

INSPECTION REPORT

CLAPHAM MANOR PRIMARY SCHOOL

Clapham

LEA area: Lambeth

Unique reference number: 100560

Headteacher: Mr B J Hazell

Reporting inspector: John Earish
23216

Dates of inspection: 7th - 9th February 2000

Inspection number: 196910

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

School address: Belmont Road
Clapham
London

Postcode: SW4 OBZ

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Appropriate authority: The Governing Body

Name of chair of governors: Nr Nigel Haselden

Date of previous inspection: November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clapham Manor Primary School is situated in Clapham Town Ward in the Borough of Lambeth. There are 385 full-time pupils on roll, with a further 15 full-time nursery places and 19 part-time. It is a popular school, with many pupils travelling a considerable distance, although the majority come from the local area. Most pupils live in local authority housing, with a small proportion from the private sector. Many are from poor socio-economic backgrounds, and include pupils of black Caribbean and African heritage, Indian, Bangladeshi, Chinese, and white European. Twenty five per cent of pupils are identified as having special educational needs, and two point seven per cent have statements of special educational needs, which is above the national average. The percentage of pupils speaking English as an additional language is also very high at nearly 33 per cent. The percentage of pupils known to be eligible for free school meals is above the national average, at 41.2 per cent. Attainment of children when they start school is well below average, but by the time they start full-time statutory education at Key Stage 1 they are broadly below average.

HOW GOOD THE SCHOOL IS

Clapham Manor is a very good school. Its success is built on the very strong foundations of mutual respect, celebration of diversity, and effective partnership between staff, home and community. No school in Lambeth has shown more improvement in the last year, and only six other London schools have improved more. Clapham Manor is the 33rd most improved school in the country. Pupils are very eager to learn, are interested in their work, and behave very well. The quality of teaching is very good. The headteacher, staff and governors work very well together to achieve their aim of exciting, challenging and motivating their pupils. Although the school has above average income, it provides good value for money.

What the school does well

- Results in national tests for pupils in their final year are very good, and the school is strongly committed to sustaining and raising standards for all pupils.
- The school monitors pupils' performance and welfare very well, and pupils are well supported.
- Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- The headteacher, deputy headteacher and governors provide excellent leadership, and all staff work effectively as a team.
- Teaching is very good overall, and was very good or excellent in 45 per cent of the lessons observed during the inspection.
- The school provides excellent opportunities to cultivate pupils' social, moral, spiritual and cultural development.
- Resources available to the school are all used efficiently and for the benefit of all pupils.

What could be improved

- There are inconsistencies in the quality of opportunities provided across classes for children under five.
- The rate of attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection, in November 1996, found Clapham Manor to be a good school with a very caring ethos. Since then the school has continued to improve in many ways. The results achieved by pupils in the national tests at the age of 11 have risen significantly.

In the most recent reporting year, standards in English were broadly in line with national averages, above them in science and well above in mathematics. When compared to those of schools with a similar intake, standards are well above in English and science, and high in mathematics. The teaching is much better now than at the last inspection. Rigorous monitoring has been introduced to evaluate teaching and learning; the needs of pupils of different abilities are catered for, and all statutory requirements are now in place. Recent appointments have strengthened the teaching staff, bringing fresh ideas and expertise to the school. All key issues for action previously identified have been tackled effectively. The school is now well placed to continue to improve even further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	C	A	<i>Excellent</i> A*
Mathematics	D	E	B	A*	<i>well above average</i> A
Science	D	E	B	A	<i>above average</i> B

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

Attainment of children when they start school is well below average. They make good progress, and by the time they start full time statutory education at Key Stage 1 they are broadly below average. By the age of 11 years, standards in mathematics are well above average when compared to all schools, and are in the top 5 per cent nationally against schools with similar intakes. Standards in English are broadly in line with national averages when compared to all schools, and well above schools with similar intakes. In science, standards are above national average, and well above in the case of similar schools. The trend in the school's performance for all core subjects has been above the national trend since the last inspection report. The work pupils were doing during the inspection confirmed these standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to succeed, and proud of their achievements. They enjoy coming to school, and are responsive, responsible and eager to learn. They give of their best at all times and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Very good throughout the school in lessons, and at all other times.
Personal development and relationships	Very good. Pupils respect property as well as the values and beliefs of others. They work and play together very successfully, and have a mature respect for each other and for adults.
Attendance	Attendance last year was below the national average, despite concerted efforts by all at the school to improve these figures. Indications for the current year show that improvements are being achieved.

