecting its Christian values.
- The leadership of the headteacher is excellent and strongly focused on school improvement.
- Relationships are excellent throughout the school and promote high standards of behaviour.
- It has established a very effective partnership with parents.

What could be improved

- The learning environment and curriculum for children in the reception class.
- The range of pupils' skills in information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in March 1997. The key issues of monitoring the curriculum and teaching and learning have been very effectively addressed. They are significantly contributing to school improvement. The good procedures for assessing and recording pupils' achievement are consistently used throughout the school. Standards have improved, especially in English, mathematics and science. Pupils consistently use improving literacy and numeracy skills to promote standards in other subjects, for example history and science. The high quality of teaching has been maintained. Resources and teachers' subject knowledge and confidence in information and communication technology have been improved. They are used significantly to promote pupils' skills in such aspects as word-processing and researching for information. The range of resources is not sufficiently broad to enable pupils to develop and apply their skills in all required areas, for example aspects of control and multi-media work. These are planned for improvement. Significant improvements have been made to the accommodation, for example, to enable a high quality nursery to be located on site and to improve classrooms and facilities for information and communication technology. These have enhanced considerably the learning environment of the school.

STANDARDS

The table shows the standards achieved by 11-year-olds at St. Peter's Eaton Square based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A*	A*
Mathematics	C	A*	A*	A*
Science	E	A	A	A*

Key

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

(Similar schools are those which have a similar proportion of pupils entitled to free school meals.)

A* indicates that the school's standards are in the highest 5 per cent nationally. Test results over the last four years show that standards overall have been well above the national average. Consistently good teaching and a high expectation of pupils to achieve their best work enable high standards to be maintained. All pupils, including those with special educational needs, achieved the nationally expected Level 4 or above in the 2000 tests for 11-year-olds in all three subjects. This considerably exceeded the school's challenging target of 82 per cent. Over 60 per cent of pupils achieved higher than average standards in all subjects, which is very high compared nationally and with similar schools. Inspection evidence confirms that attainment is well above average at 11 years. School assessment information shows that the current Year 6 contains a higher number of pupils with special educational needs. The proportion achieving higher than expected levels is above average nationally, although not as high as in last year's group.

Inspection evidence confirms the results of national tests and teacher assessments for seven-year-olds. Standards are well above the national average overall. The number of pupils achieving the nationally expected Level 2 is well above average. The proportion achieving Level 3 is above average. Assessment information shows that attainment on entry to the school is broad, although above average overall. Children in the nursery receive very good teaching and support, and have a stimulating range of learning opportunities. They settle quickly and happily and make very good progress in all areas of learning. Opportunities in reception are not of such good quality and do not enable children to maintain the progress begun in the nursery. All children in the Foundation Stage are likely to achieve the early learning goals by the end of their reception year. A significant majority will exceed the goals, particularly in communication, language and literacy and mathematical development. Progress in some other aspects, for example in personal, social and emotional development, although sound overall, does not build on that made in the nursery.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils adopt very positive and enthusiastic attitudes. They enjoy being at school and are keen to learn and succeed.
Behaviour, in and out of classrooms	Behaviour is consistently very good. Pupils are friendly, polite and courteous. They play and work together very well.
Personal development and relationships	Excellent relationships throughout the school promote excellent personal development. Staff provide very good role models and encourage pupils to show respect and a caring, responsible approach.
Attendance	Attendance is in line with the national average. Attendance rates are improving. Each school session starts promptly and efficiently.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
22 lessons seen overall	Good	Good	Very good

