

INSPECTION REPORT

WAVERLEY ABBEY JUNIOR SCHOOL

Farnham

LEA area: Surrey

Unique reference number: 125232

Headteacher: Mr D Jeffs

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 11 - 13 June 2001

Inspection number: 193761

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary aided
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	The Street Tilford Nr Farnham Surrey
Postcode:	GU10 2AE
Telephone number:	01252-782321
Fax number:	01252-783767
Appropriate authority:	The governing body
Name of chair of governors:	Mr K Holburn
Date of previous inspection:	April, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21037	Christopher Gray	Registered inspector
13807	Christine Haggerty	Lay inspector
22942	Jacqueline Cousins	Team inspector
23880	Olivia Hall	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Waverley Abbey Junior School is situated in the village of Tilford in Surrey, about 5 miles south-east of Farnham. The school is for children aged seven to eleven, and has 466 full-time pupils (237 boys and 229 girls). This is much bigger than most primary schools and is bigger than at the last inspection as the school has increased its admissions number. Children's attainment on entry is above national averages.

Pupils come from about 13 infant schools and live mainly in the rural areas to the south and east of Farnham. Children come from a wide range of backgrounds, but the majority come from families whose socio-economic circumstances are higher than average. Approximately 1.5 per cent of pupils are entitled to receive a free school meal, which is much lower than in most infant and junior schools. Twenty pupils speak English as an additional language, though none is at the early stages of English language acquisition. At 4.3 per cent, this is higher than found in most schools. There are 84 pupils on the special needs register; at approximately 18 per cent of the school's roll, this is broadly in line with the national average. Four pupils have statements of special educational need, and, in percentage terms (0.9 per cent), this is below average.

HOW GOOD THE SCHOOL IS

Waverley Abbey Junior is a good school which is very popular with parents. Pupils work hard and have very good attitudes to their work. The standards they achieve when they leave the school are well above national averages in English, mathematics and science. The overall quality of teaching is good. The school is well led by the headteacher, senior staff and governors and gives good value for money.

What the school does well

- Pupils' attainment in English, mathematics and science is well above the national average.
- Pupils' attitudes to learning, their behaviour and relationships are very good.
- The quality of teaching is good.
- The quality of leadership of the headteacher and senior staff is good and governors are effectively involved in the school.
- The school provides a very good curriculum which is wide and interesting and includes a very good range of extra-curricular activities.

What could be improved

- Senior staff should be more clearly and closely involved in monitoring the school's performance.

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 1997. Four of the seven key issues concerned the forward planning for the school, the monitoring of standards and the involvement of senior staff and governors in all aspects of this process. The school development plan is now a very effective document which actively drives the school forward and it is regularly monitored to ensure that appropriate progress is being made towards its targets. Governors and senior staff are very much involved in the whole cycle. The senior management team is a hard working body and the division of responsibilities between them and the headteacher is effective. The role of subject co-ordinators needs developing to achieve a better balance of workload. The remaining issues focused on teachers' appraisal, developing design and technology and ensuring the safety of gas fittings, and the school has progressed well in these areas.

Standards of pupils' attainment have been maintained at high levels over a number of years. Overall, the progress made since the last inspection has been good.

In addition, the school has worked hard to improve and enhance its environment - for example, with the fitness trail and the millennium playground. However, it has been unable to replace any of its ageing and decaying "temporary" accommodation, despite leaking roofs and cramped rooms. Few of the buildings have running water or lavatories and most of the rooms are nearly 50 years old. Seven out of the school's 16 classes are housed in these huts.

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	A	A	A
Mathematics	A	A	A	A
Science	A*	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table indicates that pupils' attainment in the 2000 National Curriculum tests in English, mathematics and science was well above the national average and the average for similar schools. These comparisons show that the school achieves well in all areas. There is a general trend of improvement across the last four years. The school sets realistic yet challenging targets for its pupils and monitors their progress carefully across the school to check that pupils are fulfilling their potential.