There is a culture of improvement at Clapham Manor. Courtesy and mutual respect are evident everywhere in the school, and pupils from different ethnic backgrounds work and play together happily. Pupils' attitudes to learning are very good, and they have a positive effect on both the quality of the education and the standards achieved. The pupils' behaviour, relationships and personal development are also very good, and all contribute to an orderly and welcoming environment in which effective learning can take place. The headteacher and governors are working hard to improve attendance, and data is regularly analysed to identify trends. The school has rigorous procedures to follow up non-attendance. The high rate of unauthorised absence reported is due to the school's strict adherence to its guidelines.

TEACHING AND LEARNING

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

Overall, the teaching in the school is very good. In just under 80 per cent of what was observed, the teaching ranged between good, very good, and excellent. One lesson was unsatisfactory. The quality varied between year groups. For under-fives in nursery and reception, 43 per cent of the teaching was good and 43 per cent was satisfactory. One lesson was unsatisfactory. Only a small number of lessons were seen for children under five. Inspection evidence indicates that teaching is good overall, but is more consistent in one of the reception classes than in the other. In Key Stage 1, for Year 1 and Year 2, all the lessons were at least good, and 60 per cent were very good or excellent. In Key Stage 2, 83 per cent of lessons were at least good, and 58 per cent were very good or excellent. Teachers are enthusiastic and are very clear about what they expect pupils to learn. They ensure that lessons are interesting, varied and challenging to pupils of all abilities, including those with special educational needs and English as an additional language. Literacy and numeracy are very well taught across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters well for the wide range in pupils' backgrounds, interests and abilities. There is a very good range of learning activities, which include: residential visits, field trips, and extra-curricular activities which provide practical experiences to extend the pupils' understanding of the wider world.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good overall, and it enables them to make very good progress.
Provision for pupils with English as an additional language	The needs of pupils with English as an additional language are very well met within the classroom and when they are withdrawn from lessons for extra help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. All aspects of spiritual, moral, social and cultural development contribute very well to the overall personal development of the individual pupil.
How well the school cares for its pupils	The school has very good procedures for monitoring and caring for its pupils, through very good child protection procedures, and strategies for the promotion of good attendance and behaviour. All adults ensure that the school is a safe, secure and calm environment in which to learn.

The curriculum is broad and balanced and meets statutory requirements. Good links between subjects have been made so that skills learned in numeracy and literacy can be developed further in other lessons. The building of a new information and communication technology room has enhanced the delivery of information technology. This is being used effectively to raise standards in that subject. Provision for pupils with special educational needs and English as an additional language is very good, enabling them to take a full part in lessons and to make very good progress. Through well planned assemblies and through the way in which it implements its aims, the school is very effective in helping its pupils to reflect on their own beliefs, values and feelings and those of others. A wide range of visits further enhances pupils' cultural and social development. Arrangements for child protection, and procedures to ensure pupils' welfare, health and safety, are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and governors provide outstanding leadership. The excellent ethos created by the headteacher and supported by the whole school community strongly supports learning. Staff and pupils are committed to high quality learning and have high expectations of success. All members of the school community work very well as a team, and share a commitment to improvement. The upward trend in standards since the last inspection is just one way in which the school has been successful in achieving its aims.
How well the governors fulfil their responsibilities	The governing body is very supportive and successfully fulfils its role as critical friend to the school. It is very well organised and fulfils its legal responsibilities by means of a very effective committee structure.
The school's evaluation of its performance	The school is extremely good at analysing overall strengths and weaknesses, and in using this data to decide what needs to be done next. This includes new rigorous but supportive arrangements for monitoring the quality of teaching and planning. The staff and governors regularly review the school development plan to see if it is working effectively.
The strategic use of resources	Excellent. The time, money, people, accommodation and resources available to the school are all used efficiently and for the benefit of all pupils. The headteacher and governors apply the criteria for best value in terms of recruitment and retention of staff, and the quality of services.

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 is well led and managed. • Parents feel comfortable about approaching the school with questions or problems. • The school expects children to work hard and achieve their best. • Children like school. • Teaching is good. • Children make good progress. • Behaviour in school is good. • The school helps children become mature and responsible. • The school works closely with parents. 	<ul style="list-style-type: none"> • The range of interesting activities outside lessons. • The amount of work some children do at home.

