

INSPECTION REPORT

FLEET PRIMARY SCHOOL

Hampstead, London

LEA area: Camden

Unique reference number: 100014

Headteacher: Ms P Hollister

Reporting inspector: Mrs P Silcock
21261

Dates of inspection: 19th - 20th November 2001

Inspection number: 194179

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Jan Toporowski
Date of previous inspection:	May 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
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	8 - 16
WHAT COULD BE IMPROVED	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fleet Primary school is close to Hampstead Heath in the London borough of Camden. It is a popular school, catering for three to eleven-year-olds. It is about the same size as others of its kind. There are 220 pupils on roll, including 35 children in the Nursery. Generally, children start part-time in the Nursery, with very varied attainments, in the term following their third birthday. They attend Nursery full-time for at least a term prior to transferring to the Reception class in either the Autumn or Spring term after they are four. There are rather more girls than boys in classes from Years 1 to 6, with gender imbalances in some year groups. Eleven pupils started school and 12 left after the start of the Autumn term last year: indications are this is a growing trend. Approximately 51 per cent of the school population is of minority ethnic origin. A very high proportion (representing 34 per cent of the school population) speaks English as an additional language. Around 22 per cent is supported through Ethnic Minority Achievement Grant funding because these pupils are at an early stage of learning English. The main languages spoken other than English are Bengali, Somali and Albanian. About 16 per cent of pupils have Refugee status. Approximately 42 per cent of all attending full-time are eligible for free school meals (an above average figure). A well below average figure (representing 8.5 per cent overall) is on the Code of Practice register for special needs. Approximately 1.4 per cent of pupils has a statement of special need – a proportion broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Fleet Primary is a very good school, providing high quality education for all its pupils. Teaching is a major strength, with frequently good and better teaching responsible for the good standards pupils reach relative to their prior attainment. High standards are reached across the curriculum by the time pupils are eleven. Quality teaching is also responsible for pupils' enthusiasm for school. They enjoy attending, from Nursery onwards, and are confident, articulate learners. The headteacher provides excellent leadership, her skills well complemented by those of her supportive deputy head. She is also well supported by other senior managers and a hard-working staff team. The headteacher's vision is founded on a commitment to equality of opportunity for all members of the school community. Governors know the school well. They work hard on its behalf in partnership with the headteacher and her staff. The school gives very good value for money.

What the school does well

- The headteacher is a driving force behind the school's excellent management and leadership. She is committed to equality of opportunity and determined that all pupils achieve to the best of their ability.
- Frequently good or better teaching ensures children of all ages enjoy learning. They reach higher standards than might otherwise be expected in much of their work.
- Children's behaviour is generally very good. Their relationships with each other are excellent. They relate to adults, too, in and out of classrooms, in a respectful and friendly manner.
- Curricular provision from the Nursery upwards is very good. It benefits greatly from a stimulating range of visits to places of interest and from interesting people visiting the school.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall.
- Teachers and support staff know their pupils well. Very good levels of care for pupils' wellbeing and concern for their success are evident throughout the school.
- The school has a close working partnership with parents and carers. It heeds their views, valuing their contributions to their children's education.

What could be improved

- There are no areas for improvement highlighted as key issues.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a very good level of improvement since the last inspection in May 1997. The school has addressed all issues identified then with the exception of that relating to a daily act of collective worship, although, in formulating action plans, careful consideration was given to this issue in light of the school's aims and values. The school has further reviewed and adapted schemes of work for the children in the Nursery and Reception classes and for older pupils in Years 1 to Year 6, taking suitable account of latest curricular guidance. Teachers' planning is of a high order. Lesson planning gives the context of pupils' prior learning to outline how progress in developing skills, knowledge and understanding in relation to subject content is

envisaged. In the Nursery, planning for each area of learning is skilfully matched to individuals so that children exercise real choice before undertaking activities. The school uses a wide range of assessment information to very good effect, setting targets at pupil, class and school level. The school development plan usefully lays out priorities for development, the financial implications of these and how its planning cycle evolves over time. The monitoring of planned developments and assessments of their impact on school life are critical to an ongoing process of school self-evaluation, involving all members of the school community. The school consistently strives to raise standards and improve provision as a means to this end. It has a very good capacity to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	E	B
Mathematics	B	C	C	A
Science	C	C	D	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Results for 2001 show a dip in standards in English and science from the previous year compared to all schools. In mathematics, results are the same. Pupils gained above average results in English and science and well above average in mathematics compared to similar schools' results. Over five years, this general trend falls below the national trend when scores for all three subjects are added together and averaged out. The school sets realistic statutory targets in English and mathematics in light of pupils' performance in optional tests in Year 4 and its own assessments of individuals' progress over time. Targets were exceeded to some extent in the latest results, especially in English. Caution is nonetheless needed in interpreting pupils' performance in tests year-on-year where, as here, cohorts are small. Inspection evidence shows marked variations in attainment between classes, although pupils across the age and ability range achieve well. They frequently reach standards better than might be expected in many National Curriculum subjects in Years 1 to 6 and in many areas of learning for children in the Foundation Stage (the Nursery and Reception classes). Included in this judgement are pupils for whom English is an additional language and those on the Code of Practice register for special needs (including those with statements of special need). By the end of their Reception year, most children are set to meet the early learning goals in each area of learning, with some going beyond expectations at transfer to Year 1. In fact, all develop very good personal and social skills. Also, from the Nursery upwards, pupils in all classes develop extremely good speaking and listening skills, especially considering how many are at a relatively early stage of acquiring English. Seven-year-olds attain in line with expectations in reading, writing and science at this point in the school year. Attainment in mathematics is good. By Year 6, attainment is at least in line with expectations in English and science, with pupils of above average and some of average ability doing better in both subjects. Attainment in mathematics is good overall. Good standards in history and geography, too, are reached by Year 6, while these oldest pupils produce high quality drama work connected with literacy and topic themes. Such high standards, reached generally across all classes, suggest real teaching strengths in the way topic themes are organised and taught. Pupils are highly motivated and want to do their best. Samples of work reveal pupils' competence in information and communication technology, which are at least in line with age-related expectations from the Nursery to Year 6. Pupils apply basic literacy, numeracy and information and communication technology skills purposefully across the curriculum, showing a sound grasp of concepts involved. Standards in art and design are very good in all classes, with pupils' high levels of skill in a wide range of media evident by Years 5 and 6. In music, only singing sessions were observed. Pupils from the Reception class to Year 6 sing well in assembly, with a pleasing sound. Most know the words of familiar songs by heart.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children in the Nursery and Reception classes become thoroughly involved in activities they clearly enjoy. Older pupils express enthusiasm for school and say learning is fun.
Behaviour, in and out of classrooms	Very good in classrooms and around the school. Children of all ages concentrate hard for considerable periods of time. They play well together.
Personal development and relationships	Throughout the school, pupils have very good social and personal skills, frequently co-operating together in mature and responsible ways. They make excellent relationships with one another and with adults.
Attendance	Satisfactory overall. It has improved considerably over recent times.

