

INSPECTION REPORT

EDWARD BRYANT PRIMARY SCHOOL

Bognor Regis

LEA area: West Sussex

Unique reference number: 125817

Headteacher: Mrs C Williams

Reporting inspector: Mr M Massey
23785

Dates of inspection: 11 & 12 June 2001

Inspection number: 197670

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: 4 – 11 years

Gender of pupils: Mixed

School address: London Road
Bognor Regis
West Sussex

Postcode: P021 1BG

Telephone number: 01243 822454

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Appropriate authority: Governing Body

Name of chair of governors: Mrs P Stinchcombe

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Edward Bryant County Junior and Infants School is situated in the Hotham ward of Bognor Regis in West Sussex. The school is bigger than average with 350 pupils on roll, 184 boys and 166 girls. Pupils are aged from 4 years to 11 years and are taught in 13 classes. They mainly come from the local area and have a wide range of family and ethnic backgrounds. Pupils' attainment on entry to the school is below average. They start school full-time in the September after they are five, if they have an autumn birthday and part-time if they are born after the 31 December; all pupils become full-time in January. Around 13 per cent of the pupils are known to be eligible for free school meals, which is about average. There are around 30 per cent of the pupils on the register of special educational need, which is above average as is the percentage of pupils with Statements of Special Educational Need. A small proportion of pupils come from refugee families and there is a higher than average percentage of pupils who speak English as a second language. Attendance was slightly below the national average in the year 1999/2000 and there were no pupils excluded from the school.

HOW GOOD THE SCHOOL IS

Edward Bryant Primary is a very good school with many strengths. The school is very well led by the headteacher who is keenly supported by other senior teachers, staff and the governing body. Consistently good teaching throughout the school ensures that pupils make good progress and achieve high standards. National test results at the end of Key Stage 2 have been maintained at a high level in English, mathematics and science over the last five years, with some added improvement in science and English. Standards are above the national average in all three of these core subjects. The good learning ethos created contributes substantially to the positive attitudes and responsible behaviour of pupils. The school gives very good value for money.

What the school does well

- The very good leadership gives a clear direction to the school with the headteacher, staff and governors constantly reviewing provision and striving to improve the school.
- The consistently good teaching results in high standards being achieved throughout the school.
- Assessment is used effectively to ensure that pupils of all ability levels make good progress in their learning.
- The school creates a good learning ethos and values the efforts of everyone involved with the school. This results in the positive attitudes that pupils and parents have.

What could be improved

- Attendance is below the national average with a high proportion of pupils taking holidays during term time.
- The progress of refugee pupils is not specifically monitored.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in September 1997 and has successfully addressed the areas identified in the last report as needing improvement. Schemes of work have been put in place for art, history, design and technology and religious education and teachers' planning shows that they are being effectively implemented in all classes. There has been a good improvement in pupils' access to computers and they are developing their skills, knowledge and understanding well. Computers are now used effectively to extend pupils' learning in subjects like mathematics and English and pupils are developing a good understanding of the advantages of technology in areas such as design and presentation. Clear and effective assessment procedures have been put in place for subjects like art and history and the progress of individual pupils can now be checked in all subjects. Since the last inspection high standards have been maintained in mathematics, the high standards have been improved in science and there has been a very good improvement in standards in English by the time pupils leave the school. In Key Stage 1, there was little improvement in standards from 1997 – 2000. However, the school has worked hard to address this issue and as a result of good assessment, small class sizes and working hard with identified groups of pupils, standards have improved well for the present cohort of seven-year-olds.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	C	A	A
Mathematics	C	B	B	B
Science	B	B	A	A