Inspectors' judgements support parents' positive views. Pupils enjoy school, and form very good relationships with their teachers and with one another. The school has worked hard to involve parents in the life of the school, and they find it very easy to approach the headteacher and staff with suggestions and problems. The concern that some parents have about the limited range of interesting activities outside lessons is not supported by inspection findings. The school organises a wide range of activities during each lunchtime and in the evening after school. Inspection evidence concerning homework suggests that it is regularly set and marked, and that the great majority of parents are satisfied with the work their children are expected to do at home.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests for pupils in their final year are very good and the school is strongly committed to sustaining and raising standards for all pupils.

1. The school's results from the 1999 national tests for 11 year olds in English, mathematics and science are very good. Attainment of children when they start school is well below average. They make good progress, and by the time they start full time statutory education at Key Stage 1 their attainment is broadly below average. By the age of 11 years, pupils' standards in mathematics are well above average when compared to all schools, and are in the top 5 per cent nationally against schools with similar intakes. Standards in English are broadly in line with national averages when compared to all schools, and well above those of schools with similar intakes. In science, standards are above the national average, and well above when compared with those of similar schools. The trend in the school's performance for all core subjects has been above the national trend since the last inspection report. The work pupils were doing during the inspection confirmed these standards.

2. The school attributes these results to its careful work in analysing and interpreting all the data from the previous year's tests. This process usefully identifies specific areas of work that need more emphasis, and has resulted in setting for mathematics for pupils in Years 5 and 6. The careful analysis enables teachers to focus their attention on areas that are likely to make a difference. This includes monitoring attainment to improve standards of literacy to help pupils achieve their potential in written tests. The school was identified as an 'Intensive' school and received one year's support from an external literacy adviser. The school now provides Additional Literacy Support [ALS], Individual Learning Support [ILS], provision for ethnic minorities through an Ethnic Minority Achievement Grant [EMAG], booster classes, and a homework club.

3. The results for seven year olds in the national tests in reading, writing and mathematics are equally impressive. When compared with all schools nationally, standards in reading were well above average, in writing they were above average, and in mathematics they were average. In comparison with similar schools, mathematics and writing were well above average and attainment in reading was very high.

4. Improvements in mathematics can be explained by the systematic introduction of regular mental arithmetic, and the adoption by all teachers of National Numeracy Project strategies. This is having a significant effect on pupils' confidence in dealing with numbers, and on their knowledge and understanding of mathematical concepts. The better performance in English is largely the result of curriculum planning and the in-service training of teachers, which has taken place in the subject. Furthermore, the staff say that the National Literacy Strategy is beginning to have a positive effect on standards generally in the school. Standards in science have improved because of the systematic introduction of challenging investigational work.

5. The school effectively supports pupils who need extra help. Pupils with English as an additional language, and those on the special educational needs register, receive very good support. Each child has targets and strategies linked to his or her individual education plans. The work done by pupils withdrawn from lessons is well linked to the work of the class and to individual education plans.

6. Central to the drive to raise standards is the effective way teachers use assessment to inform their planning to meet the needs of all pupils, particularly those who are higher attainers, and to identify what the pupils need to do next. This area of the schools' work was a key issue for action at the time of the last inspection. It has been tackled very effectively. Day-to-day assessment now effectively informs teachers of the progress made by individuals, and the introduction of optional tests for Years 3, 4 and 5 means that pupils' performance can now be more easily tracked.

The school monitors pupils' performance and welfare very well, and pupils are very well supported.

7. The school provides a very calm and caring environment where all adults constantly strive to raise self-esteem and create a learning environment where all pupils flourish. The overwhelming majority of parents believe the school is helping their children become mature and responsible. Their view is supported by inspection evidence. A cheerful and stimulating atmosphere pervades all aspects of school life, and pupils are valued as individuals and treated with respect by teaching and non-teaching staff alike.

8. The school is making very good use of detailed and careful monitoring of academic progress. There are multi-disciplinary meetings each term to discuss individual progress, and pupils are involved in setting their own targets and monitoring and reviewing the progress they make towards achieving them.

9. Pupils with English as an additional language, and those on the special educational needs register, receive very good support. Each child has targets and strategies linked to his or her individual education plans. A number of pupils who are underachieving in Years 3 and 4 are receiving additional support in literacy. The school has recently been successful with three bids to provide additional support. These are for pupils in Year 3 and 4 who are underachieving in mathematics, for Year 2 pupils who are underachieving in literacy, and for pupils whose first language is Portuguese.