Pupils' attitudes, behaviour and values reflect real strengths in the school. All pupils start each school day in a positive frame of mind, expecting their play and work to be stimulating and worthwhile. Attendance has improved and is much closer to the national average than previously, although it continues to be an area the school pinpoints for further improvement in development planning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Good	Very Good

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

Teaching is a strength. In classes across the school, it is never less than satisfactory and is most frequently good or better. In the Nursery, the teacher and nursery nurse are skilled at organising learning opportunities across all areas of learning in ways that intrigue and excite children and help them undertake tasks independently. They want to learn. Subsequently, teachers build on these early experiences with skilled, informed approaches to lesson planning a marked feature of teaching in all classrooms. Teachers and support colleagues routinely show their very high expectations of pupils' behaviour and work. Teachers plan well for the full range of learning needs, including those of children with special educational needs and those learning English as an additional language. Teachers demonstrate secure subject knowledge and understanding in English and mathematics and these subjects are very well taught. The teaching of basic literacy and numeracy skills is very good. Teachers plan systematically for pupils to apply skills (including information and communication technology skills) to many subject areas in ways that interest and stimulate pupils to do well. Pupils talk enthusiastically and articulately about the real purposes behind what they do. They persist in seeking solutions to problems, often working productively in partnership with others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for pupils across the age-range, from Nursery to Year 6. Curricular planning is hugely enriched by many visits and visitors to school.
Provision for pupils with special educational needs	Very good. The very good quality support pupils receive and class teachers' thorough knowledge of learning needs ensures pupils progress in line with their peers. Tasks are well matched to their abilities.
Provision for pupils with English as an additional language	Very good. These pupils, too, receive very good quality support. This, again, allied to class teachers' grasp of their needs, means pupils frequently achieve at least in line with their monolingual peers and sometimes do better.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with special strengths in moral, social and cultural development. Diversity is valued, with school aims firmly rooted in respect for others. Staff members are excellent role models in their working partnerships with one another and with pupils.
How well the school cares for its pupils	To very good effect. All staff members demonstrate high levels of care about the welfare of pupils, making it clear they want pupils to do well.

The school has very good partnerships with parents who are seen as valued allies. The curriculum is very well planned for all pupils. Particular strengths lie in the way teachers link together areas of learning and (for Years

1 to 6) National Curriculum subjects and religious education whenever possible, while still making sure skills underlying specific subjects are properly planned for and taught. Such planning accounts for the high standards of work frequently seen. The school does not meet requirements for a daily act of collective worship.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher is committed to equality of opportunity as a principle informing all aspects of school life. She is more than ably supported by her deputy head and senior managers.
How well the governors fulfil their responsibilities	To very good effect. Governors take a keen interest in all going on in school and are knowledgeable about its affairs.
The school's evaluation of its performance	Very good. The school has clear systems and procedures for monitoring all aspects of its work. Priorities for action are carefully judged and followed through in light of monitoring.
The strategic use of resources	Very good. Funding is allocated for its designated purpose. Finance is well matched to agreed priorities and spending is monitored systematically.

The headteacher's excellent leadership inspires high levels of commitment from all staff in striving to raise standards whenever possible. This sharing by teaching and support staff and by governors of a common purpose is a notable feature of the school. The school applies principles of 'best value' to very good effect. It consistently compares its results to that of all and similar schools, and seeks to ensure the services it buys provide good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school's 'open door' policy, which makes all feel welcome and valued. Children's love of school. Teachers' very good teaching and knowledge of children as individuals. Standards children reach in much of their work. The way learning is made exciting for children by lots of visits and visitors. The headteacher's and class teachers' ready accessibility. The 'class teas' on Wednesdays, where parents feel part of a 'class community.' 	<ul style="list-style-type: none"> Activities outside of school hours. Homework.

Inspection findings support parents' positive views of the school. Provision for extra-curricular activities is judged to be satisfactory overall. At the pre-inspection meetings, parents were realistic in understanding why the school provides a limited range of such activities. They know teachers are in classrooms well before the start of each school day and after teaching finishes in the afternoon; they greatly appreciate the extent to which teachers involve themselves in work-related activities outside school hours. Parents were very ambivalent about homework and a wide range of views was expressed. Some think homework serves little purpose, others believe the school gets it 'about right'. Inspection findings show homework is given regularly in line with the school's policy. It takes suitable account of children's ages and differing abilities, with a widening of tasks (that is, beyond reading) linked to classroom work as children grow older.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher is a driving force behind the school's excellent management and leadership. She is committed to equality of opportunity and determined that all pupils achieve to the best of their ability.