Current standards, as found by the present inspection, show that attainment is well above the national average in English, mathematics and science. Standards are also above average in art. In information technology, most pupils are attaining beyond the national expectation. The school has invested in much new equipment which is having a good effect on raising standards. The inspection was not long enough to permit the gathering of evidence in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a great enthusiasm for school and there is a very good learning ethos in all classes.
Behaviour, in and out of classrooms	Very good in classrooms, around the school and in assemblies. Children display much politeness and consideration.
Personal development and relationships	Relationships within the school are very good. All groups of pupils mix easily and there is a friendly atmosphere in the school.
Attendance	Very good - well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 in the school overall is good. It is very good in 30 per cent of lessons, good in 58 per cent and satisfactory in 12 per cent. There was no unsatisfactory teaching.

Literacy and numeracy are taught well, as are science and information technology. Teachers set high standards for their pupils, in terms of both the work they are set and the behaviour expected. This produces a very good atmosphere for learning, where pupils are keen to make progress and do their best.

Teachers plan their lessons carefully in year groups, to make sure that each class in the same year is taught the same curriculum. This works well, as could be seen from pupils' past work across the year. A key factor in good planning is the use of lesson objectives - that is, what teachers want their

pupils to have learnt by the end of the lesson. These are generally well used, though there are occasions when they could be made clearer to the pupils.

Good use is made by teachers of assessment of what pupils can do. They group their pupils based on these assessments and frequently match the activities pupils are required to do to their prior attainment. On a few occasions, putting together pupils of similar prior attainment would give more opportunities for developing pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum which is broad and balanced. Staff work hard to ensure that all pupils have an equal chance of receiving a good education. The curriculum is enhanced by a wide variety of visits and visitors and a very good range of extra-curricular and sporting activities.
Provision for pupils with special educational needs	Good; individual education plans are of good quality, teachers and assistants give good support and parents are closely involved.
Provision for pupils with English as an additional language	Satisfactory overall. The school is able to give good support to all its current pupils and makes use of outside agencies when appropriate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Parents at the pre-inspection meeting were unanimous in asserting that attendance at Waverley Abbey is making their children better people. Acts of collective worship make a significant contribution to pupils' spiritual development. Pupils are given many opportunities to work together and they co-operate well. The provision to develop multi-cultural awareness is not as strong as other areas of cultural provision.
How well the school cares for its pupils	Satisfactory overall. Staff are very committed to the welfare of their pupils, but a few routine procedures to check on health and safety need revising.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher, and he and his deputy work together effectively. Staff share his educational vision and work hard to ensure the school's success. The senior management team have developed well over recent years and now have scope to share some of their responsibilities with co-ordinators.
How well the governors fulfil their responsibilities	The governors are closely involved in the forward planning and monitoring of the school's work, and they discharge their duties well.
The school's evaluation of its performance	The school has good systems for evaluating its performance and the standards attained by the pupils. It uses the processes well to set targets for improvement and to monitor progress towards the targets.
The strategic use of resources	Staffing, resources and accommodation are used efficiently. There is a good understanding of the principles of best value.

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 and make good progress • Behaviour in the school is good • The school is helping children to become mature and responsible • The school is well led and managed and teaching is good • Children are expected to work hard and achieve their best • The school works closely with parents and they are comfortable about approaching staff • The range of activities outside school 	<ul style="list-style-type: none"> • A few parents wonder if there is adequate supervision in the playground at lunchtime • A number of parents expressed regret that the children in one class had had several teachers during the course of the year • Several others would like clearer information about when extra-curricular activities are taking place

The inspection team endorses parents' positive views about the school. Inspectors observed lunchtime behaviour and found it to be consistent with that seen during the rest of the day. Lunchtime supervisors are diligent in patrolling all areas of the fields. In addition, there are sporting clubs every lunchtime, which means there are also teachers present on the fields. Recruitment of all staff is a problem for the school and there are vacancies for lunchtime supervisors. The issue of recruitment is one of the causes of the change of teacher in one class. The school is doing all it can to minimise this disruption. As much notice as possible is usually given about extra-curricular activities but the school has agreed to look at this problem.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment in English, mathematics and science is well above the national average.

