

# **INSPECTION REPORT**

**Immanuel and Saint Andrew Church of England  
Primary School**

Streatham, London

LEA: Lambeth

Unique reference number: 100633

Headteacher: Mr Arthur Williams

Reporting Inspector: Paul Canham  
1353

Dates of inspection: 6th – 8<sup>th</sup> June 2000

Inspection number: 193517

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 with Nursery

School category: Voluntary Aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Buckleigh Road  
Streatham  
London

Postcode: SW16 5SL

Telephone number: 020 8679 5005

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Appropriate authority: The Governing Body

Name of chair of governors: Reverend Simon Butler

Date of previous inspection: November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Immanuel and Saint Andrew is a popular Church of England Voluntary Aided Primary school, which is over subscribed. It is slightly smaller in size than most primary schools; it caters for 105 boys and 100 girls aged from four to eleven years. In addition, 50 children attend the nursery part time. A high proportion of pupils come from ethnic minority backgrounds and 45 per cent of pupils are either bi-lingual, or have another language other than English being spoken at home. The proportion of pupils eligible for free school meals is similar to the national average. Similarly, the proportion of pupils with some form of special educational need, including those with statements, almost matches the national average. On entry to reception at the age of five, the attainment levels are broadly average.

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

The school is very effective and provides pupils with an oasis of tranquillity within a busy urban environment. By the time pupils leave school at the age of 11, their overall attainment in the core subjects of English, mathematics and science is above average when compared to that of schools nationally, and well above average when compared to that of similar schools. The commitment of the headteacher and staff, supported by the governors, contribute to these good standards and to the very good provision for their pastoral care. Teaching is good and pupils achieve well because teachers expect them to work hard. Despite the above average costs per pupil, the school provides good value for money.

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

- The good teaching ensures that pupils achieve well, and higher attainers are challenged with well-focused tasks in English and mathematics.
- The good start children receive in the nursery and reception gives them a very good foundation for the good progress they make throughout the school.
- Good leadership and management set a clear direction for the school in raising standards. Governors play a significant role in influencing the strategic direction of the school. All adults effectively implement its aims, values and policies.
- Provision for pupils' moral and social development is very good, and reflects the school's strong Christian foundation and values. Consequently, pupils have good attitudes to their work, behave well and want to achieve. They enjoy very good relationships with one another and develop into sensitive and mature individuals by the time they leave school.

### **WHAT COULD BE IMPROVED**

- Standards in science with more challenging work for higher attaining pupils.
- The school development plan so that the school can measure its own success against clear criteria.

*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 considerable progress since its last inspection in November 1996. Standards achieved in the national tests for pupils aged 11, have improved at a faster rate than the national picture; the proportion of pupils achieving standards above those expected in English and mathematics have increased substantially to levels that are well above national averages. Schemes of work are comprehensive, detailed, include clear learning intentions, and provide teachers with good guidance. Co-ordinators have well established roles and are closely involved in the development of the school through consultation, and strategic planning for their subjects. Assessment procedures are now implemented, and the information is used to help with planning; teachers' marking is effective because it points out how pupils can improve their work. Since the last inspection, there has been a significant increase in the level of parent approval, and a corresponding fall in parent dissatisfaction with the school.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	A	A	A*
Mathematics	C	C	B	A
Science	E	D	C	B