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

Children's attainment on entry to the school is below average. National test results for eleven-year-olds in 2000 showed that standards were well above average in English and science and above average in mathematics, when compared to all schools and to similar schools. Over the last five years standards have improved consistently in English, with a significant improvement from 1999 to 2000. In mathematics, the improvement has been more variable with a big rise in standards from 1996 to 1997 then a slight decline in 1998, since when standards have risen again. In science, standards have improved well over the last five years with some particularly good improvement in science results since 1998. Overall the school's results are improving at a rate that is above the national trend at the end of Key Stage 2. The youngest children make good progress in their time in the Foundation Stage and they are in line to achieve the nationally expected standards in all areas of the foundation curriculum. National test results for seven-year-olds in 2000 were well below average in reading and below average in writing and mathematics when compared to all schools. When compared to similar schools standards in all three subjects were well below average. In reading and writing the reason for this was the low proportion of pupils attaining at the higher level 3 and, in writing a high proportion of pupils attaining at the lower level 1. In mathematics, the proportion of pupils attaining at the higher level was close to the national average but there was a high proportion of pupils attaining at the lower level 1. Smaller class sizes and specific strategies aimed at improving performance in Key Stage 1 have proved effective during the last year. As a result standards for the present cohort of seven-year-olds have improved and pupils are achieving at the expected levels. The good progress being achieved in the Foundation Stage is now being carried through to the end of Key Stage 1 and into Key Stage 2. The school has set appropriate targets for maintaining standards, based on its own good internal assessment system. Although it is expected that standards will decline slightly for eleven-year-olds in the 2001 test results they are expected to rise again in 2002. Bearing in mind the below average attainment on entry the achievement of pupils is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. They are interested in what they do and enjoy talking about their work, responding well to the good learning ethos promoted by the school.
Behaviour, in and out of classrooms	Good. In lessons the vast majority of pupils behave well and this enables others in the class to concentrate on their work and make good progress. Behaviour in and around the school is also good with no signs of aggression or overbearing behaviour.
Personal development and relationships	Good. Pupils get on well together, co-operating well in lessons like science and mathematics. They are happy to take responsibility for their own learning and carry out tasks around the school conscientiously.
Attendance	Unsatisfactory. Attendance is below the national average. Although the school is conscientious in checking on absences, there is a small

	but significant number of families who take holidays during term time.
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The good attitudes of pupils to school reflect the high priority that the school places on achieving a good learning ethos where pupils are free to concentrate on their learning.

TEACHING AND LEARNING

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

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

Overall the teaching in the school is good. In 70 per cent of the lessons seen the teaching ranged between good (60 per cent) and very good (10 per cent). No teaching was unsatisfactory. The teachers' planning and provision in the Foundation Stage is very good. The teaching of English and mathematics is good and as a result pupils achieve well. An important feature of the good and very good teaching seen is the challenging and open-ended activities planned by teachers. This means that pupils are not held back by overprescriptive work sheets and tasks but in many cases are able to set their own challenges once the initial task has been completed. This sometimes leads to pupils making mistakes or attempting difficult tasks but this is viewed as an important part of their learning by the best teachers and is used positively to encourage pupils and show them how they can improve. As a result pupils are not afraid to attempt difficult tasks and make mistakes because they know that they will be supported. Where teaching was satisfactory there was a tendency for more directed work that did not always sufficiently challenge all pupils. With lower attaining pupils this approach was intended to be supportive but in fact sometimes restricted the progress of the quicker pupils in these classes. In all classes teachers' planning is good and teachers are careful to explain to pupils what they are expected to learn. Consequently pupils have a good understanding of their own learning. This is particularly good in English where the individual target setting in pupils' books gives them a very clear knowledge of how they can improve. Teachers' management of pupils is good and classroom assistants work well with teachers and make a good contribution to pupils' learning. The school makes good arrangements for supporting the learning of pupils with special educational needs and English as an additional language and these pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum and is making good use of information technology across a range of subjects. High quality work is produced in pupils' books and the display of pupils' work around the school in a range of subjects, like art, reflects this.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified early and given good support in lessons and through small group and individual teaching. Pupils' individual education plans outline targets for each pupil and parents are invited into the school to discuss how they can provide support for their children.
Provision for pupils with English as an additional language	Good. Pupils' progress is tracked through the very good assessment procedures in place in the school. Good support is given in class and by the local authority support service.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school gives good guidance on spiritual, moral, social and personal development. During lessons teachers create good opportunities to promote social development and assemblies are used well to develop pupils' spiritual development. Overall, the cultural development of pupils is satisfactory.
How well the school cares for its pupils	Good. Child protection procedures are in place and there are very good procedures for assessing and tracking pupils' academic progress.