1. In the 2000 National Curriculum tests, pupils' overall results (where pupils' attainments at all levels are taken into account) in English, mathematics and science were well above both the national average and the average for similar schools.
2. Pupils' skills are tested when they start the school in Year 3, in line with county practice. This, together with the pupils' Key Stage 1 National Curriculum test results, shows that attainment on entry is above the national average. When pupils leave at the end of Year 6, their attainment is well above average, showing that they are achieving well.
3. The school has a very effective system for tracking pupils' progress. This involves forecasting which level pupils will reach in Year 6 in English and mathematics, based on the score they attain in the Year 3 screening test. From this, teachers predict which level each pupil should get to at the end of every year and they monitor pupils' performance.
4. The headteacher then carries out a thorough check each year, when teachers have assessed the levels their pupils have reached, to see which children have made the expected progress. If there are any who have not, they are given extra attention in the following year. (This system also acts as a very good check for the headteacher on the effectiveness of his staff.)
5. An overview of this process has suggested to senior staff that the group of pupils who were making the least progress was those who are at the lower end of the average band - those who, in the Key Stage 1 National Curriculum tests, reached Level 2C.
6. Inspectors looked carefully at this group of pupils in each class. There is no evidence to suggest that this provision is deficient across the school, and nothing in the scrutiny of work to suggest that lower average pupils were not progressing as well as other pupils. But there are one or two instances where observations were made, and these are dealt with below, in the teaching section (paragraphs 24-27).
7. The findings of the current inspection are that attainment in English, mathematics and science is well above the national average. High standards were observed in all three subjects as well as in information technology. It was also possible to make a judgement on standards in art from pupils' past work which shows standards to be above national expectations.
8. In English, pupils write in a variety of styles and for different audiences. For example, higher attaining pupils wrote in strong terms of the pros and cons of girls being allowed to wear trousers. Other pupils explained clearly the complexities in the plot of *A Midsummer Night's Dream*.
9. In mathematics, higher attaining pupils have a good grasp of the concept of ratio and can use long division accurately. Lower attaining pupils show a clear understanding of decimals and can solve sums with several numbers after the decimal point. The scrutiny of work showed that opportunities for open-ended mathematical investigations are limited, though several lessons contained them during the inspection.
10. Examples of high standards in science were seen in the way pupils explained the difference between solids, liquids and gases in terms of particles. Pupils of all abilities were able to do this, and one higher attaining pupil wrote a clear explanation, showing that it is easier to squash a liquid because the particles are more spread out and even easier with a gas. On another occasion, a pupil used her knowledge of molecules to illustrate how sound can pass through a solid wooden door but light cannot.
11. In information technology, Year 6 pupils are producing a website. This is aimed at prospective new pupils, so their brief was to produce pages which would interest a seven-year-old. Each pupil is writing six pages. They understand and use the vocabulary of the internet, such as *browser*, *hypertext* or *frame*. They are learning to use advanced software (*Front Page*), which is used by many professional web designers. They insert images which they have previously

saved from other internet sites or created on the digital camera. They know how to incorporate text created in another application and how to make tables for lists of information, such as *School Rules*.

Pupils' attitudes to learning, their behaviour and relationships are very good.