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

These results show good levels of improvement over time. The most recent results show that, when compared with schools having a similar percentage of pupils eligible for free school meals, standards were well above average in mathematics and above average in science, and in English they are in the highest 5 per cent of schools nationally. The proportions of pupils reaching levels above those expected for their age, were well above the national average in English and mathematics, but close to the national average in science. Evidence from this inspection confirms these standards. Over time, there has been a significant improvement to the standards in English and mathematics, and a marked improvement in science. Standards in English have improved year on year. The most recent results showed a significant improvement in the performance of boys in English. The school has set realistic targets for English and mathematics for the Year 2000, and the most recent results indicate that the school is on its way to achieving them in both subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to learn. They are responsive and responsible and show good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour is good and is one of the many strengths of the school.
Personal development and relationships	Pupils are mature. The quality of relationships is very good and a distinctive feature of the school community.
Attendance	Overall attendance is broadly satisfactory, but unauthorised absence is above average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The consistently good teaching is the main reason why pupils are achieving so well. The pupils benefit significantly from a stable staff who have consistently high expectations of behaviour and standards. The lessons seen during the inspection were never less than satisfactory and 76 per cent were judged to be good or better. Teachers manage pupils particularly well, with a sensitivity which helps them to develop their confidence and self-esteem. The strengths of good teaching are in the detail of the planning; this helps pupils to have a clear understanding of the learning intentions and improve their understanding. Pupils' interests are captured and they respond well by showing a thirst for knowledge. Careful attention to the needs of all pupils, including those with special educational needs and those who speak English as an additional language, ensures that they achieve well. English and mathematics are taught well overall, and good opportunities have become well established for the development of both literacy and numeracy skills across all subjects. Pupils benefit significantly from the teaching of basic skills, which effectively underpin teaching throughout the school, and from being taught in groups of similar attainment in English and mathematics. Only very occasionally does the pace of lessons flag, or questions and activities fail to fully explore and extend pupils' thinking.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The well-planned curriculum ensures that all pupils are given a balanced range of experiences matched to their wide-ranging needs. The good emphasis placed on music and creative arts adds richness to their learning experiences, and enables pupils to express themselves and develop their confidence. Children aged under five are given a good start to their education because they experience a wide range of stimulating activities.
Provision for pupils with special educational needs	The provision is good and pupils are given appropriate work matched to their needs. Pupils benefit from effective support when working individually or in small groups away from the main class. The detailed individual education plans are used well to help with assessments.
English as additional language	The good provision focuses well on pupils' individual needs. Pupils benefit from effective support when working individually or in small groups away from the main class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' moral and social development. Spiritual and cultural development are sound. The school's Christian ethos is underpinned by the opportunities given to pupils to reflect on social and moral issues.
How well the school cares for its pupils	There are good procedures to ensure that pupils are well cared for. Staff know the pupils well and take great care of them in a safe and supportive environment. Effective child protection procedures ensure that staff are sensitive to the needs of the pupils. Health and safety procedures are also very good. There are very good systems for monitoring and promoting attendance. Nevertheless, although the school continues to exert its best endeavours to overcome the levels of unauthorised absence, a small number of parents continue to take their children away from school for extended holidays during term time.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The long-serving headteacher provides effective leadership, which is purposeful, supportive, and sensitive to the needs of both teachers and pupils. He is very well supported by a stable and committed staff who have a clear understanding of how to raise standards further.
How well the governors fulfil their responsibilities	The knowledgeable governing body is supportive, reflective, and well informed about the work of the school. Governors use their professional expertise and knowledge of the community to promote and improve the school and its work.
The school's evaluation of its performance	Systems for monitoring the quality of teaching have been well established, and the information gained is used to help staff to develop and improve professionally. Information from assessment and test data is analysed for trends of achievement. The school has established good strategies to identify the value added to its work.
The strategic use of resources	Good financial planning directs appropriate funding at the school's priorities. Effective financial systems also ensure that the school makes good use of its resources and that it budgets carefully to support the priorities identified for improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children are encouraged to work hard and they make good progress.</li> <li>• The school is well managed.</li> <li>• Children are helped to become mature and responsible, and they behave well.</li> <li>• The good teaching.</li> <li>• Parents feel comfortable about approaching the school with questions or problems, and the school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework that is consistently set and marked.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspection evidence supports the positive features expressed by parents in response to the questionnaire and at the meeting before the inspection with the registered inspector. In contrast to the views of some parents, inspection evidence found that the school made good provision for extra-curricular activities, which included a chess club and a school council meeting. However, much of the focus is on pupils in Key Stage 2. The quality of the homework seen was satisfactory.

## **PART B: COMMENTARY**

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

**1. The good teaching ensures that pupils achieve well, and higher attainers are challenged with well-focused tasks in English and mathematics.**

2. The strengths of teaching outlined in the previous inspection report have been maintained and the overall quality has been improved upon by the increase in good teaching. During this inspection, all lessons were satisfactory or better and 76 per cent were good or very good. The core subjects of English, mathematics and science are well taught overall. The introduction of Numeracy and Literacy Strategies has had a positive impact on standards in literacy, and mathematics, and particularly in mental mathematics skills.

3. The quality of teaching for children aged under five is also good, because learning experiences are well planned to meet the needs of all these children. Pupils with special educational needs and those with English as an additional language benefit from the close attention of committed specialist and support staff. As a result, pupils make good gains in knowledge, skills and understanding in lessons.