The school has developed a good partnership with parents who are very supportive of the work of the school. The school meets all its statutory requirements. The quality of information given to parents is good and annual reports outline clearly what pupils can and cannot do. The use of setting in subjects like English and mathematics supports pupils' learning well and ensures that pupils of all abilities make good progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides high quality leadership with a clear vision of where the school is going. She is well supported by a committed and enthusiastic staff who are committed to improving provision for pupils.
How well the governors fulfil their responsibilities	Very good. The governors have drawn up their own development plan that includes training on areas such as data interpretation. They have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good. The school analyses the results of national tests to see how it can improve and planning is adapted to make improvements possible. The headteacher and senior staff regularly monitor teaching and planning and make suggestions for improvements when appropriate.
The strategic use of resources	Good. The school uses its budget well to make sure that priorities identified in the school development plan are adequately supported. Overall, the school gives very good value for money.

The very good leadership provided by the headteacher is an important factor in ensuring that staff and governors are aware of priorities for the school. Through the system of core groups all staff are involved in decision making and producing action plans for improvements in all subjects. The school takes account of the principles of best value well. This is a school that constantly evaluates and strives to improve its performance.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Teaching is good. • Behaviour in the school is good. • The school expects children to work hard and do their best. • The school is well led and managed. • The school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents feel that there is not the right amount of homework. • The school does not provide an interesting range of activities outside lessons.

The inspection team fully agrees with the positive views expressed by parents. The school provides a good range of activities for older pupils, after school and the team were of the opinion that the

length of the school day for younger pupils would make it difficult for them to get the best out of activities after school. The school meets government requirements for homework and a homework club is available for older pupils. The team believes that arrangements are satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good leadership gives a clear direction to the school with the headteacher, staff and governors constantly reviewing provision and striving to improve the school.

1. The headteacher gives high quality leadership to the school and she is well supported by a hard-working and dedicated staff. The success of the school owes much to the enthusiasm, energy and commitment of the headteacher to continued improvement in the school. She sets a good teaching example to staff by her regular teaching commitments that are carried out with a sense of fun, energy and desire to get the best out of her pupils. Through the establishment of core groups she has empowered staff at all levels to contribute actively in the ongoing development of the school. Regular working groups have been established to cover all subjects and prepare action plans for improvement, which are monitored and reported on by senior staff. As a result staff feel that they make a valuable contribution to the school and a good forum has been established to enable the exchange of ideas and initiatives across all age groups in the school. The initiatives taken to improve standards in Key Stage 1 are a good example of the impact of evaluation, clear thinking and direct action resulting in improvement in standards. Class sizes were reduced and individual year groups introduced which gave teachers a clearer focus in their planning. Focus groups were identified in order to improve the standards of specific groups of pupils and additional classroom support time was allocated. A Year 1 intervention programme is planned for the autumn term to raise standards further for younger pupils.
2. The headteacher has established a very good system of monitoring teaching and identifying areas for improvement. Teachers are regularly monitored, often by the headteacher but also by subject co-ordinators, as appropriate. Written reports are prepared following visits and areas for improvement are identified and fed back to teachers. The local authority adviser also takes part in the process and acts as a good external influence to substantiate teaching standards within the school. This process is an important part of developing and maintaining the good standard of teaching seen during the inspection.
3. The school development plan is a clear document that sets an agenda for improvement in key areas for a period of three years. The good format enables priorities for development to be identified, as well as other issues of lesser importance, such as history or premises. These initiatives are often supported by the work of the core groups, described above. Timescales for monitoring and evaluation are included, as are success criteria, though these are not always expressed in measurable terms. Staff development is given a high priority and resources are allocated appropriately.
4. The governing body have a good knowledge of the strengths and weaknesses of the school. They have established a sound committee structure and have recently drawn up a governors' development plan in order to improve their expertise in areas such as data interpretation. They have links to specific classes which they visit in order to gain an understanding of how the school works. They have just developed an evaluation sheet for use following class visits, which is a good development. The school development plan is drawn up by the headteacher and staff but is thoroughly discussed by governors who have a good understanding of the proposals.