10. Monitoring of pupils' personal development is based on the very good knowledge which all staff have of the pupils. The school is a caring community, where teachers show a high commitment to their pastoral role and provide effective support for pupils with personal problems. The work of the school is further enhanced by the full use it makes of outside agencies. A member of staff commented, ' We work well together as a team to produce pupils who are able to relate well to each other, whatever their backgrounds. We are interested in both social and academic development.'

Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.

11. Throughout the school, pupils' attitudes to learning are very good and have a positive effect on both the quality of their education and the standards of work they achieve. Their behaviour, relationships and personal development are also very good, and all these contribute to an orderly and welcoming environment in which effective learning can take place.

12. Pupils settle well at the beginning of lessons and await the teacher's introduction with eager anticipation. They listen carefully to the teacher, concentrate well, and sustain interest. Pupils like school, and show genuine enjoyment and enthusiasm for their activities. They are keen to tackle new work and confidently share their ideas with others. The majority of pupils show a real desire to improve their work.

13. The very good behaviour of pupils reflects the school's aims and has a positive effect on the quality of learning in the school. Pupils learn from an early age to distinguish right from wrong, and know what is acceptable behaviour.

14. Relationships in the school are very good. The ability of the teaching and support staff to work as a team provides a good role model for pupils, and makes a strong contribution to the positive relationships within the school. Pupils work and play co-operatively, even when not directly supervised by their teacher. In the playground, they play together across the age bands, and show respect for the feelings and choices of others. Pupils respect each other's views and beliefs, and in assemblies use moments of stillness and quiet to reflect on them. The mutual respect shown by staff and pupils contributes significantly to the caring environment.

15. Pupils display very good levels of personal development and maturity, consistent with their age and abilities. They are able to reflect on their own work and evaluate what they have achieved. For example, in a Year 2 science lesson about materials, pupils effectively appraised the success of their experiments and shared it with others. The pupils also show great respect for resources. Their attitude was particularly impressive when they were working in the new information and communication technology room.

16. The attitudes, behaviour and personal development of pupils with special educational needs and those with English as an additional language are very good. Pupils generally work hard, enjoy the individual attention they receive, and work very well within groups. Pupils have very good relationships with teachers and support staff. Generally, they are secure and happy at school, and some show growing abilities to work independently. They are well integrated into classroom life, and the good role models of other pupils ensure they are happy and are achieving well.

The headteacher, deputy headteacher and governors provide excellent leadership, and all staff work effectively as a team at developing and managing the school.

17. The headteacher provides outstanding leadership, which gives a strong sense of purpose and direction to the school. He is personally committed to building an ethos based on mutual respect, celebration of diversity, and effective partnership between the school, the home and the community. He knows how to delegate effectively, and has established a very well organised and effective senior management team with clearly defined areas of responsibility. There is a high level of commitment to the development of the school, and all members of the school community, including staff, governors and parents, work together with a shared sense of vision and pride.

18. The headteacher effectively builds teams to manage change. A very good example is the way senior managers, led by the deputy headteacher, have worked together to develop strategies for monitoring and evaluating planning and for scrutinising pupils' work, so that the curriculum can be developed and standards raised. The deputy headteacher and members of the senior management team make regular visits to classrooms, and there are discussions with co-ordinators and evaluations of statutory assessment tasks. All these help to provide a clear picture of the pupils' progress, which in turn leads to the development of appropriate action plans and targets.

19. The governing body is very supportive and successfully fulfils its role as critical friend to the school. It is well organised and fulfils its legal responsibilities by means of an effective committee structure. Governors take a keen interest in the work of the school, and contribute substantially to its effectiveness. They have high levels of expertise and are very well organised and thorough in their approach. They are open to new ideas and can adapt quickly, which enables them to seize opportunities when these arise, such as the successful bidding for money to raise pupils' attainment. Governors have trust in the headteacher but expect him to be fully accountable to them. They, in turn, make themselves accountable.

Teaching is very good overall, and was very good or excellent in 45 per cent of the lessons observed during the inspection.