1. The excellent leadership and management of the school are owed to the headteacher's vision about its educational direction. The deputy headteacher plays a strong part in achieving common goals. He also models excellent classroom practice in his own teaching - an important dimension of the expertise he brings to whole-school development. Two members of the teaching staff with professional skills of a high order further strengthen the senior management team. Overall, the school benefits from a hardworking teaching and non-teaching staff since all are committed to raising standards, systematically reviewing practices to this end. Governors work productively with the headteacher and her staff. They fully support the school's aims and values, crucially underpinned by principles of equality of opportunity at all levels of school life.
2. The headteacher has a thorough knowledge of the school. She monitors teaching and learning in classrooms regularly as part of her work in meeting performance management targets. She is also often 'out and about', visiting classrooms informally in ways giving her useful insights into daily work. Her interactions with pupils during assemblies, challenging them with probing questions and demanding very high levels of behaviour and attentiveness, are excellent examples of what she expects in classrooms. She delegates suitably to those with management responsibilities. For instance, her deputy head's clearly defined tasks address (among other things) the school's need to reach its performance management targets. He also takes a lead in school development planning for the visual and performing arts (a school priority) because of his own expertise in drama and music. More generally, he co-ordinates work towards the school's progress in its targets for this area. He gains a very good overview of the school through the changing nature of his responsibilities planned with the headteacher. Currently, his work on performance management is centred on Years 3 to 6; previously it involved monitoring teachers' work in Years 1 and 2.
3. Because of their delegated responsibilities, subject co-ordinators have a sound grasp of what is happening in their subjects. They regularly check teachers' planning against agreed long-term aims to ensure curricular requirements are met. Each term, they sample pupils' work across the ability range in each class, to check progress over time. Where sampling of work raises concerns, these samples are always reviewed with the relevant class teacher as well as with the headteacher, and action is agreed to remedy weaknesses. Informal discussion with colleagues and visits to classrooms as well as more formal meetings also help subject leaders realise better how their subjects are planned for and taught. Co-ordinators for English and mathematics monitor teaching and learning practices through a series of planned observations in each class. Such work will be resumed in science when the new co-ordinator is more familiar with other aspects of her responsibilities. To date, this good practice has not included non-core subject leaders. However, an imaginative initiative for this academic year addresses this imbalance in currently prioritised subjects. Co-ordinators for art and design, design and technology, information and communication technology and physical education are being given time to work alongside teachers to support teaching based on joint planning and to demonstrate relevant skills and expertise through taking a lead in lessons. Over the year, co-ordinators will have worked throughout the age-range. In the Autumn term, the co-ordinator for information and communication technology has worked with Nursery staff to plan teaching of skills for very young children. He also works with children on computers. Always, there is a sharp focus on extending pupils' learning opportunities so standards are raised. This general initiative is planned so co-ordinators return to classrooms as observers later in the school year to judge how teachers' planning and standards have been affected by the earlier work. At all levels, work and aims are shared and agreed by all involved. In light of an overall assessment of outcomes across the school at the end of the period agreed, it is further intended to consider whether similar schemes should operate for subjects not included for development in this way.
4. A positive spin-off from the scheme is undoubtedly the way in which subject specialists gain insight into how children develop skills, knowledge and understanding as they move through the school. Co-ordinators speak enthusiastically, not only about their oversight of subjects but about the benefits for their own professional development of their experiences. Through the same initiative, the co-ordinator for art and design and design and technology is getting a good grasp of whole-school provision and making

considerable impact on the effectiveness of these subjects. She is helped in doing this by governors allocating additional government funding partly to the release of the teacher from class teaching duties for the year. The aim here is to reach goals set in development planning for the visual and performing arts. The co-ordinator's very good subject knowledge in both subject areas as well as her understanding of how children best learn are also proving most influential. The general initiative stems from the headteacher's approach to seeing issues raised in school as problems to be solved. Therefore, an issue of how best to use additional funding allocated to the school was interpreted in terms of achieving those long-term goals most directly improving the quality of all pupils' learning experiences.

5. The professional development of all staff is seen by the headteacher as key to achieving fundamental goals. They also help her retain staff by showing the school's commitment to quality in-service training. Again, imaginative ways of dealing with issues are found. As well as meeting in-service training needs linked both to performance targets and those set by development planning, the headteacher arranges residential in-service for all teaching staff (and those non-teaching staff able to attend) every two or three years. By involving colleagues from two other schools, staff members benefit from shared perspectives on a chosen theme. The latest of these residential events (last Spring term) involved looking in depth at the role of the visual and performing arts in primary schooling, so it was based on priorities the school already wished to develop. Teachers say that experiences encountered through these arrangements make lasting impressions on their approaches to classroom work. The school has strong links with an institute of higher education and frequently supports the training of student teachers (one was in placement in the school during the inspection). It has very good arrangements for inducting both newly qualified teachers and other staff joining the school into its general approach and procedures.
6. The headteacher plans developments consistently so that implications can be considered thoroughly before actions are agreed and taken. Governors, parents and pupils are involved alongside staff, as appropriate. Working parties set up to investigate and put forward ideas about how to proceed, as an integral part of the decision-making process, have similar wide representation. School development planning is easy to follow, with an overview setting out what has been achieved, what still needs to be addressed, and any new priorities. The financial implications of these are carefully considered. Governors ensure funds are spent in line with their allocated purpose. They supplement funding for special educational needs and for provision for pupils learning English as an additional language to very good effect to guarantee good levels of support for pupils in each of these groups. Finances are very well managed, both in the longer term and on a day-to-day basis. Very good management by a school administrator means the school administration runs smoothly. The headteacher, senior managers and governors have good quality information on which to base decisions. At all times, governors work with the headteacher on sticking to 'best value' principles. Good expertise and practical skills amongst governors and parents are drawn on as occasion demands (for example, when the Junior playground needed re-designing and improving). A notable surplus in the present budget is dedicated to the initiative outlined above and to an expected refurbishment of the toilet block (soon to be undertaken). The surplus is projected to reduce to around three per cent by the end of the financial year.
7. Governors fulfil their statutory responsibilities to good effect overall. As good 'critical friends', they know their role is to evaluate ideas put forward and review work done. They know the school well and work hard on its behalf. They participate in many school activities and visit the school when practicable during the working day. They take pride in the school's achievements. Parent governors give very practical support at times, helping in classrooms or on study visits. The chair of governors meets with the headteacher regularly to keep abreast of what is happening and provides very good support through his knowledge of working practices and commitment to shared principles.
8. The building inside and out is cared for to a high standard. Displays of work in classrooms reflect the high quality pupils achieve in many curricular areas. In addition, those in communal areas are placed so they keep members of the school community as well as visitors informed about what pupils of different ages are doing during each term. Altogether, the school provides a very pleasing and stimulating teaching and learning environment.
9. In view of the excellent qualities of school-leadership and management, the commitment of all staff members and governors to important educational goals and the high standards all pupils reach in many areas relative to their prior attainment, the school gives very good value for money.