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

Teaching is very good. It was very good in 50 per cent of the lessons observed and good in a further 27 per cent. It was never less than sound. The very good teaching is a significant factor in promoting high standards, especially in the nursery and at 7 and 11 years. The teaching of English and mathematics is consistently good, and frequently very good, especially at Key Stage 2. It enables pupils to develop, and effectively use, well above average skills in literacy and numeracy. Teachers have very good relationships with their pupils. They manage their pupils very effectively to ensure that they sustain their interest and concentration. Most teachers have high expectations of work and behaviour to which pupils readily respond. Class teachers work very closely with learning support staff to ensure that the needs of all pupils, including those with special educational needs and those for whom English is an additional language, are met effectively. Teaching in the Foundation Stage is good overall. It is sound in reception, particularly in the direct teaching of basic skills, although it does not consistently build on the very good, interesting and stimulating teaching in the nursery.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and relevant for the wide range in pupils' interests and abilities. It is very good in the nursery, although not so broad in reception. Aspects of information and communication technology are not fully developed.
Provision for pupils with special educational needs	Good. Teachers set work which is closely matched to pupils' needs and good support enables these pupils to make good progress. The achievements of gifted and talented pupils are developed successfully, especially in English, mathematics and music.
Provision for pupils with English as an additional language	Good. Their language needs are assessed quickly. Teaching and support staff work effectively together to ensure good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good role models of staff, clear codes of behaviour and strong Christian values ensure that pupils show very good understanding of their moral and social responsibilities and spirituality. There is a good range of opportunities for pupils to appreciate cultural traditions.
How well the school cares for its pupils	Procedures for child protection are secure. First aid and health and safety are sound. Staff know their pupils well and show good concern for their welfare.

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 to give a clear, positive direction to the work of the school. He has been particularly effective in enabling new staff to contribute to a strong team approach focused strongly on maintaining high standards.
How well the governors fulfil their responsibilities	A supportive governing body is effectively involved in working in close partnership with the headteacher on school improvement. Governors are kept well informed and have a good understanding of the strengths of the school. They fulfil their responsibilities successfully, although their involvement in procedures to monitor teaching and learning is not fully established.
The school's evaluation of its performance	The school uses a good range of attainment information to monitor pupils' performance and target areas for improvement. The headteacher has developed good procedures for monitoring and evaluating teaching and learning.
The strategic use of resources	Detailed school improvement planning is linked closely to financial planning to ensure that finances are targeted effectively on development priorities. A current budget deficit, linked to building improvements, is being reduced. The principles of best value are applied efficiently and the school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parental responses from 93 questionnaires, 47 per cent, and from the 27 parents who attended the meeting were very supportive. There were few concerns.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress at school. • Quality of teaching is good. • They are comfortable in approaching the school with questions or problems. • School has high expectations. • School works closely with parents. • It helps children to mature and take responsibility. • Their children like school. • The school is well led and managed 	<ul style="list-style-type: none"> • The specialist music teaching to be continued. • Behaviour by a small minority of pupils in Year 5. • School to provide better extra-curricular activities, especially lunchtime.

The inspection evidence confirms the parents' positive views of the school. There is a very effective partnership between parents and school that significantly promotes the high standards the children achieve. The headteacher was aware of the parental Year 5 concerns. This has now been dealt with to the satisfaction of parents. There were no behavioural concerns during the inspection and few opportunities to judge the quality of music teaching.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve standards which are well above the national average, particularly in English, mathematics and science.

1. Attainment on entry to the school is broad, although above average overall, especially in language, literacy and mathematical development. Children in the Foundation Stage¹ of learning settle very quickly and happily into the nursery. They benefit from very good teaching, very effective teamwork and a stimulating learning environment. They make very good progress towards their early learning goals². Children achieve soundly in reception, particularly through the systematic teaching of literacy and numeracy skills. The majority exceed their early learning goals by the end of reception. However, limitations in the space do not enable teachers to build consistently on what children achieved in the nursery, especially in personal, social and emotional aspects and creative development. For example, children in reception have very few opportunities for outdoor activities.
2. Pupils attain standards that are well above the national average at the age of seven. They have improved since the last inspection. This is confirmed by inspection evidence and the results of the national tests over the last four years. For example, 68 per cent of pupils achieved standards that were above the nationally expected level in the 2000 national reading tests for seven-year-olds. Two higher-attaining pupils even achieved a reading standard that is expected of an average 11-year-old. Inspection evidence showed that standards in the current Year 2 are well above average, although the number of pupils achieving higher than expected levels is not as high as last year, due mainly to an increased number of pupils with special educational needs. Consistently high standards in both literacy and numeracy are promoted by very good teaching in Year 2, which enthuses pupils and clearly indicates ways in which they can improve their work. For example, in a Year 2 mental activity session, the teacher used a brisk pace and a series of rapid-fire questions to ensure that pupils sustained their interest and concentration. The teacher's very good knowledge of the pupils enabled her to target challenging questions to individuals. This required them to apply their knowledge and explain the strategies they had used to solve the problem.
3. The school has successfully implemented the strategies for literacy and numeracy. Teachers have a clear focus on ensuring that pupils' skills are carefully built on prior knowledge and understanding. This enables them to use these skills with increasing confidence and accuracy and achieve high standards. Pupils of all abilities speak confidently and clearly, for example, when reading poetry or using good expression in a shared reading group. Pupils for whom English is an additional language have their language needs assessed quickly and effectively. They are given good support and make rapid progress in developing and using their spoken and written skills. After analysing test results, the school has focused successfully on extending pupils' writing skills. Most seven-year-olds write very effectively in a good range of different styles and for different purposes. For example, they write interesting acrostic poems and imaginative stories, which contain such vivid descriptions as "It is like angels are crying and their tears are falling down to earth ...". The school has introduced weekly writing