20. Throughout the school, teachers prepare their lessons thoroughly by identifying precise learning objectives, grouping the pupils carefully, varying the activities, choosing the best methods to use, and deciding how to assess what the pupils learn. Teachers ensure that pupils are fully aware of the aims of the lessons, and they provide helpful notes for classroom assistants to guide them when working with groups of pupils. Teachers' knowledge and understanding of the subjects they teach is very good. Time is managed efficiently and learning resources are used well to support teaching and learning. These features, together with the teachers' enthusiasm and their positive attitude to discipline, contribute significantly to the high standards achieved and the very good progress that pupils make. Not all of the teaching is of this high quality, but there is enough expertise within the staff for all to be able to rise to the level of the best. In the single unsatisfactory lesson observed for children under five there was insufficient structure for some activities, and parts of the lesson were unpleasantly noisy.

21. One teacher's excellent subject knowledge and her enjoyment of teaching mathematics to Year 1 created great excitement when pupils investigated basic number relationships. The exceptionally clear delivery created an atmosphere of excitement in the process of solving number problems. The excellent use of praise and encouragement, and of careful planning, enabled the high proportion of pupils with English as an additional language and those with special educational needs to sustain concentration and play a full part in the lesson. In information technology in Year 6 the very good explanations given by the teacher encouraged pupils to explore the use of spreadsheets. Pupils enthusiastically explored ways of entering data into the spreadsheet, and they were able to see how it would be useful when solving a mathematics problem about parking costs.

22. In a very good Year 2 science lesson, the teacher shared the learning objectives with the pupils and encouraged them to reflect on the ways in which they learn. The teacher moved around the room, helping, teaching, clarifying, challenging, enthusing, and moving pupils on. This helped to deepen the pupils' understanding of their work, and sustained their interest and enthusiasm. For example, a group of pupils were heard to say, 'I think this is a permanent

change...No it's not.... It can change back...I've seen it do it!' . Teachers also challenge pupils continually without losing the sense of fun and enjoyment in learning. For example, high levels of challenge led to Year 5 pupils identifying and classifying features of myths, legends and fables. They listened to an extract from a legend, and were able to write their own version using the structures they had identified. The teacher interacted skilfully with the pupils, which enabled them to evaluate and improve each other's work.

23. Older pupils have recently been writing a leaflet explaining why pupils should come to Clapham Manor School, and many celebrate the quality of the teaching. For example, one boy writes ' Experience the wonderful teaching of the teachers; humorous, generous and exciting. They transform an old boring history lesson into something remarkable. It's like you're really in World War I'.

The school provides excellent opportunities to cultivate pupils' social, moral, spiritual and cultural development.

24. The school remains highly successful at nurturing pupils' spiritual, moral, social and cultural development so that, by the time they leave, pupils have a mature awareness of how individuals and communities work best. Staff capitalise well on any opportunities that arise to heighten pupils' spiritual response. For example, in a Year 6 mathematics lesson, pupils were encouraged to wonder at the beauty of number patterns. The teacher went on to give a clear and tantalising view of how it could be developed, and its application in the real world of work. Displays encourage onlookers to appreciate skill and beauty through, for example, an investigation into weaving. The daily assemblies provide excellent opportunities for the whole school to reflect as a community on individual beliefs and actions.

25. Assemblies also contribute effectively to pupils' moral and social development. Tolerance and cooperation are actively promoted, along with thought for others. There is a very active 'School Council', and plans, expectations, issues for discussion, and agendas are prominently displayed for all to see. This provision clearly recognises and values pupils' participation in the running of the school. Pupils have also composed their own 'School Aims', which complement those of the governors, and are printed in the school brochure. They have also helped write the school rules, which are positively phrased and prominently displayed around the building. This participation has enabled pupils to understand the reasons for rules, and has developed in them a clear awareness of the differences between right and wrong.

26. The school provides many opportunities to increase pupils' awareness of their own and others' cultural heritage. The planned curriculum, library provision, and the visits and activities offer excellent support for pupils' understanding of their own culture and that of others. Positive images are presented of life in other countries, through geography and religious education, and excellent use is made of artefacts and pupils' own experiences. Music from different countries is regularly played, and there is a good range of books in the library promoting positive attitudes to cultural differences.

Resources available to the school are all used efficiently and for the benefit of the pupils.

27. The headteacher and the governors work hard to ensure that educational developments are supported through excellent financial planning. Governors have a clear plan through which the school's objectives are prioritised, and their effectiveness evaluated. The school's educational priorities and available finance are carefully considered when the annual budget is being drawn up. Spending decisions are suitably linked to the school development plan, and to established and agreed priorities. Criteria for best value are applied for the recruitment and retention of staff, and the quality of services.