Frequently good or better teaching ensures children of all ages enjoy learning. They reach

higher standards than might otherwise be expected in much of their work.

10. Teaching is a strength. Forty-five per cent is judged to be good, a further 20 per cent is very good and a further 25 per cent is excellent. No teaching is less than satisfactory. This positive picture marks an improvement on the previous inspection. It also suggests why pupils talk enthusiastically about their learning and enjoy lessons. Pupils frequently reach standards better than might be expected in lessons observed, and did so, too, in work scrutinised, encompassing English, mathematics, science, information and communication technology, art and design and aspects of topic themes including history, geography and religious education studies. Special teaching strengths are seen in the Nursery and Reception classes and in classes for 7 to 11-year-olds. Strengths in pupils' learning are seen in their application of basic literacy, numeracy and information and communication technology skills to work in many subjects, in ways giving meaning and purpose to work done. There are strengths, too, in art and design (which frequently reaches high standards throughout the school) and in topic work where pupils' writing reflects real interest in what they do. By Years 5 and 6, pupils' writing also reflects a depth of understanding. Pupils of all ages have very good speaking and listening skills. From the youngest in the Nursery to Year 6 (including those pupils at a relatively early stage of English language skills) they want to talk about what they do, recognising a purpose behind activities. Because they believe adults will be interested, they develop many strategies for communicating what is important to them – including body language and visual representation. For example, a bilingual girl who started Nursery at the beginning of term could show her love of writing, and pride in work she had done to the headteacher, although she found it hard to express her feelings in English. Her writing showed a good grasp of English alphabet shapes and how letters are grouped to make words.
11. Throughout the school, teachers' planning is of high quality. In the Nursery, the class teacher and nursery nurse, in partnership, plan for individuals' different learning needs in light of observations made during the course of each day. Planning covers all six areas of learning for the Foundation Stage: social, personal and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative and physical development. It reveals clarity of purpose, focused on enabling children to choose their own activity, so that much of what they do is self-initiated. Consequently, they are constantly engaged fully in activities available to them, often concentrating for long periods on tasks before moving on. They work and play happily alongside one another or on co-operative ventures they devise together. Adults' skilful organisation of resources to meet planned teaching and learning goals linked to an excellent knowledge and understanding of young children, together with regular interactions with children as they pursue an interest, ensure no learning opportunity is lost. Children constantly engage in investigating, questioning and explaining the world around them in response to adults' own observations and questions. All thrive in this learning environment, including pupils at an early stage of learning English and those with special educational needs. All achieve well relative to their prior attainment, reaching standards better than might be expected. Particular strengths are noted in personal and social development, knowledge and understanding of the world, creative and physical development.
12. Nursery and Reception class teachers work together to plan topic themes each term, usually meeting daily to share how these are evolving. Such liaison makes sure work is not repeated, promoting a useful exchange of information about children who will soon transfer to the Reception class or are already there. In Reception, planning takes very good account of prior learning in the Nursery so that transition between the two is smooth. Inspection evidence indicates that most children should reach the early learning goals by their transfer to Year 1. Those of above average attainment already have numeracy skills and early literacy skills of reading and writing and manage tasks with a minimum of adult support. Attention to planning for individual learning needs continues in Reception within a framework of growing emphasis on whole-class teaching and learning as the year progresses, especially for literacy and numeracy. Teaching takes very good account of the move from planning for the Foundation Stage to planning for the National Curriculum by the time children complete their Reception year. The teaching of literacy and numeracy is well geared to engaging children's attention for suitable periods with tasks they enjoy so that conceptual progress relative to what is taught can be seen. For example, in a very good mathematics lesson, higher attaining children gained real confidence in using the vocabulary of symmetry through a teacher's probing questions. They enjoyed the practical task of working out whether a piece of fruit made a symmetrical reflection in a mirror, even though they found the task quite demanding. A teacher's comments on pupils' recorded work for literacy provide valuable insights into the purpose of tasks and how these were tackled, indicating progress over time. They reveal a thorough familiarity with each child's strengths in learning and where difficulties are experienced.