12. Pupils' attitudes to school are very good and are the result of both their own efforts and the school's good provision for their personal development. Children clearly enjoy coming to school - many parents report that their children are upset if they are too ill to attend. Attendance at the school is very good and the rates of absence are much smaller than the national average; there has been no unauthorised absence in the last twelve months.
13. Relationships in the school are very good. Pupils show respect for adults yet they are relaxed and friendly in their company. This is just the right mixture to produce a very effective classroom ethos. Pupils listen well to their teachers and generally discuss ideas well. Group work is undertaken seriously with a minimum of irrelevant chatter. An example was seen in a very good science lesson for Year 5. Pupils were constructing classification keys for putting animals into categories, working in twos and threes. Two higher attaining pupils had used reference books to come up with unusual animals and to find out about their habitats and diets. Other pupils used information provided by the teacher or brought from home. There was a very good atmosphere of calm, hard work in the lesson. Pupils prepared their keys in draft and then produced fair copies to test the skills of other groups.
14. Pupils develop independence as they move through the school. Teachers give plenty of opportunities for them to make their own choices or discoveries. For example, in a good science lesson for Year 3, pupils were observing rocks and stones which they had found in the local area. They displayed much interest in their samples and looked carefully at them through hand lenses. They observed features such as crystals or layers and were keen to give their ideas about what had happened to make the rocks as they are.
15. Pupils from all classes are elected to the school council. They have to prepare their own manifestos for an election. The council is a recent idea and its decisions are already taking effect. For instance, the school has a bench where those with no one to play with can sit. Pupils usually befriend anyone seen here. The council felt that the bench was in too prominent a position, which makes those who need a friend reluctant to sit there.
16. Behaviour is very good in all areas of the school. Inspectors were particularly struck by behaviour in assemblies. The school hall is just big enough for nearly 500 pupils, and they come together daily. They enter and leave the hall in a quiet and orderly fashion. On one morning during the inspection, a talented Year 3 pupil was playing the violin and pupils listened peacefully. An atmosphere of reverence exists during prayers and reflection time, without the adults having to ask for it. At both assemblies, the hymns were accompanied confidently on the piano by pupils - one from Year 3 and one from Year 6.
17. The school has very large and attractive grounds which the pupils are allowed to roam freely at lunchtime in the fine weather. A few parents wondered if supervision is adequate at these times. Inspectors observed lunchtime behaviour and found it to be consistent with that seen during the rest of the day. Lunchtime supervisors are diligent in patrolling all areas of the fields. In addition, there are sporting clubs every lunchtime, which means there are also teachers present on the fields.

The quality of teaching is good.

18. The quality of teaching in the school overall is good. It is very good in 30 per cent of lessons, good in 58 per cent and satisfactory in 12 per cent. There was no unsatisfactory teaching. This is a considerable improvement on the last inspection, when ten per cent of teaching was unsatisfactory.
19. Teachers set high standards for their pupils, in terms of both the work they are set and the behaviour expected. Almost all pupils respond well, to produce a good classroom ethos, where learning is seen as the object of the day and as enjoyable.