4. A striking feature of the teaching is the calm and purposeful atmosphere which pervades the classrooms and communal areas of the school. The very good relationships between pupils and staff throughout the school ensure that the management of pupils is an integral part every lesson and that expectations are clearly understood. For example, pupils in Year 2 worked sensibly in pairs on their poetry because the tasks were clear and the expectations were high with regard to their understanding and concentration. Supportive teaching leads to an atmosphere of trust and respect, and pupils usually work well by themselves. For example, the teaching of pupils in Year 5 showed a deep respect for their abilities and showed sensitivity when supporting a pupil with English as an additional language. Activities and direct teaching sessions are well planned and interesting because the texts are chosen to be purposeful and informative. The interest of pupils in Year 3 was captured by some memorable teaching methods during a literacy lesson. These included acting-out limericks, which provided pupils with a real sense of enjoyment and the opportunity to share language which entertains through rhyme. As a result, pupils make good progress because they used language in a variety of ways whilst having fun through, for example, the use of alliteration to add meaning.

5. Parents value the school's commitment to high expectations and hard work. Teachers are good at planning and they are particularly effective at sharing the learning intentions with pupils. This strategy gives direction and purpose to pupils' understanding of their learning. In a numeracy lesson for higher attaining pupils in Year 3 and 4, pupils benefited significantly from the constant reinforcement of the lesson's intentions, and pupils made good gains in their problem-solving strategies with the use of dominoes. Work in lessons is usually challenging, and probing questions encourage pupils to think carefully. For example in a numeracy lesson, pupils in Year 3 responded well to the open-ended questions, which probed and encouraged pupils to think about what they had learned about numbers. This helped the higher attaining pupils to develop a range of strategies in coping with number bonds. In contrast to the findings of the previous report, there are opportunities for pupils to work together and to develop good independent working habits. For example, in science, pupils in Year 4 worked co-operatively and enthusiastically within similar-attainment groups when investigating forces.

The pupils made good progress because they relished working on well-structured tasks that gave them an opportunity to use their initiative and find out for themselves. Ongoing assessment is used effectively in many lessons to judge the levels of pupils' understanding and help with planning.

6. Pupils throughout the school make good progress in their learning over time, including the children aged under five, pupils with special educational needs, and those from multi-national backgrounds. Evidence gathered during the inspection indicates that pupils aged 11 are working at levels above those expected for their age in English and mathematics. Pupils with special educational needs make good progress when they are withdrawn for specialist support. Their needs are identified as soon as possible after entry to the school, so that they can be given appropriate individual education plans. Targets in these plans are clear, specific and suitably challenging for academic and personal development. Careful monitoring of progress and regular adjustment of targets means that these pupils sustain a good quality of learning.

7. Results in the national tests for pupils aged 11 have improved significantly over recent years, and particularly the performance of the boys in English and mathematics. In the national tests in 1999, pupils achieved well above average national standards in English and above average in mathematics. An analysis of the results reveals a striking feature which indicates that the school has responded well to a weakness identified in the previous report. The proportion of pupils which reached levels above those expected for their age, were well above average in both English and mathematics. A particular feature of the results is that the proportion of pupils reaching the higher level was much higher than that reported in the previous inspection. When the overall results are compared with those of schools with similar percentages of pupils eligible for free school meals, standards were above average in mathematics, and very high in English, falling within the top 5 per cent of schools nationally. Over time, there has been an improving trend in both subjects and standards in English have improved steadily year on year literacy skills are used effectively to reinforce learning, and pupils achieve well in English.

8. Speaking and listening skills are very good. Pupils express themselves with confidence and clarity, and many are fluent and articulate speakers. In lessons they listen attentively to adults and to each other. By Year 6, pupils benefit from a wide range of experiences, including studies of Shakespeare and modern children's writers. Pupils take part confidently in class discussions, and some show good skills when talking in groups. The enthusiasm with which pupils read is a significant strength. Reading standards are also very high. Many pupils have a good range and depth of reading experience, and they read fluently. Pupils write increasingly for a range of purposes and for different readers. Formal skills, such as punctuation and spelling are well developed. The large majority of pupils organise their writing into paragraphs and they make good use of subject vocabulary. The higher attainers produce some good examples of writing, both narrative and non-narrative. They make effective use of punctuation in sentences and spell with accuracy. For example, when writing on the characterisation of Macbeth, pupils used a range of words in a colourful way to capture the reader's interest. Both middle and higher attainers express themselves well in some extended pieces of writing, and they use a variety of sentence construction. Overall, the standard of presentation is good; pupils write with confidence and use joined-up writing in English and in other subjects.