13. In Years 1 to 6, teachers' lesson planning builds well on pupils' prior learning, taking very good account of assessments made during lessons and when marking pupils' work. Teachers' written comments for marking purposes are well aimed at getting pupils to look again at their work and complete unfinished tasks. They make explicit expectations that pupils will take their work seriously. Pupils across the attainment range rise well to challenges. For example, Year 4 pupils re-drafted extended pieces of writing about life as a Roman soldier in Britain, making them much livelier than before, with more appropriate words chosen. Pupils also took better account of their personal literacy targets, when reminded about these. This type of work shows how literacy teaching aims directly at key skills in the context of meaningful tasks, often in pursuit of topic themes. Teachers share learning intentions with pupils at the start of lessons, setting these in the context of prior learning. Pupils are used to a brisk recalling of earlier work and so know they will have to pay attention to questions as well as to what follows. They listen intently to their peers' and adults' contributions and much 'penny dropping' can be seen as learning is consolidated and links made through discussion. Teachers frequently ask pupils to assess their own progress during a 'plenary' session at the end of lessons by recapping what has been learnt. In a good Year 2 mathematics lesson pupils used the vocabulary of 'measure' when comparing longer and shorter lengths of ribbon. All could place ribbons against a correct caption to show longest and shortest lengths. Progress in understanding how to measure using centimetres was also revealed. Year 6 pupils' good standards in English and mathematics already, broadly, match expectations at this point in the school year. Higher attaining pupils and some of average attainment do better than their peers. For example, in an excellent mathematics lesson, above average pupils working in pairs solved challenging problems on proportion and ratio. They recorded and explained a range of strategies, showing their grasp of underlying concepts gained during the introductory discussion. Throughout the lesson, teaching stressed pupils' own reasoning. Very good questioning, too, as the teacher monitored progress around the classroom, helped pupils across the ability range to see how to overcome difficulties and move forward. Consequently, at the end of the lesson, almost all wanted to share their results and say how they had achieved these.
14. Throughout the school, support for pupils with identified learning needs is very good. Support teachers work closely with class teaching colleagues in planning. Classroom assistants are also well informed about the purposes of teaching and the nature of support required for small groups of pupils or individuals within groups. During each week, class teachers work with groups containing pupils with specific learning needs, in line with planning that encompasses pupils across the class. This strategy gives them knowledge of all pupils' needs to add to information from support staff. It also ensures pupils work in different contexts matched to tasks on a par with their peers. Support staff make sure class teachers know how individuals or groups have responded to work so that future planning takes proper account of progress and difficulties encountered. Support is deployed appropriately to pupils on the Code of Practice register, including pupils with statements of special need and to those in the early stages of English language learning. All support staff take active parts in whole-class teaching sessions to very good effect. For example, they check that pupils grasp teaching points and encourage pupils' contributions to discussions as much as possible. Teachers plan successfully for different levels of learning need, taking very good account of different abilities relative to lesson content and tasks set. Together with additional support, such planning leads to pupils with special educational needs reaching above expected standards, given their prior learning, across the curriculum. Bilingual pupils frequently achieve at least in line with their monolingual peers. This was seen for example in a Year 3 mathematics lesson where pupils at a fairly early stage of acquiring English language skills enjoyed manipulating fractions as part of a practical exercise and were helped by a classroom assistant to understand relevant subject vocabulary. The assistant's knowledge of some pupils' own first languages added to her effectiveness. Overall, pupils with identified learning needs make very good progress in learning, in line with their peers.
15. In all classes, teachers plan imaginatively in ways helping pupils make sense of learning by linking subjects as far as practicable. Learning is also made memorable by visits each term tied to a topic theme in each class. Visitors frequently add yet another dimension to pupils' experiences. In the Nursery, visits are organised for small groups so children become personally involved. These visits are also more likely to be local, making use of local facilities (as with a visit to the Fire Station). Pupils often talk about their work as fun. Year 6 pupils say they are "lucky in this school" because of the many visits they make and interesting people they meet. They talked about the fun of working on a version of Shakespeare's "Midsummer Night's Dream" and of visiting places such as the Globe theatre and the 'Golden Hind'. They could also talk about topics studied during their entire time in school in some detail! They knew the theme of 'life in Tudor times' will last the rest of this term, looking forward to finding out about the Armada and Elizabeth the First through computer web sites, for example. Year 5 pupils' diaries record daily events of an extended study visit to an outdoor adventure centre. These are of extremely high

quality. Pupils made covers for the diaries as part of a design and technology book-making project. They experimented with screen, lithographic and lino printing techniques to illustrate their cover and accompanying text. The latter is re-drafted from notes taken during the visit and provides an interesting, informative and, at times, amusing insight to convey experiences fluently in ways engaging a reader that reflect developing literacy skills. A teacher with specialist knowledge and expertise in art and design and design and technology worked with the class teacher and pupils on making and illustrating the diaries, and such partnerships (common throughout the school) clearly benefit pupils' learning. Older pupils appreciate such working practices. Some in Year 6 talked about their good fortune in learning from a teacher with specialist knowledge – referring to the Tudor water colour portraits being painted in art, and to their drama lessons. For example, they claimed proudly that “We used good quality water colour paper, you know, and learned how to apply the colours properly in layers. You build up the colour you want with the layers.”

Children’s behaviour is generally very good. Their relationships with each other are excellent. They relate to adults, too, in and out of classrooms, in a respectful and friendly manner.

16. Behaviour is very good overall. Pupils show great respect for their teachers and other adults who support them. They listen attentively during whole-class sessions such as introductions to a lesson’s content. Many hands shoot up in response to questions. For example, Year 1 pupils want to operate a ‘function machine’ during mathematics when “one more” bear is added to three. They can explain what they do in front of their class. Behaviour in assemblies is exemplary. In an assembly for Reception to Year 6 classes, pupils listened respectfully to the headteacher as she questioned them on an Old Testament ‘story so far’ before reading the next part. Many wanted to answer and were prepared to help when someone got ‘stuck’, before quietening for the next part of the story. Nursery and Reception children know how to take turns on equipment when playing in their respective outdoor spaces. Older pupils usually play co-operatively at many games or, in the Junior playground, talk companionably in spaces provided. At times, disputes break out but these are quickly resolved when adults intervene. For example, some older boys argued about the ball while shooting at a netball post during lunch-time. They calmed down quickly and listened carefully both to the mid-day supervisor and to one another when questioned about what had happened. They soon reached agreement and agreed to play amicably, then did so.
17. A notable feature of the school is the way pupils of all ages enter classrooms ready to enjoy their day. They cheerfully greet one another, the class teacher and other adults present. Before registration, their ‘chat’ tells how much they expect what they have to say will interest both their friends and adults (teachers and support staff). In the Nursery, children leave their parent/carer without concern, eager to start an activity of their choice. To illustrate: one girl told another “Let’s go and play Bambi” before adding “I need someone to play with me”. She went to find someone else when the first child replied, firmly, “No, I’m doing this”.
18. Pupils form very positive relationships with one another and with adults. Relationships at all levels are excellent. Pupils also have very good personal skills. Children in the Nursery are used to choosing what they will do from many activities open to them. They handle equipment carefully and know where things are kept when it is time to clear up. Mostly, they can undress and dress themselves for physical education lessons in the school hall, with only the very youngest needing help. Sometimes, children show a fairly mature capacity to help others (as was seen when a girl helped another fasten up her clothing). In all classes, pupils like working in pairs or small groups and have many opportunities to do so. During group work, talk is dedicated to satisfying all in the group. For example, when pairs of Year 6 pupils fastened small pieces of card together to simulate the flexible movement of real pieces of armour they handled for a design and technology task linked to history, the work was fiddly. It made demands on their patience. But they persisted, agreeing on the need to start again when an idea did not work. Pupils in the Junior playground talk about changes to their play space made during last Summer term, obviously pleased with results. They have a real sense of ‘ownership’ of what has been created because of their own part in providing ideas, making final decisions and helping with practical work. Similarly, Years 3 and Year 6 pupils speak happily about harvesting and selling garden produce (such as potatoes and tomatoes) to parents on return to school in September. Classes from Year 2 upwards have representatives on the School Council and pupils take their responsibilities very seriously. The Council is consulted on all aspects of school life, as far as practicable. Pupil representatives also join working parties, such as the one set up for re-designing the playground.