20. This calm, working environment was observed in a very good mathematics lesson for Year 4, where pupils were investigating number. One of the objectives was to find all the prime numbers up to 50. By skilful questions and answers, the teacher introduced the word *factor* and encouraged pupils to use the term in their responses. Most pupils were able subsequently to define a factor as "a number which divides exactly into another number". They then used this concept in group discussions. The teacher had arranged the groups carefully and the sense of enthusiasm and interest which she conveyed to the pupils was evident as they worked together orally to identify the prime numbers.
21. Teachers spend a great deal of time each week in planning lessons. They do this in year groups to ensure that the pupils in each class in a year are receiving the same curriculum content. The success of this was evident in the scrutiny of work. A key factor in the success of lessons is the use of lesson objectives - that is, what teachers want their pupils to have learnt by the end of the lesson. An example of how effective this is was seen in a very good English lesson for Year 6 pupils. This was part of the *Communications Week* project, undertaken by those Year 6 pupils who were not on the residential visit. The whole of the day's lessons were about radio programmes and, in this lesson, the aim was to produce a programme in groups and for each pupil to evaluate his/her contribution. The objectives were written on the board and explained clearly to the pupils. They wrote scripts individually, within a set time limit, and then pooled them in groups. By focusing on the evaluation objective, the teacher ensured that all pupils made a contribution to the finished programme.
22. The use of lesson objectives is well established in most lessons, though there are a few occasions when they could be more sharply focused; for example, in showing what different groups of pupils might achieve. Occasionally, teachers do not explain the objectives to the pupils and a few of them lose the thread of what they are doing.
23. The school's new information technology suite is well used. This is housed in a specially built room, where there are 30 personal computers. Teaching in information technology is good and pupils are enabled to attain high standards, as described in the attainment section above. The teacher can demonstrate from his/her own machine by means of a data projector onto a screen at the front. The siting of the teacher's computer at the front, however, means that s/he cannot see what the pupils are doing during his/her explanations, and this sometimes leads to pupils playing with the equipment instead of concentrating.
24. Teachers make very good use of assessment. The success of a method currently being tried in art in Year 4 was very clear from the very good progress shown in pupils' sketchbooks. The system used each year to track progress in English and mathematics was described above (paragraphs 3-6), as was the school's impression that some pupils of lower average ability are not making as much progress as they might. As was said above, this is not a general rule across the school - the great majority of pupils are making the progress of which they are capable.
25. Where these pupils are best challenged is in mathematics sets. A very good lesson was observed for those in Year 4, where pupils were investigating number patterns. The teacher had high expectations of this group; when asking them to compare the addition of pairs of odd and even numbers, she asked for pairs which total 100. "How do we know if a number is odd or even?" she reminded them, followed by a series of open questions which challenged the pupils to think hard. They then continued this good work into their group activities.
26. Setting is not used for other subjects, with the exception of the weekly spelling lesson. In English and science, pupils are sometimes seated in groups according to their prior attainment. But, where they are not, teachers sometimes miss the opportunity to focus on all the different groups when they are working. An example was seen in a mathematics lesson on recording addition sums. The lesson was a good one, especially during the oral session, where the teacher pitched her questions at pupils of different levels of attainment. But, during activities, though the work set was matched to individuals' abilities, the fact they were spread round the room meant the teacher could not easily check on the whole group at a time or make teaching points to them. The pupils also lost the opportunity for learning from discussing together. In these circumstances, it is often the pupils of lower average ability who are most affected, because lower and higher attaining pupils are given extra support.
27. Another issue here is the use of learning support assistants. Their work is generally of good quality across the school, but they are not always used to best advantage. There are occasions when they are not supporting pupils during teachers' introductions. Some assistants

are assigned to particular individuals with specific needs. When these pupils are absent, the assistants' work sometimes needs to be better focused by some plan for such a contingency.

The quality of leadership of the headteacher and senior staff is good and governors are effectively involved in the school.

28. The headteacher, staff and governors share a common educational goal, which is summed up in the vision set at the heart of the school development process: "To be amongst the top high attaining schools in the country." This vision guides the work of the school.
29. The headteacher has been confirmed in his post for just under twelve months. In that time, he, senior staff and governors have come to a very clear view of the school's strengths and weaknesses. The process of development planning involves all staff and governors and the school development plan is a vital, working document which sets the programme for the school's work.
30. The headteacher is supported well by his deputy and senior management team. They have a clear delineation of roles. The senior management team is made up of the four year leaders and each is responsible for the four classes in her year group, overseeing planning, monitoring standards of work and teaching, and relaying information to and from the headteacher. This good level of management is one of the principal reasons for the success of the school.
31. Another important ingredient in the successful maintenance of standards is the system of tracking pupils' progress, as described above (paragraphs 3-6). This works so well because all staff are prepared to work hard for the good of their pupils.
32. The school has a very committed and well-informed governing body. Several governors have professional expertise which is used to the school's advantage. Governors are closely involved in analysing the school's performance in tests and target setting. They visit classes to see the work of the school at first-hand, and these visits have a focus which has been agreed with the school. Feedback is given to all staff involved and reports are given to the governing body. These processes ensure that the governors are fully informed about the work of the school and enable them to take a lead in determining its future direction.
33. The school has a good understanding of the principles of best value, as is demonstrated in the care taken over purchasing the equipment for the new computer suite. Specific funds are spent appropriately and the school's finances are efficiently organised by the bursar and governors' finance committee. The school has made very good progress since the last inspection in linking the budget to the school development plan. The budget for 2000/2001 had an underspend considerably more than the recommended amount, but this is earmarked for improvements to the buildings.

The school provides a very good curriculum which is wide and interesting and includes a very good range of extra-curricular activities.