¹ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

² Early learning goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in the following six areas of learning; communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

evaluation sheets, which teachers and pupils complete to identify specific targets to improve the work. These are already being used successfully to raise standards.

4. Attainment at the age of 11 is well above the national average and has improved since the last inspection. Inspection evidence confirms the results of the most recent national tests for 11-year-olds, although the proportion of pupils achieving above expected standards is not as high as last year. Pupils' achievements at seven are built on very well throughout Key Stage 2. Teachers have high expectations and challenge pupils to extend their skills and knowledge and achieve consistently high standards. For example, in a Year 3 religious education lesson, the teacher used questions very effectively to check on pupils' knowledge and understanding of the Bible story of the baptism of Jesus. She then used her good subject knowledge to frame searching questions, for example, "What particular quality did Jesus/John the Baptist have/need ...?" These helped to increase pupils' understanding of why and how Christians are baptised. This led to a stimulating discussion in which the teacher's very good control and management skills enabled her to encourage all pupils to contribute confidently. Pupils listened carefully to each other's opinions, for example, when a higher-attaining pupil described baptism as "washing away your sins so that you can start a new life in God's family".
5. Pupils continue to extend effectively their numeracy and literacy skills from Years 3 to 6 in English and mathematics, then use them well to support standards in other subjects. For example, in a Years 3 and 4 mathematics lesson, the teacher promoted pupils' mental skills successfully through rapid-fire questions. The teacher used a good range of questions to challenge individual pupils at their ability level, for example 24 add 35 and 1247 add 129. She then used follow-up questions, asking pupils to explain what strategy they had used to work out their answer. This encouraged pupils to explain carefully their mathematical thinking and enabled others to listen carefully and suggest other ways of completing the problem. These good mental skills are successfully transferred to subjects such as science. For example, Year 6 pupils worked out accurately how much of a particular substance had been used in a 'materials' investigation. Pupils use their literacy skills skilfully to achieve high standards in history. For example, pupils used their reading and note-taking skills effectively in a Years 3 and 4 lesson to compare the differences between getting information from a reference book and from a CD-Rom.

The quality of teaching is very good.

6. Twenty-two lessons were observed. The quality of teaching was very good in 11 lessons and good in a further six lessons. It was never less than sound. Teaching has been maintained at the high quality reported in the last inspection. The teaching is a significant factor in promoting high standards, particularly in the nursery and in Years 2 and 6.
7. The consistently very good teaching in the nursery enables children in the Foundation Stage to make a very good start to their schooling. An example of this high quality teaching occurred when the teacher successfully developed the oldest group of children's reading skills as they shared a big book together, through encouraging and praising their contributions. Other staff, skilfully working with younger children during activities of their own choice, allowed them to experiment freely with creating models and water play. They offered occasional support to ensure they made very good progress. For example, one supported cardboard aeroplane wings until a child joined them to the body of the plane, and the other asked questions challenging a child to think about how a water pump worked.
8. The teaching of English and mathematics is of a good standard throughout the school. Teachers successfully implement the different aspects of the literacy and numeracy strategies, for example, in developing pupils' mental number skills. Teachers support the

literacy strategy effectively with extra activities to focus on and extend pupils' writing skills. For example, in a Year 2 shared reading activity, the teacher used a very good range of opportunities to extend both individual and group reading skills. She provided clear guidance over reading with expression, with particular emphasis on dialogue. This led to all the pupils 'acting out' their parts and produced high standards of dramatic reading. The teacher used this approach to lead pupils very skilfully into the use of speech-marks in their sentence work. The teacher then set specific writing targets for the week, for example, 'increased use of adjectives when describing their setting', and also encouraged pupils to set additional writing targets of their own. This enabled pupils to maintain a clear focus on improving their work. In a Years 3 and 4 lesson, the teacher used a very effective introduction to stimulate pupils' thoughts about creating an 'imaginary world' of their own. She linked to previous work on 'similes' very effectively and encouraged pupils to extend their range of vocabulary in using phrases to describe the setting for their story. This reinforced and extended their knowledge and understanding.