19. This aspect of school life remains a strength, as stated in the last inspection report.

Curricular provision from the Nursery upwards is very good. It benefits greatly from a stimulating range of visits to places of interest and from interesting people visiting the school.

20. The school's curricular provision for three to eleven-year-olds has very good breadth and balance. It is highly relevant to the needs of the age-range taught.

21. Provision also takes account of the latest curricular guidance and of the locally agreed syllabus for religious education. Planning is enriched by links made between subjects or areas of learning through a topic theme approach. Further, the many visits to places of interest and visitors to school add significantly to planned opportunities for extending pupils' knowledge and understanding of the world. The school ensures that the wider community's diverse languages, faiths and cultures (and its own) are properly reflected in all aspects of the curriculum. It sees the development of literacy, numeracy and information and communication technology skills as a primary means for pupils to gain control of their learning, for their own purposes, as they move from Nursery to Year 6. The school's policy for equality of access and opportunity to curricular provision for all is excellent. This overall picture is better than the one given in the previous inspection report. The school fulfils statutory requirements to good effect, although, as at the last inspection, it does not meet requirements regarding a daily act of collective worship.

22. Planning in the Nursery and Reception classes is done jointly each half term. It covers all six areas of learning, making extensive use of school grounds and of the immediate locality as well as of visits made further afield. Planning in the Nursery does not always make explicit how 'stepping stones' towards the early learning goals are being achieved, but it is obvious enough how this happens in practice. Adults note down individual children's progress and where difficulties are experienced relative to specific goals; then, planning incorporates points noted to very good effect, building on children's experiences within and across areas. For large parts of each Nursery session, children move easily between indoor and outdoor areas, since careful planning of the way resources are organised links to key goals. To illustrate: during one session, imaginative play arose spontaneously out of children's getting together for a party; several immediately got chairs (or built one from building blocks) and gathered around a table. They engaged in 'party talk' and related role-play, sustaining the activity for perhaps 15 minutes before moving on to other things, such as the climbing frame. Planning in the Reception class moves towards National Curriculum requirements during the year but especially in the Summer term as children approach transfer to Year 1. However, individual children's needs are not forgotten, in that planning is readily adapted to those reaching early learning goals prior to the Summer term and to those who may not reach such goals. This dual strategy works well, for example, with mathematically more able children. Reception children have good access to a play space immediately outside their classroom.

23. In Years 1 to 6, longer-term planning sets out how each National Curriculum subject and religious education are covered over time, so that pupils build on key skills and extend relevant subject knowledge cumulatively. Teachers look at whether subject links can be made. Where such links are not possible, discrete subject content is taught - as in much of the science curriculum where series of lessons are planned weekly. A scrutiny of pupils' workbooks finds this approach successful in enabling pupils to learn key scientific principles and deploy these successfully. For example, pupils develop a very good understanding of what constitutes a fair test by the time they are in Year 6. Teachers are keen to make curricular links, although, within each topic theme, they also define precisely which parts of a subject are important and where the main focus of each lesson lies. Links are made explicit to pupils. For example, Year 4 pupils talked knowledgeably about history derived from their 'Romans in Britain' topic, yet were equally clear which information and communication technology skills they had learned and applied to produce related 'newspaper' articles. They described cutting and pasting text and illustrations, how they chose different font styles to achieve desired effects and saved their work to retrieve and print out when it was finished. Pupils also remembered which aspects of religious education they had studied through their topic - as when they learned how some Romans converted to Christianity and brought their new faith to Britain. Pupils copied triptychs from pictures of the period. They explained the purpose of these and the meaning of images found on them. Year 6 pupils understood about religious persecution in Tudor times and what is meant by the 'dissolution of the monasteries', realising Henry VIII was responsible for this. They knew the reasoning behind his policy.

24. Most frequently, curricular links are made between history and geography, although this does not always

happen. For example, an extended study visit made by Year 5 pupils to an outdoor activity centre (also discussed briefly above) linked geographical studies to its location. A day visit to Whitstable provided a contrasting locality. As well as diaries, already discussed, written work contains appropriate geographical content. For example, it discusses physical features in each location, the kinds of jobs people have in a seaside town and how environments change through human action. Imaginative approaches to extending pupils' understanding of locality are organised through links with art and design. Pupils have looked at how Australian aboriginal peoples 'map' places important to them by denoting aspects of these places symbolically and by painting abstract images. Pupils experimented with making their own images by, similarly, painting 'dots' in earth colours. They were pursuing this theme during the inspection, deciding in pairs on the main symbols that, for them, would record a night walk taken at the activity centre. They incorporated these symbols in ways reminiscent of the Aboriginal paintings, so as to represent their own conceptual maps of their walk. Earlier work seen, as well as work-in-progress, was of a high order. At the parents' meeting prior to the inspection, parents strongly supported the school's approach. They commented on how children's lasting memories of work result from their rich, varied experiences and from the way staff work at making sure learning is meaningful.

Provision for pupils' spiritual, moral, social and cultural development is very good overall.

25. Provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now judged very good overall. Particular strengths are noted in moral, social and cultural development.
26. Provision for spiritual development is good. In large part, it is enhanced by the way the school nurtures pupils' curiosity, stimulating them to ask relevant questions and seek answers. Teachers' planning centres not only on making curricular content relevant but also on exciting children's curiosity and desire to learn. They also teach about the beauty of the world and joy in learning. Visits and visitors, already mentioned, are crucial to the school meeting such aims, as is adults' consistent interaction with pupils throughout lessons. Children strive hard to meet adults' high expectations. They want to share enjoyment in what they do - as when a Nursery child spontaneously shows a visitor the picture she has made using a computer. Older pupils' enthusiasm is frequently expressed in similar ways and, although time for reflection and a quiet prayer was not observed in assemblies, the silence experienced by children listening to a story or thinking about questions posed is conducive to high-quality reflection. Pupils' respect for adults and for one another at such times contributes much to the school's ethos.
27. Provision for moral, social and cultural development is very good, being underpinned by the school's general policy for respecting persons. Working in their professional partnerships in and out of classrooms and in their caring attitudes towards others, adults are excellent role models. Pupils' different languages, faiths and cultural backgrounds are often used as a cause for celebration because they enrich school and community life. Opportunities for pupils to value such differences are built in to curricular planning, for, as well as crystallising fundamentally important principles implicit in respect for others, they facilitate pupils' learning in line with the school's commitment to equality of opportunity. Learning resources are chosen to reflect different traditions and ways of seeing the world. Pupils are taught to tell right from wrong in their interactions with each other and to value honesty in their personal relationships, so they can be open about their behaviour and feelings (as illustrated by the incident when pupils quarrelled over a ball in the playground, resolving their dispute amicably despite the earlier heated nature of their quarrel). Pupils learn in practical ways how to work harmoniously together. Many classroom tasks are organised to allow them to work with partners or in small groups, with a need for them to take account of others' views and ideas. They also learn to value their school community and the environment in which they work and play, being consulted regularly about how it might be improved. They learn to take care of toys and equipment they use.

Teachers and support staff know their pupils well. Very good levels of care for pupils' wellbeing and concern for their success are evident throughout the school.

28. Very good levels of care for pupils' welfare, health and safety are evident. Arrangements for child protection are good. These high standards of care mark improvements in provision since the previous inspection.
29. All class teachers and support colleagues know pupils in their classes really well. The arrangement whereby support staff are deployed to particular classes (as with classroom assistants) or for appreciable

periods throughout a week (as with teachers supporting individuals or groups with learning needs) works well. It leads to stability in professional liaisons seen to work effectively on behalf of pupils. It also provides good quality information about pupils' learning outcomes to inform planning. Teachers gather information about pupils systematically from many sources during a school year so that individual learning needs are thoroughly assessed and met. Always, the purpose of a strategy or policy is to allow pupils to work at maximum capacity and succeed appropriately, relative to prior attainment.

30. In the Nursery, detailed records are built up from a child's first day at school as a teacher and nursery nurse record progress in all areas. Records are based on daily observations and on planned observations over time. In Reception, such practices continue both as a way for teachers to decide planning priorities and to let them assess children's achievements relative to the early learning goals prior to transfer to Year 1. Detailed records are a valued addition to information from baseline assessment tests taken during the first term in Reception. In Years 1 to 6, teachers assess pupils' progress each half-term in each area covered, but especially to check progress in English and mathematics against individual and class targets. Results from statutory tests at seven and 11 and from optional tests in Years 3, 4 and 5 add an extra dimension to teachers' knowledge. Test information builds up a picture of progress through time and is an important tool for setting targets. From Year 3 upwards, literacy and numeracy targets are pasted into the front of pupils' work books. As previously noted, teachers pay very good heed to these when marking work and pupils are expected to check their work in light of targets. Progress over the half term prior to the inspection regarding pupils' targets is evident in workbooks and in pieces of writing finished after some re-drafting.
31. Teachers plan very well for all pupils' learning needs in light of information gathered. Individual education plans for pupils on the Code of Practice register relate well to individuals' identified needs, including those with a statement of special need. Targets are set out in small, achievable steps that can be taken account of effectively by teachers in their lesson planning. Since assessments during lessons and over time are integral to teaching, targets for pupils with special needs are reviewed regularly and adjusted as necessary. Additional support for pupils with such needs and for those learning English as an additional language is of very good quality. However, the expectation that class teachers are ultimately responsible for the learning of *all* pupils in their class means specialist expertise is not confined to one area of the school's activities but is shared by all who have a concern for pupils' welfare and wellbeing.
32. Procedures relating to matters of behaviour and discipline are very good. They are understood and applied consistently by all staff. No instances of bullying or harassment were seen and pupils know they must talk to an adult if they are worried in any way. In fact, pupils relish school. They are secure in relationships with one another and with adults, whether in classrooms, playgrounds or in the dining room, according to time of day. Procedures for monitoring and promoting good attendance are also very good. Registers are checked thoroughly soon after the start of day and telephone calls check on absences when reasons for these are not known. Patterns of absence and lateness are monitored by the headteacher and action is taken as necessary. Since the previous inspection, the school's concern over improving attendance and punctuality has paid off. It is determined to build on its success and continues to see these areas as priorities in its development planning.
33. Pupils recognise that the adults working with them care about them personally. Crucial to adults' attitude is a belief in the importance of all aspects of pupils' development - personal, social, emotional, physical and academic. Therefore the school makes sure all pupils benefit from visits to places of interest routinely organised to support classroom learning. As well as making study visits, all pupils in Years 5 and 6 take part in annual residential visits (to an outdoor activity centre and the Gower Peninsula).

The school enjoys a close working partnership with parents and carers. It heeds their views, valuing their contributions to their children's education.

34. Much as at the last inspection, parents have very positive views of the school. The meeting prior to the inspection was well attended and a significant proportion of parents or carers returned questionnaires. Also, a small number wrote to explain their views of the school more fully. Overall, parents are highly satisfied with their children's schooling. They find much to praise and little to be critical about. They believe the school has an excellent working relationship with them. Words such as "excellent" and "first rate" are used to describe it. Inspection evidence shows pupils benefit greatly from the support parents and carers give to the school and to their children's work at home. Good home/school links result significantly from the lead taken by the headteacher in this area.