9. Pupils develop a confident understanding of the number system and become increasingly proficient in mental computation as they move through the school. This is a strength which underpins the above average level of attainment towards the end of Key Stage 2. Pupils benefit from regular practice and from opportunities to discuss different strategies for solving problems. In Year 3 and Year 4, pupils working in small groups on number bonds were challenged to explore further by skilful prompting by the teacher.

**10. The good start children receive in the nursery and reception gives them a very good foundation for the good progress they make throughout the school.**

11. By the time they are aged five, children attain the standards expected nationally. The quality of learning is good and children with special educational needs are identified early and given good support. The development of children's personal and social skills underpins all the work. Children benefit from a wide range of stimulating activities which help them to develop independent working habits and ask questions. For example, children were fascinated to observe the appearance and behaviour of the African Giant Snail and keen to learn more. Staff use their confident and friendly relationships with children to intervene when necessary and encourage children to listen to others, to share and to take turns. The children benefit significantly from a high level of adult support. A particular strength of the teaching is the emphasis placed on the children's learning of formal literacy and numeracy skills. Speaking and listening skills are developed well, for example when the teacher works with children in group activities. Children became enthralled during one story because they were absorbed by the contents. Children learn and use new vocabulary and they gain confidence in speaking. Children make good progress in developing reading skills and they enjoy listening to stories and sharing books. Effective use is made of books which promote the use of language, often reinforcing some of their practical activities. Children learn that print conveys meaning and learn to recognise their own names, some letter shapes and sounds. The teaching of phonics is good and children enjoy reading. Children have good opportunities to develop early writing skills and to understand the purpose of writing. Children use marks, symbols and letter shapes. Higher attainers write independently and confidently with good letter formation and some awareness of full stops. Early spelling skills are well developed when the teachers work with children in small groups. Children count with increasing confidence and work with the teacher to investigate numbers. Teachers and other adults work cohesively as a team and take every opportunity to promote the use of number and mathematical language as children play. The space outside is well organised and the activities are appropriately matched to the children's stages of learning

**12. Good leadership and management set a clear direction for the school in raising standards. Governors play a significant role in influencing the strategic direction of the school. Its aims, values and policies are effectively implemented by all adults.**

13. The long-serving headteacher provides effective leadership and has established a school, which is calm and purposeful, and which strives to reach high standards. He is supportive and sensitive to the needs of both pupils and staff, and is well respected by parents and the community which the school serves. The headteacher is well supported by a stable team of committed staff. They contribute significantly to the creation of a school community which has high expectations of its work and of mutual care and support, based on Christian foundations. The school has a strong commitment to continuous improvement, as reflected in the improvements to management since the previous inspection. The governing body provides

good active support for the work of the school, and this is illustrated by its continuous drive to extend all the classrooms, and significantly improve the learning environment.

14. Key leadership roles have been taken by the literacy and numeracy co-ordinators in their implementation of these strategies. For example, they have provided staff in-service training in levelling pupils' work, and they have identified appropriate resources for learning. A key member of staff has been appointed to manage the work of curriculum co-ordinators and lead the planning for the introduction of National Curriculum 2000. The headteacher maintains a very effective overview of the school's work through his own teaching and good knowledge of the pupils; he also delegates well. The deputy headteacher is very supportive of the headteacher, and conscientiously fulfils key whole-school responsibilities; she maintains good contacts with parents and is responsible for assessment procedures. The school is small and all subjects have yet to benefit from being managed by a co-ordinator. However, the headteacher observes teachers and gives them a written formal feedback. The teachers value the transparency of this process, which leads to dialogue and improvements in teaching. Planning and pupils' work are monitored by the headteacher and by subject co-ordinators; this ensures that the school is giving pupils a good range of learning experiences, well matched to their needs. The school looks carefully at test and assessment information to check pupils' progress and identify trends in achievement. The school has appropriately prioritised its work and has focused on the particular needs of its pupils, whilst maintaining a broad and rich curriculum. The co-ordinator for special educational needs has set up effective systems which ensure that pupils with difficulties are identified as early as possible, and that their needs are well planned for and reviewed regularly. In consequence, these pupils make good progress.