9. Teachers manage their classes very well. Relationships are excellent and pupils respond enthusiastically to teachers' high expectations, especially at Key Stage 2. For example, in a Year 6 poetry lesson, higher-attaining pupils responded very positively to the challenging task of writing their own limericks. The teacher encouraged them to include a broad range of vocabulary and used humour effectively to enable pupils to relax and read poems with good expression. They achieved high standards. The teacher used the support teacher successfully to work with a small group. This enabled all pupils to gain in their understanding of the vocabulary choices and to participate fully in the poetry activity.
10. Teachers use a very good range of teaching strategies to ensure that pupils sustain their interest and concentration. They ensure that pupils know what they have to do and the time they have in which to complete their work. For example, in a Year 3 literacy activity, the teacher set a clear target for the number of adjectives to be learned and used. She regularly reminded and encouraged pupils to succeed in their task. The teacher very successfully used the final part of the lesson with the whole class to check on the range of words used. She also employed questions effectively, for example, "What other word could you use to describe ...?" to encourage other pupils to contribute and to extend their word knowledge and use. The high quality of the relationship between the teacher and pupils, their enthusiastic and interested approach to learning and the eagerness to contribute characterised a very good lesson. This generated a positive, vibrant learning atmosphere and promoted high standards of learning and achievement.
11. Where teaching is less successful, although still sound, teachers maintain good control. They plan the lesson in detail and clearly identify lesson objectives to give a good focus to pupils' learning. However, they do not sustain the lesson pace and do not match closely the learning activity to meet the needs of all pupils in the class. This leads to a significant number of pupils achieving less in the lesson and finding it difficult to sustain interest and concentration. For example, in a Year 5 English lesson, the teacher planned the lesson well to give a clear structure to pupils' learning. However, the teacher's introduction to the activity was too brief and did not give clear instructions for the writing activity. Although pupils generally tried hard initially to complete the work, their uncertainty led to lapses in concentration. The teacher did not make clear to the pupils what she required completing before the end of the lesson. Their pace of work slackened and they achieved lower than expected standards.

The school provides a caring and supportive learning environment, clearly reflecting its strong Christian values.

12. St Peter's is a caring and supportive school in which the teaching and learning, achievements, attitudes and well-being of every child, matter. It has extended very effectively the caring approach reported in the last inspection. The aims of the school are reflected in its everyday life. They make a strong contribution to promoting high standards and a sense of belonging to the school and parish communities. The headteacher, with the support of governors, parents and staff, ensures that pupils know that they are expected to give of their best. Provision for the spiritual, moral and social development of pupils is very good. It has a very positive effect on relationships within the school.
13. Staff enable pupils to feel confident, take responsibility and show respect and tolerance for others. In lessons throughout the school, teachers value pupils' opinions and encourage them effectively to appreciate the thoughts and ideas of others. Assemblies provide good opportunities for pupils to reflect on spiritual and moral issues and to celebrate pupils' achievements. Pupils have a strong sense of social and moral responsibility. Even the youngest pupils in the nursery are given responsibilities, such as the 'top group' pupils being put in charge of selecting a team to tidy up a resource area. Older pupils are proud of the support they give to younger pupils through the 'buddy system'. The school is a very caring community with clear values. Pupils quickly develop a sense of right and wrong. Teachers positively reinforce good behaviour and use praise effectively to boost pupils' self-esteem. They are given a very good understanding of citizenship through opportunities such as the school council and fund-raising for charities during Lent; a recent project being to support the nearby centre for the homeless.
14. The headteacher ensures that all pupils have opportunities to excel. This is achieved, in part, by providing a rich and varied educational programme including after-school clubs, many led by parents, such as French, football and art. From Year 1 all children go swimming. There is peripatetic music tuition for five different instruments as well as sports activities and choir. The school makes very good use of opportunities to enhance the curriculum through a wide range of educational visits. These include London museums, music and art workshops and a residential visit for Year 6. Pupils regularly attend special services at Westminster Abbey, such as the Children of Courage ceremony. It has close working links with local dyslexia centres and a Saturday agency for gifted and talented pupils. These effectively promote learning for all pupils and provide enjoyable experiences they will always remember.