35. A few parents would like to see improvements made to out-of-school activities. However, at the pre-inspection meeting they were realistic about this. Whilst there was some agreement that a wider range of activities would be welcome, they acknowledged two reasons why the school finds it hard to do more than it already does. Firstly, teachers start school well before children arrive, to set up classrooms and make sure everything is ready for the day. They also stay well after the end of the teaching day, engaged similarly with work on children's behalf. Parents strongly appreciate such commitment. Secondly, the school allows its hall and a large playground 'hut' to be used by the local authority for after-school clubs, so accommodation for school-run activities is limited. Parents were more divided on the matter of homework, which a few raised as a concern. Some thought the school got the amount and level of homework 'about right' considering the very different needs catered for. Others thought homework should not be given at all since it is superfluous when children already learn well. There were more appropriate things to do at home than continue with school-work. Others thought that work given is either too hard or not relevant to their children's needs. Inspection evidence shows homework is set in line with the school's policy. An initial focus on reading stays consistent throughout year groups and teachers monitor pupils' reading habits to very good effect via reading diaries. Pupils are given extra work as they grow older – often aimed at extending classroom learning. For example, a task set in Year 6 asked pupils to find out about Edward VI in connection with their Tudor studies.
36. In the main, parents believe the school serves their children well in all aspects of the curriculum, whatever their ability. A consensus at the meeting agreed that the Nursery provides children with an excellent start. There was an equally strong conviction that the school's approach to organising classroom learning through topic themes is the right one. Parents value the way visits to places of interest (including residential visits for older pupils) are built in to teachers' planning. They also like the way teachers make very good provision for the needs of all learners, including those with identified learning needs. Parents have a sound grasp of how the school works – shown in the points raised at the meeting and ensuing discussion. They agree they are kept very well informed about what their children do from early in the Autumn term onwards. Parents are especially impressed by the ready availability of the headteacher and teaching staff at the start and end of each school day. Informal 'chats' and exchanges of information occur easily as two-way processes. They like the way children can enter classrooms before the official start of a day. During the inspection, it was noticeable how comfortable parents and carers were accompanying their children into classrooms or collecting them at the end of the day and chatting to teachers at such times if a need arose. Parents appreciate the formal meetings with their children's teacher early in the Autumn term and towards the end of the Summer term. The first gives them very good opportunities to talk about their children and to agree what should be recorded in a personal profile (for example, a favourite hobby or something that a child finds difficult). They know these views will help teachers plan lessons appropriately. During the Summer meeting, they read their child's annual report on progress throughout the year and discuss it with a class teacher before signing that they understand its contents. Parents at the meeting were anxious to point out that reports can, in fact, be redundant when it is easy to examine children's work, in classrooms, at any time. Also, teachers talk to parents where concerns arise. Inspectors noted the very good quality of reports. Pupils' strengths and areas for improvement are stated, with suggestions about how the latter might be dealt with through support at home.
37. Parents are pleased at being welcomed in school. Although many cannot help in classrooms because of other commitments, they offer support for a range of activities and know their contributions are valued. For example, a parent accompanies Year 2 children to the swimming pool each week when these lessons occur. In Year 3, four parents have been hearing readers regularly this term. Parents readily 'sign up' to join their children's classes on study visits. The Parents' Association mainly (but not solely) works at fund-raising. Social events are very much appreciated and well attended. Events informing parents about classroom activities (for example, curricular activities such as mathematics teaching) are also much appreciated. Parents especially enjoy attending 'class teas' organised each Wednesday after school and generally attend one or two each term. They have much enthusiasm for this now well-established tradition, since they meet other parents as well as their children's teacher and support staff. They talk about their child's class as a "community" within the larger school. Parents are happy that the substantial amounts of money raised (including that for 'class teas') are allocated to each class to subsidise the many study visits. They know this allocation means no child is denied the opportunity to go on visits.
38. The school works to ensure parents for whom English is not a first language are included in all aspects of school life. Recently, it appointed a bilingual classroom assistant with language skills matched to its main group of bilingual parents. This assistant's duties include liaison between home and school so that

information can be given to parents of this group, orally or in writing, as occasion demands. The assistant attends 'class teas' and also helps at parent/teacher consultations. Parents value such liaison highly, gaining greater confidence about their involvement with school. The views of other groups of parents too (such as a group of Somali speakers) are sought to make the school more open to them. Parents at the meeting said "this is a very inclusive school". They are consulted about important aspects of school life and believe note is taken of their views. They join working parties, such as the one for improving the Junior playground and the one currently reviewing pupils' annual reports on progress.

39. At the meeting, parents reported that the school has kept improving since its last inspection. As well as its better Junior playground, there are now more computers in classrooms. Improvements in children's reading, writing and number skills have continued, helping with topic work. The school's topic approach is still considered to be excellent, and the work children do in art and drama is considered of high quality. Parents are impressed by children's performing skills in class assemblies and at school concerts and plays.

WHAT COULD BE IMPROVED

40. No areas for improvement are identified as key issues.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

While there are no areas highlighted for improvement as key issues, governors, the headteacher and staff might like to consider improving provision for a daily act of collective worship.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	4	9	2	0	0	0
Percentage	25	20	45	10	0	0	0

Care should be taken when interpreting these percentages as each lesson represents five percentage points.

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)	26	185
Number of full-time pupils known to be eligible for free school meals	0	89

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	0	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	74

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.6

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	11	12	11
	Total	23	25	25
Percentage of pupils at NC level 2 or above	School	77 (83)	83 (87)	83 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	12	11	14
	Total	25	25	30
Percentage of pupils at NC level 2 or above	School	83 (87)	83 (87)	100 (87)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	12	13	13
	Total	21	24	24
Percentage of pupils at NC level 4 or above	School	72 (65)	83 (87)	83 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	13	13	13
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	79 (57)	83 (74)	86 (74)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	21
Black – other	15
Indian	1
Pakistani	0
Bangladeshi	21
Chinese	4
White	97
Any other minority ethnic group	0

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)	9.6
Number of pupils per qualified teacher	19.3
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	179.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	21.7
Total number of education support staff	2
Total aggregate hours worked per week	38
Number of pupils per FTE adult	10.8

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	661476
Total expenditure	687119
Expenditure per pupil	3012
Balance brought forward from previous year	86378
Balance carried forward to next year	60735

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	3.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	0	0	1
My child is making good progress in school.	70	25	1	0	0
Behaviour in the school is good.	75	24	1	0	0
My child gets the right amount of work to do at home.	51	33	3	0	2
The teaching is good.	80	16	1	0	1
I am kept well informed about how my child is getting on.	70	29	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	13	1	0	1
The school expects my child to work hard and achieve his or her best.	66	27	2	1	1
The school works closely with parents.	73	25	1	0	0
The school is well led and managed.	86	13	1	0	0
The school is helping my child become mature and responsible.	77	22	0	0	0
The school provides an interesting range of activities outside lessons.	47	32	10	1	5