34. Parents at the pre-inspection meeting commented that they liked the school particularly because of its good all-round provision. Inspectors agree. The curriculum is broad - for example, all pupils are taught conversational French as well as all subjects of the National Curriculum. Examples of good work in all subjects are on display throughout the school, demonstrating that the school does not concentrate its efforts solely on English, mathematics and science. The inspection's findings of high standards in art and information technology demonstrate this and show that the curriculum is well balanced.
35. The curriculum is further enhanced by frequent use of visits and visitors. There are many day trips, such as to the Imperial War Museum. In addition, each pupil has the chance of a residential visit in each year group. During the inspection, a number of Year 6 pupils were staying on the Isle of Wight. The curriculum for those who did not go was also designed to be something special. Called *Communications Week*, each day was planned around a particular theme, such as radio broadcasts, advertising and making a web site. Much good teaching and learning were observed in these lessons.
36. Parents also praised the range of extra-curricular activities. Ninety-nine per cent of parents agreed with the questionnaire's statement, *The school provides an interesting range of*

activities outside lessons. Sporting clubs take place every day and there is ample provision for those who do not enjoy sport.

37. The school does not yet plan specifically for personal, health and social education, (other than sex education which is taught appropriately) although the new co-ordinator is developing this. She is on schedule to introduce this next term, as indicated in the school development plan.

WHAT COULD BE IMPROVED

Senior staff should be more clearly and closely involved in monitoring the school's performance

38. The four year leaders are the members of the senior management team along with the headteacher. Of these four, one is the deputy head, another is the literacy co-ordinator, a third numeracy co-ordinator and the fourth is co-ordinator for physical education. This means that all these people have very large workloads, especially the deputy head, who is also the special needs co-ordinator.
39. Other co-ordinators are not involved to anything like the same extent in monitoring the school's work. There is considerable scope for transferring some of the load from the headteacher and the senior management team to other co-ordinators, and this is already seen by the school as one of its chief priorities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- * † involve senior staff more closely in the monitoring of the quality of education offered and the standards attained by the pupils by:
 - making a clear division of areas of responsibility between year leaders and other co-ordinators;
 - providing co-ordinators with the necessary training to monitor teaching.
- (Paragraphs 38 & 39)

† denotes an issue already highlighted as a priority in the school's development plan

(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	58	12	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	466
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	84

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	4.2
National comparative data	5.2

Unauthorised absence	%
School data	0
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	53	52	105

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	49	50	52
	Girls	51	44	52
	Total	100	94	104
Percentage of pupils at NC level 4 or above	School	95 (92)	90 (91)	99 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	46	47
	Girls	47	43	45
	Total	89	89	92
Percentage of pupils at NC level 4 or above	School	85 (87)	85 (84)	88 (88)
	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	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	7
Bangladeshi	0
Chinese	1
White	452
Any other minority ethnic group	4

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: Y3 – Y6

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	26.6
Average class size	29.1

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	158

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	735,812
Total expenditure	746,880
Expenditure per pupil	1,646
Balance brought forward from previous year	62,006
Balance carried forward to next year	50,938

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	466
Number of questionnaires returned	262

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	1	0
My child is making good progress in school.	57	37	4	0	1
Behaviour in the school is good.	58	39	0	0	2
My child gets the right amount of work to do at home.	34	54	12	1	0
The teaching is good.	60	38	1	1	1
I am kept well informed about how my child is getting on.	36	51	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	25	2	0	1
The school expects my child to work hard and achieve his or her best.	77	22	1	0	0
The school works closely with parents.	43	49	8	0	0
The school is well led and managed.	69	29	1	1	0
The school is helping my child become mature and responsible.	68	30	2	1	0
The school provides an interesting range of activities outside lessons.	71	28	0	0	1

Other issues raised by parents

A number of parents took the opportunity to make other comments. Most of these were in praise of the headteacher, his staff and the school. A few parents wonder if there is adequate supervision in the playground. Several others would like clearer information about when extra-curricular activities are taking place. A number of parents expressed regret that their children had had several class teachers during the course of the year.