The leadership of the headteacher is excellent and strongly focused on school improvement.

15. The headteacher continues to provide a clear and positive direction to the work of the school, as reported in the last inspection. He has an excellent understanding of its strengths and weaknesses, and the high quality of his leadership is valued by parents. He has been particularly successful in maintaining a united, team approach, from the time of the last inspection, based on a new management and staffing structure. The headteacher has given a strong and influential lead during a time of significant staff changes. He has successfully used monitoring and evaluation procedures, involving senior staff, the local authority's school development officer and himself, to maintain high standards of teaching and learning. They regularly observe lessons and use constructive and supportive feedback to teachers to build on and extend good practice. Some governors have been involved in monitoring procedures, although this is not fully established. Since the last inspection, the headteacher has worked closely with senior staff and governors, to focus strongly on establishing effective systems for monitoring and reviewing the work of the school and set priorities for improvement. An increasing range of school attainment information is analysed by the headteacher, supported by information from the local education authority. The headteacher and governors use this very effectively to identify trends in achievement over time and indicate areas for

improvement, for example in writing and science. They also set challenging school improvement targets, linked closely to how this information reflects variations between different year groups.

16. There is a strong sense of community and teamwork. Staff, governors, parents and pupils take pride in what they have achieved and show a clear sense of purpose in wanting to maintain and extend high standards. The school has good induction procedures for new staff. These have been used very effectively to enable newly qualified and supply teachers to know and understand the high expectations of the school. The supportive team approach, especially the influential roles of headteacher, senior managers and mentors, has enabled new staff to quickly adjust their planning and teaching methods to meet pupils' needs.

Relationships are excellent throughout the school and promote high standards of behaviour. Pupils have very good attitudes to learning.

17. Pupils have very good attitudes to school, similar to those reported in the last inspection. They are happy and polite. There are high expectations that the pupils will achieve to the best of their ability and they know this. Behaviour in and around the school continues to be of a consistently high standard. Pupils are smartly dressed, take pride in their school and work, and willingly talk about their achievements. High quality teaching helps stimulate and maintain their interest and enthusiasm to learn. Pupils come from diverse backgrounds both in ability and culture. They relate very well and are supported by the school's strong Christian ethos. Racial disharmony or intolerance towards the less able is not an issue at this school.
18. Personal development is promoted very successfully through, for example, a school council or a playground 'buddy' scheme. Many pupils are responsible and conscientious monitors. They become more independent as they grow older. Relationships between the pupils themselves and with staff are excellent. The staff provide caring role models, displaying mutual respect and courtesy. As a result, pupils are confident with adults, displaying natural inquisitiveness yet never rude.

The partnership between school and parents is very good and contributes significantly to high standards. Parents have positive views of the school and value the efforts made by the school in encouraging their help and support.

19. The school has the full support of parents, confirmed through questionnaires, written comments, the parents' evening and discussions with a random sample during the inspection. It has maintained the very effective partnership with parents reported in the last inspection. The headteacher keeps a high profile that allows parents to develop a good rapport and an opportunity to discuss concerns easily. Workshops to explain recent curriculum changes, such as the National Numeracy Strategy, are well supported by the parents. Parents co-operate effectively by ensuring homework is completed and this helps raise standards of achievement. Staff listen to parental concerns and respond positively. A recent concern over behaviour by a few pupils in Year 5 was addressed effectively and parents were fully informed of the action taken.
20. The quality of information for parents is good; for example, the annual pupils' report gives parents a clear picture of their child's education and progress. The prospectus gives clear expectations of the school and parent partnership. A very supportive parent-teacher association provides significant extra resources, from fund-raising, to improve the quality of education. Parents are fully involved in supporting the school, such as running the library or assisting with extra-curricular activities.

WHAT COULD BE IMPROVED

The learning environment and curriculum for children in the reception class.