15. The governing body is well led and organised, and forms an integral part of the school's community. Members are reflective and continually seeking ways in which they can improve the contribution they make to the school. Training has been organised by the Diocesan board to help governors to fulfil effectively their role in helping to shape the direction of the school, and as critical friend. The school benefits from the wide range of expertise amongst its members. Governors' visits follow a programme which has focused on the teaching of literacy and numeracy, the early years, and the provision for special educational needs. Governors have specific roles and responsibilities, and are knowledgeable about all aspects of the school. The school's work is well supported by highly efficient administrative staff and systems. The most recent auditors' report was very positive, and the minor areas for improvement have already been attended to. Day-to-day transactions, checks and balances, and regular and frequent monitoring of income and expenditure are very well organised. The principles of best value are already being well used, for example in relation to the remodelling of the classrooms. Governors are informed and take a supportive role in planning expenditure and in ensuring that decisions reflect educational priorities. However, the school development plan does not include sufficient detail with regard to costings and review dates.

**16. Provision for pupils' moral and social development is very good, and reflects the school's strong Christian foundation and values. Consequently, pupils have good attitudes to their work, behave well and want to achieve. They enjoy very good relationships with one another and develop into sensitive and mature individuals by the time they leave school.**

17. A strength of the school is the consistent approach by staff in dealing with social and moral issues. The school's aims, based on a strong Christian foundation, underpin moral and

social development, and this is reflected in the calm but purposeful atmosphere. Pupils benefit from a behaviour policy which is consistently applied throughout the school by teachers and other adults who are supportive and sensitive to their needs. All adults value the contribution that pupils make, and they in turn listen and reflect the attitudes of the staff. The school places a strong emphasis on social skills and a respect for the feelings and values of others. For example, assemblies are used well to promote a community atmosphere in the school; pupils are confident when responding to questions and they value one another's contributions, due largely to the caring approach taken by teachers and other adults. When pupils are withdrawn from lessons, they are encouraged to share resources and to listen carefully to one another. Pupils have good attitudes to school and to their learning. A high proportion of parents (98 per cent) indicated in their response to the questionnaire that their children like coming to school. Pupils are happy to be in school and to play a full part in their lessons. A good foundation is laid in the nursery where children are given a rich range of activities which encourage their full participation. Pupils are highly motivated to achieve well in lessons; they are stimulated by thought-provoking and well-focused tasks, which capture their interest, and encourage them to think for themselves. For example, pupils in Year 3 were fully engrossed in a mathematics lesson which encouraged them to think about their previous work and apply their knowledge to the new set of challenges. In consequence, they made good gains in their use of mental arithmetic. Relationships between pupils, and between pupils and adults are very good. Pupils are mostly supportive of one another in the class and around the school. Teachers help to cultivate the mutual respect that exists within the school. Pupils are keen to carry out tasks and, when given the opportunity, they behave sensibly and take their responsibility seriously. For example, pupils help with the setting up of assemblies, music lessons and extra-curricular activities. They participate in extra-curricular activities, such as the steel band and chess club, with maturity and a sense of pride. A significant factor in helping pupils' personal development through the school is that the group-work routines, such as those used in the teaching of literacy and numeracy, have been well established. Towards the end of Key Stage 2, pupils work with maturity, and persevere in finding their own solutions.

18. Pupils' sense of citizenship is developed through some good opportunities to discuss and reflect upon environmental issues. Pupils are encouraged to appreciate and to develop their knowledge of British culture and traditions through visits to places of cultural and historical interest. For example, pupils visit art galleries and museums, and they have experienced the features inside the Millennium Dome. There are also well-planned opportunities for pupils to understand and to appreciate the diversity and richness of other cultures and faiths. This is achieved through visits to places of worship, studying the religious education syllabus, themes in assemblies, and when pupils study art, music, and food, from other cultures as well as their own.

## **WHAT COULD BE IMPROVED ?**

### **19. Standards in science with more challenging work for higher attaining pupils.**

20. The results for the 1999 national tests show that standards in science in Key Stage 2 matched the national average. When these results are compared with those of schools which have a similar proportion of pupils eligible for free school meals, standards are above average. However, these standards are in contrast to those achieved in English and mathematics where the pupils' performances were very high and well above national averages respectively. The proportions of pupils achieving levels above those expected for their age were well above national averages in both subjects. The school recognises the need to raise further standards in science, by giving the middle and higher attaining pupils tasks which more closely match their stages of learning. When considering the performance of pupils in science over time, the boys' results show an improving trend but the girls' results display a downward trend. The subject is not, however, considered a priority in the school development plan.