The consistently good teaching results in high standards being achieved throughout the school.

5. The quality of teaching is consistently good in all areas of the school. Since the last inspection there has been a satisfactory improvement in teaching with no lessons during the inspection being unsatisfactory. The youngest children, in the two reception classes, benefit from very good provision which has been effectively maintained in the absence of the Early Years co-ordinator. This is a good example of how well-established structures and practices can support teachers who have to take over when the usual class teacher is absent. The children in both classes feel secure and there is a good relationship with parents, many of whom spend some time with their children in class first thing in the morning sharing learning experiences. This

shows children that their education is valued by parents and staff and is a positive factor in the good progress that they make.

6. Throughout the school, teachers' planning is good overall. Teachers have a clear idea of what they want the pupils to learn and this is often written on the whiteboard and explained to pupils at the beginning of lessons. Key vocabulary is identified and in the best lessons this is regularly referred to so that pupils' specific language skills, for example in mathematics, are reinforced. This is helpful to pupils when they are using text-books and in test situations when their understanding of language means that they can understand the mathematical problems set more easily and therefore get on with the actual mathematical calculations involved. Pupils make the quickest progress in the good and very good lessons that are planned with open-ended and challenging activities. This is usually preceded by a good whole-class introduction and then a carefully structured activity set by the teacher. On completion pupils are often given the option to set their own tasks or the teacher makes suggestions about how activities can be extended for individuals or groups. This means that pupils are continually being challenged and, in the best lessons, set some of their own challenges. It is notable that many pupils are confident to do this. This is because teachers accept that mistakes might be made or activities that pupils set for themselves might be difficult but that this is a learning experience. Pupils are then given positive support and encouragement and made to feel that their efforts are valid. In these lessons pupils are eager to learn and often happy to push out their own boundaries, secure in the knowledge that they will be supported. A good example of this was in a Year 5 class with lower attaining pupils where pupils explored mathematical number patterns in pairs and devised their own investigations following the example set by the teacher. Pupils approached the teacher happily with questions and problems but there was an excited buzz of learning with pupils invariably setting themselves challenging tasks. Where teaching is satisfactory lessons are still well planned and key vocabulary identified but teachers tend to be more directive and do not give the same open-ended tasks that allow pupils to be challenged throughout the lesson. This approach is designed to be supportive and ensure that pupils are successful in their work, particularly lower attaining pupils. However, as a result the pace of learning for some of the pupils is slower than it could be.
7. The management of pupils is good. Teachers establish good routines and pupils know what is expected of them. This helps to maintain a good pace in lessons as little time is wasted when pupils move from whole-class work to group work. Classroom assistants support teachers and pupils well. They have a good understanding of what is being taught and a clear expectation of what they are expected to do. They have established good relationships with pupils and pupils respond well to the support that they provide. In a Year 2 class the contribution of the classroom assistants was instrumental in the good progress that pupils made. It enabled the class teacher to carry out a dedicated teaching task with a smaller group of pupils confident that the rest of the class would be well supported. Teachers have a good subject knowledge and have worked hard to ensure that the national numeracy and literacy strategies meet the needs of all pupils at the school. The use of setting in Key Stage 2 enables focused teaching to take place, often with smaller classes due to the support of the headteacher, and makes a good contribution to the high standards achieved by pupils.
8. As a result of the good quality of teaching standards throughout the school and across subjects are high and pupils make good progress in their learning. The very good results achieved by pupils in last years National Curriculum tests for eleven-year-olds is a confirmation of this. The rate of improvement over the last four years has been above the national trend with good improvements in English and science during the last year. In mathematics, pupils in Year 6 confidently use their mathematical skills to represent data on a graph following a field trip to study the depth of the River Arun. In English, they construct good arguments in their letter writing based on a sound knowledge persuasive writing. The present cohort of pupils are not predicted to achieve such high standards this year. However, school assessment records and inspection evidence show that they are making good progress in their learning based on their prior attainment.