28. Governors have a very clear grasp of funding issues, budget setting, and spending priorities. For example, priorities have been set to raise attainment in specific underachieving groups through an 'Initiatives to Raise Achievement Bid'. Money has been obtained to employ a part-time project teacher to work with a group of 12 ethnic minority pupils, with the aim of increasing their confidence in the use of mental strategies and number as part of the National Numeracy Strategy.

29. Staff, resources and the accommodation are managed very well, and non-teaching staff are very well deployed in classrooms and at playtime. Overall, the school makes excellent use of the accommodation and resources for learning, including the very limited playground space.

30. The money the school receives for pupils with special educational needs, and for support for English as an additional language, is appropriately spent to enhance staffing to comply with the Code of Practice procedures. Overall, staffing and resources are used very well to raise the standards of attainment of these pupils.

WHAT COULD BE IMPROVED

There are inconsistencies in the quality of opportunities provided across classes for children under five

31. Overall, the teaching of children under five is good. However, it could be even better for all children if there were more consistency in the quality of teaching and learning across the classes. In the single unsatisfactory lesson for children under five there was insufficient structure for some activities, and parts of the lesson were unpleasantly noisy. The school has recognised this as an area for development, and senior staff have already monitored the classroom. They have followed this up with support and informal target setting.

32. An Early Years scheme of work covering a two-year cycle has been written, based on the nationally recognised 'Desirable Learning Outcomes for Children Under Five'. The school has identified that the curriculum needs to be reviewed and developed to incorporate the new 'Desirable Learning Goals'.

The rate of attendance.

33. Despite concerted efforts by the headteacher and governors to improve the rate of attendance, the figures last year were below the national average. The school has developed rigorous procedures to follow up non-attendance, and data is regularly analysed to try to identify trends. Indications for the current year show that improvements are being achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. The school should now:

- Ensure that all children under five receive the same high quality opportunities by:
 - * sharing good practice across all classes in managing children's behaviour and providing challenging learning activities;
 - * writing a clear action plan for the effective implementation of the new national guidelines for the curriculum for under fives.

- Consolidate the good start that has been made in improving rates of attendance by reviewing the rigorous procedures that are already in place, in order to identify areas for further development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	31	35	17	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	352
Number of full-time pupils eligible for free school meals	0	139

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	2	90

English as an additional language

	No of pupils
Number of pupils with English as an additional language	122

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	24	26	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	22	21	23
	Girls	26	26	25
	Total	48	47	48
Percentage of pupils at NC Level 2 or above	School	96 (86)	94 (83)	96 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	22	23	21
	Girls	25	24	24
	Total	47	47	45
Percentage of pupils at NC Level 2 or above	School	94 (82)	94 (86)	90 (86)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	19	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	15	14
	Girls	17	17	19
	Total	30	32	33
Percentage of pupils at NC Level 4 or above	School	77 (68)	82 (46)	85 (63)
	National	70 (65)	69 (85)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	12	11
	Girls	13	14	15
	Total	21	26	26
Percentage of pupils at NC Level 4 or above	School	54 (39)	67 (33)	67 (43)
	National	68 (65)	69 (85)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	70
Black – African heritage	49
Black – other	51
Indian	4
Pakistani	0
Bangladeshi	6
Chinese	1
White	140
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	4	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)	19.2
Number of pupils per qualified teacher	24.4
Average class size	23.3

Education support staff:

YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	0

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	0

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	900649.00
Total expenditure	909490.00
Expenditure per pupil	2274.00
Balance brought forward from previous year	13056.00
Balance carried forward to next year	4215.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	33	6	2	0
My child is making good progress in school.	51	47	2	0	0
Behaviour in the school is good.	47	51	0	0	2
My child gets the right amount of work to do at home.	37	43	16	0	4
The teaching is good.	55	45	0	0	0
I am kept well informed about how my child is getting on.	24	55	12	2	6
I would feel comfortable about approaching the school with questions or a problem.	73	22	2	2	0
The school expects my child to work hard and achieve his or her best.	67	27	2	0	4
The school works closely with parents.	51	39	2	0	4
The school is well led and managed.	78	18	0	2	2
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	20	43	22	4	10