21. Inspection evidence indicates that pupils have a good breadth of understanding of all aspects of the programmes of study of the National Curriculum. Their knowledge of physical processes is particularly good. Pupils benefit from some good practical investigations, they predict what will happen and understand the concept of a fair test. Higher-attaining pupils begin to apply ideas about physical processes and confidently suggest a variety of ways to make changes. Pupils make effective use of scientific vocabulary when talking about their work, although much of the written work is copied from the board. Pupils have good writing skills and they achieve good levels of presentation. However, they are not given sufficient opportunities to describe and record their work using their own words. All pupils, and particularly the higher attainers, would benefit from more opportunities to work independently on their practical investigations; to research information from books and from the use of information technology; and to use their good writing skills to record their work. National guidance is now available to help with teachers' planning.

### **22. The school development plan so that the school can measure its own success against clear criteria.**

23. The school development plan is well laid out and includes the school's priorities. However, it does not give any indication of strategic planning beyond the current year and it is not costed. Some of the targets are not sufficiently refined and their success criteria lack specificity. For it to become a document that can be used to formulate and monitor the school's planning, it also needs to include clear criteria, which measure the impact of specific actions on improving the quality of teaching and learning, and standards. The school has already developed some robust systems to assess the effectiveness of its work, with the help of data analysis and diagnostic marking to guide pupils' work. Detailed information from assessments will help the school identify its priorities, the teachers' objectives, and the pupils' targets.



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

24. The school should now:

- Improve the effectiveness of strategic planning and self-evaluation by:
  - \* ensuring that the school development plan includes clear, measurable targets for improvement, and criteria for judging the effectiveness of teaching and learning beyond the current year.
- Raise standards further in science by:
  - \* reviewing the organisation of teaching groups for science;
  - \* giving all pupils appropriately challenging work, and particularly those who are higher attainers.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	18

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	66	28	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	205
Number of full-time pupils eligible for free school meals	0	48

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	47

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	92

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	14

#### *Attendance*

#### **Authorised absence**

	%
School data	94.4
National comparative data	94.1

#### **Unauthorised absence**

	%
School data	1.3
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	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	18	11	29

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	13	13	16
	Girls	11	10	11
	Total	24	23	27
Percentage of pupils At NC Level 2 or above	School	83 (100)	79 (90)	93 (87)
	National	82 (80)	83 (81)	87(84)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	12	14	14
	Girls	11	10	10
	Total	23	24	24
Percentage of pupils At NC Level 2 or above	School	79 (96)	83 (83)	83 (97)
	National	82 (81)	86 (85)	87 (86)

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

### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	12	17	29

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	10	9	9
	Girls	12	12	12
	Total	22	21	21
Percentage of pupils At NC Level 4 or above	School	76 (74)	72 (63)	72 (63)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	9	8	8
	Girls	12	13	11
	Total	21	21	19
Percentage of pupils At NC Level 4 or above	School	72 (70)	72 (70)	68 (81)
	National	68 (65)	69 (65)	75 (72)

***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	37
Black – African heritage	21
Black – other	22
Indian	12
Pakistani	18
Bangladeshi	3
Chinese	1
White	64
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

***Exclusions in the last school year***

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

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

**Teachers and classes****Qualified teachers and classes:****YR – Y6**

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	17
Average class size	29

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

Total number of education support staff	7
Total aggregate hours worked per week	141

**Qualified teachers and support staff:  
nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	1

Total number of education support staff	8
Total aggregate hours worked per week	51.5

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

**Financial information**

Financial year	<b>1998/1999</b>
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	<b>£</b>
Total income	609322.00
Total expenditure	784723.00
Expenditure per pupil	3600.00
Balance brought forward from previous year	57309.00
Balance carried forward to next year	68334.00

## *Results of the survey of parents and carers*

Number of questionnaires sent out	260
Number of questionnaires returned	133

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	68	30	2	1	0
My child is making good progress in school.	53	41	5	0	1
Behaviour in the school is good.	53	44	2	0	1
My child gets the right amount of work to do at home.	37	44	13	2	4
The teaching is good.	56	39	3	1	1
I am kept well informed about how my child is getting on.	57	33	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	26	4	1	2
The school expects my child to work hard and achieve his or her best.	60	35	4	0	2
The school works closely with parents.	51	42	6	1	1
The school is well led and managed.	65	33	2	0	0
The school is helping my child become mature and responsible.	61	35	3	0	1
The school provides an interesting range of activities outside lessons.	25	37	18	6	14