Assessment is used effectively to ensure that pupils of all ability levels make good progress in their learning.

9. The school has developed a very good system of assessment that enables the progress of individual pupils to be tracked throughout their time at the school. This system starts with assessment of the youngest pupils on entry to the school and continues until pupils leave the school at eleven, when they take their National Curriculum tests. The school has drawn up a good policy that makes the important link between assessment and planning and shows quite clearly how the results of assessments are an integral part of the planning process. The policy also acknowledges the importance of teachers' own expertise and use of their professional judgement to complement test results and assessments of pupils' work. As a result of this approach and the good knowledge that teachers have of individual pupils a number of other good initiatives that ensure pupils make good progress and attain high standards have been introduced:
- National curriculum test results have been analysed and areas for improvement identified, for example in mathematics with increased focus on data handling and the use of mathematical language.
 - Individual target setting through the marking of work, which is presently being trialled in English, gives pupils good feedback on their work and is specifically designed to identify how each individual can improve. This system is not in use in mathematics and science and consequently pupils do not have such a clear idea of how they can improve.
 - The progress of pupils with special educational needs is good. Individual education plans give good information and set suitable targets for pupils, whose learning is well supported by teachers and classroom assistants. The withdrawal and support work of the special educational needs co-ordinator is integral to the good progress that pupils make. The end of Key Stage 2 National Curriculum test results show that a large proportion of pupils with special educational needs often achieve at least average levels.
 - Pupils are put in sets for English and mathematics in Key Stage 2. Where possible lower attaining pupils are put into smaller groups and this helps them to make good progress. The challenging work set for pupils in higher attaining sets ensures that these pupils, too, learn at a good rate. Overall, staff are more able to target work at the appropriate level.
 - Good records of progress are kept for pupils who have English as a second language and their progress is carefully monitored and regular support is available from the local authority.
 - The performance of more able pupils is specifically monitored and supported by a school policy. Local authority Saturday Schools are recommended to pupils and parents are appreciative of this approach.

The school creates a positive learning ethos that values the efforts of everyone involved with the school and results in the positive attitudes that parents and pupils have.

10. On entering the school it is immediately noticeable that there is an immense amount of care and attention given to displaying pupils' work, particularly in art, which is of a high standard. There is an obvious pride taken in the appearance of the school and celebration of pupils' achievements. This sets the tone for the good learning ethos found in the school. There is a conviction from the headteacher and staff that pupils, at all levels of ability can, and should, achieve their own maximum potential. Equally importantly it is realised that this can only be achieved through good behaviour, a secure classroom environment and a care for the individual.
11. The daily assembly makes a good contribution to establishing the ethos. Pupils enter and leave in an orderly fashion and make good contributions to the assembly by answering questions and participating in role-play. Important issues, like making mistakes and learning how to say sorry, and perhaps more importantly, how to accept and respond to apologies, are raised in assemblies and good guidance is given. The pupils' attitudes in class and around the

school reflect the high expectation of staff. In class, pupils concentrate well and, with a few exceptions, allow other pupils to get on with their work undisturbed. They are eager to learn and respond well to the challenges set by teachers. The positive and enthusiastic attitudes of staff, who set a “can do” tone to activities, are also key factors in encouraging pupils to learn. Around the school pupils are polite to visitors and confident enough to discuss openly what they are doing and ask questions about what the visitor is doing!