21. Due mainly to the lack of space in the small classroom, the quality of the learning environment provided for children in the reception class is not as stimulating as the excellent environment provided for children in the new nursery. This affects teaching and learning as it makes it more difficult to plan and organise rich and stimulating experiences for children. The room lacks a variety of attractive areas permanently set up with a wide range of resources to inspire children and encourage them to initiate their own learning. Reception class children have insufficient opportunities to make choices and develop independence by having equipment readily available and well organised. They do not have easy access to the space they need for the range of indoor and outdoor activities to meet the demands of the curriculum.
22. The last inspection report identified that, whilst the work was planned to include all the required areas of learning, there was a sharp change from the nursery curriculum to that in the reception class, which needed addressing. This is still true. The nursery curriculum is very good and planned effectively to meet the needs of all children. There is a lack of continuity when children move from there into reception, as insufficient time is planned for children to get used to much more formal teaching methods. They find it a sharp contrast and the good progress made in the nursery slows down during this period, although it is still satisfactory. Teachers do not plan sufficient outdoor activities to extend the range of children's learning opportunities. It is currently restricted by the limited indoor space. A strength of the provision is the care taken by the reception teachers to ensure that new children feel secure and settle happily, not just in the classroom but also during lunch and playtimes.

The range of pupils' skills in information and communication technology.

23. The school has improved resources for information and communication technology since the last inspection. These have increased the frequency of opportunities for pupils to practise and extend their skills, especially in such aspects as word-processing and researching information. For example, Year 5 pupils used word-processing successfully in English to write up sports newspaper reports and pupils in Years 3 and 4 used a CD-Rom successfully to gain information on Greek fashion as part of their history topic. The recently established computer suite has improved facilities and pupils' access to computers. Teachers timetable the room's use to ensure that all pupils are given a regular weekly session to develop their basic skills. Teachers then provide some additional opportunities to extend these skills in classroom activities, although a limited range of resources restricts these.
24. However, the current resources do not enable pupils to develop their skills in all required aspects. Those pupils who have the benefit of the use of a home computer have sound knowledge and understanding of such aspects as Internet access and the use of electronic mail. However, the knowledge of those pupils who do not have similar opportunities is below the standard expected for their age. Pupils' knowledge and understanding of aspects of control technology, for example its use in science, are below expectations at 11 years. The school is aware of these areas and improvement planning identifies information and communication technology as a priority for development. The school plans an increase in the learning of information and communication technology both in the specialist suite and also in the various classrooms, which will enable pupils to meet fully all required aspects. This will enhance the frequency and range of opportunities for all pupils to extend their skills and apply them to support the raising of standards in a broad range of subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve the quality of the learning environment for pupils in reception and ensure that teaching builds successfully on skills and knowledge developed very effectively in the nursery.
- (2) Implement the information and technology action plan fully to improve the range and quality of resources and ensure that all pupils are given regular and frequent opportunities to develop their skills in all required aspects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	50	27	23	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)	32	232
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	6	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	47

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	5.7
National comparative data	4.3

Unauthorised absence

	%
School data	0.0
National comparative data	0.3

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	11	27	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	10	11
	Girls	26	27	27
	Total	36	37	37
Percentage of pupils at NC Level 2 or above	School	95 (92)	97 (97)	100 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	11	11
	Girls	26	27	27
	Total	35	38	38
Percentage of pupils at NC Level 2 or above	School	82 (90)	100 (98)	100 (98)
	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	15	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	11
	Girls	15	15	15
	Total	26	26	26
Percentage of pupils at NC Level 4 or above	School	100 (94)	100 (90)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	11	11
	Girls	15	15	15
	Total	25	26	26
Percentage of pupils at NC Level 4 or above	School	96 (97)	100 (97)	100 (97)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	1
Black – other	1
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	0
White	236
Any other minority ethnic group	10

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)	10.9
Number of pupils per qualified teacher	20
Average class size	24.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	80

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999 / 2000
	£
Total income	635,140
Total expenditure	655,976
Expenditure per pupil	2,342
Balance brought forward from previous year	-20,836
Balance carried forward to next year	-20,836

Results of the survey of parents and carers

Questionnaire return rate 47%

Number of questionnaires sent out	198
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	20	5	0	0
My child is making good progress in school.	53	46	1	0	0
Behaviour in the school is good.	45	48	3	2	2
My child gets the right amount of work to do at home.	48	37	11	0	4
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	52	41	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	1	1	0
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	56	41	1	1	1
The school is well led and managed.	57	36	1	1	5
The school is helping my child become mature and responsible.	65	31	1	0	3
The school provides an interesting range of activities outside lessons.	35	39	16	2	8