12. The results of the parents’ questionnaire and discussion at the parents meeting show that parents have a very positive attitude to the school. This is helpful in reinforcing the value of school to their children and itself makes a good contribution to learning. The school places a high value on the opinions of parents and involves them as early as possible in their children’s education, particularly if they have any difficulties with their learning.
13. The open, positive and caring attitude of the school reflects the value that the school places on creating a good climate for learning and improvement and a faith in the ability of everyone to improve and realise the high expectations set by the school.

WHAT COULD BE IMPROVED

Attendance is below the national average with a high proportion of pupils taking holidays during term time.

14. Although the school has good procedures for monitoring pupils’ absence, attendance is below the national average. Teachers are meticulous about recording reasons for absence and registers are carefully kept. The school follows up any absences promptly by contacting the home and the headteacher reviews absences with the education welfare officer, particularly if a pupil’s attendance falls below 80 per cent. However, a scrutiny of school registers shows that a high proportion of pupils have holidays in school time and some other pupils have a high proportion of absence. Although it is the responsibility of parents to ensure that their children attend school regularly the school does not have procedures in place to inform parents of the effect that these absences have on their children’s progress in school.

The progress of refugee pupils is not specifically monitored

15. Although the school has good procedures for monitoring the progress of individual pupils there is no specific monitoring of children from refugee families. As they do not speak English they are, at present, regarded by the school as part of the group of pupils learning English as a additional language. The school is very aware of the needs of these pupils and has put in place some good initiatives within the local community to give support to these families, for example through various links with the local church. However, the lack of specific information makes it difficult to evaluate the impact that the various initiatives have on the academic and personal development of this group of pupils. As a result it is difficult to identify which initiatives are proving the most successful and how other provision could be improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16. In order to raise standards further the governing body, headteacher and staff should:

Improve the attendance of pupils at the school by:

- identifying all pupils whose attendance is below average;
- ascertaining reasons for below average attendance;
- writing to parents of pupils who have poor patterns of attendance and informing them that their children’s attendance is below average and of the impact of poor attendance on their children’s attainment;
- monitoring the impact of this initiative and rigorously pursuing families with persistently poor attendance through the education welfare officer.

Monitor the progress of refugee pupils by:

- identifying refugee pupils within the present tracking system for pupils learning English as a additional language;
- setting up a separate register which will track the progress of individual pupils academically, personally and socially;
- identifying initiatives that have had an impact on pupils' learning and looking for areas that could be improved.

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	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	60	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	350
Number of full-time pupils known to be eligible for free school meals	0	46

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	126

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

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	5

Attendance

Authorised absence	%
School data	5.8
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	32	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	24	26
	Girls	14	14	11
	Total	39	38	37
Percentage of pupils at NC level 2 or above	School	81 (74)	79 (80)	77 (72)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	26
	Girls	13	11	11
	Total	38	39	37
Percentage of pupils at NC level 2 or above	School	79 (74)	81 (74)	77 (84)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	25	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	21	25
	Girls	20	16	25
	Total	45	37	50
Percentage of pupils at NC level 4 or above	School	90 (69)	74 (82)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	20	22
	Girls	14	14	18
	Total	26	34	40
Percentage of pupils at NC level 4 or above	School	52 (73)	68 (76)	80 (86)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	3
Chinese	0
White	276
Any other minority ethnic group	13

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)	15.1
Number of pupils per qualified teacher	22.9
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	163

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

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

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	589,084
Total expenditure	597,846
Expenditure per pupil	1,728
Balance brought forward from previous year	287,65
Balance carried forward to next year	20,003

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	49	48	1	1	0
My child gets the right amount of work to do at home.	46	36	14	3	1
The teaching is good.	69	30	0	0	1
I am kept well informed about how my child is getting on.	56	35	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	81	15	3	0	1
The school expects my child to work hard and achieve his or her best.	64	33	3	0	0
The school works closely with parents.	51	36	8	1	0
The school is well led and managed.	65	31	1	0	3
The school is helping my child become mature and responsible.	56	40	0	1	3
The school provides an interesting range of activities outside lessons.	43	32	10	3	12