

INSPECTION REPORT

ST PETER'S C of E INFANT SCHOOL

Oxted

LEA area: Surrey

Unique reference number: 125197

Headteacher: Mrs Rosemary Dalziel

Reporting inspector: Brenda Spencer
20451

Dates of inspection: 26th – 27th February 2002

Inspection number: 197795

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
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Tandridge Lane Tandridge Surrey
Postcode:	RH8 9NN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs V Cannings Knight
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

St Peter's C of E Infant is a small, mixed school in Oxted, Surrey, for pupils aged four to seven years. Most of the pupils have advantaged socio-economic backgrounds and their attainment on entry to school is good. There are 80 pupils attending full time; 42 are boys and 38 are girls. Nine pupils left and none joined the school last year outside the normal times of transfer. There are no pupils from ethnic minorities. There is one pupil for whom English is an additional language. Nine per cent of pupils are on the special educational needs register, which is below the national average. One per cent has statements of special educational needs. No pupils are eligible for free school meals. This is below the national average.

HOW GOOD THE SCHOOL IS

This is an excellent school. The ethos enables boys and girls of all abilities to flourish. Children in the Foundation Stage are on track to achieve beyond the recommended goals in most aspects of their learning by the end of the reception year. Pupils at the end of Year 2 achieve standards well above national averages in the English, mathematics and science national tests. The quality of teaching, leadership and management in the school is excellent overall. While costs are high because of the size of the school, given the factors above, the school achieves very good value for money.

What the school does well

- Pupils achieve very high standards in English, mathematics and science.
- The leadership provides excellent direction for the continuous improvement of the pupils' education.
- The very high quality of monitoring, evaluation and school planning for improvement ensures that high standards are maintained in provision and learning.
- The excellent quality of teaching challenges and inspires pupils to work at a high standard with great enthusiasm.
- There is a broad and stimulating curriculum which gives pupils many rich opportunities to apply their skills and knowledge.
- Pupils show high levels of interest in their work, behave very well and have excellent relationships.
- The school enjoys a high level of support and approval from parents.

What could be improved

- Success in persuading some parents of the benefits to pupils of parking safely outside school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Recommendations made at that time have been met in full. The accommodation has been extended significantly with very positive benefits for standards in physical education and for the general community life of the school. Parents now receive useful information concerning their children's learning for each term.

In addition, many strengths in the provision have been maintained since the last inspection. Most significantly the leadership, management and teaching are now excellent. Impressive standards continue to be achieved in English, mathematics and science. The curriculum provides much better opportunities for children in reception class to explore their learning outside. The application of information and communication technology and writing is much greater across the curriculum. Pupils' attitudes to their learning and their behaviour are even more positive than before.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A*	A*	A*	A
writing	A	A	A	A
mathematics	A	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall standards achieved in reading, writing and mathematics in National Curriculum tests in 2001 were well above the national average. The school's performance in reading was in the highest five per cent nationally. Compared with similar schools and the national average, the proportion of pupils reaching the expected standards in all three areas and in science was in the top five per cent. The proportion of pupils reaching the higher levels was well above the national average for reading, writing, mathematics and science and was in the top five per cent for reading. Compared to results in similar schools, the school's results were well above average in reading, writing and science and above average for mathematics. Trends over three years show that pupils' performance is rising in line with but well above the national trend. Both boys and girls exceed the national average for their groups; however, in reading boys do so to a far greater extent than girls.

Pupils by the end of Year 2 are on track to maintain the high standards achieved in previous years in English, mathematics and science. They also develop impressive skills in using and evaluating historical artefacts. Their planning skills in design and making are very effective. In science they show well above average ability to consider and record their evidence and draw valid conclusions. Children in reception develop their reading and writing skills very rapidly and show strong phonic knowledge which they use well to attempt independent spelling. Given the pupils' good starting points and the high standards they reach, they achieve very well. Pupils with special educational needs also make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils come into school happily and settle to their work with evident enthusiasm. They work with impressive concentration and enjoyment and strive to meet their targets for learning.
Behaviour, in and out of classrooms	Pupils are very well behaved. They show great courtesy to one another and to adults. They treat their belongings and the school environment with respect.
Personal development and relationships	Relationships are excellent. The pupils have many opportunities to take on responsibilities and do so conscientiously. Younger pupils particularly appreciate the care and concern shown towards them by older pupils at lunchtime and in the playground.
Attendance	The attendance rate for 2000/2001 was well above the national average and the rate of unauthorised absence was below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very good	Excellent

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

The quality of teaching is excellent for English and mathematics and skills in literacy and numeracy are developed exceedingly well. Particularly impressive features of teaching include the warmth of relationships which contribute to the pupils' self confidence, the challenge of questions, the high expectations teachers have of pupils and the excellent pace and rhythm to lessons which ensure that pupils' attention is always captured.

Teaching meets the diverse needs of pupils very well. Explanations and work set take full account of pupils' different starting points. Consequently, higher attaining pupils are challenged and extended and those who need to take their learning at a steadier pace are supported well. Strengths in the teaching inspire pupils to work extremely hard and with enthusiasm. They concentrate well and work well together. The presentation of pupils' work reflects the pride they take in what they do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum very successfully develops pupils' skills of literacy and numeracy. It covers the requirements of the National Curriculum subjects in a stimulating and challenging way. The reception class curriculum is sympathetic to the needs of young children.
Provision for pupils with special educational needs	Pupils' progress is very carefully monitored. Appropriate targets are set and regularly reviewed and consequently pupils make very good progress.
Provision for pupils with English as an additional language	Good encouragement is given to participate in class discussions. Classroom assistants monitor progress in lessons very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils have many opportunities to reflect on their experiences. They are encouraged to work together and develop their social skills. Adults provide excellent role models for moral and social behaviour. Pupils have good opportunities to become aware of cultures, including those of others, through performers visiting school, in dance, literature and studies in geography.
How well the school cares for its pupils	Pupils' academic progress is monitored very well. There are very well known procedures for ensuring the pupils' protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. The school team is very strong, working well together to ensure the pupils have a very good education. The school's aim to have Christian beliefs and values at the centre of its work are evident in all its activities.
How well the governors fulfil their responsibilities	The governors are entrepreneurial, ambitious and energetic in the way they fulfil their statutory responsibilities. They have a strong strategic view for school improvement.
The school's evaluation of its performance	Performance data is analysed thoroughly to identify any areas for improvement. Each year, the whole school team, including governors, is involved in auditing the success in meeting the school's plans for improvement.
The strategic use of resources	The budget is carefully targeted to priorities for school improvement. It is monitored appropriately. The school applies the principles of best value very well. In particular, it compares its performance rigorously to similarly advantaged schools and explores the impact of its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • How much their children like school. • How well the school is led and managed. • The high expectations the school has for their children. • The quality of teaching. • The children's good behaviour. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The information they receive about their children's progress. • A closer working relationship with parents.

The inspection team agrees with the parents' positive views. However, the range of activities outside lessons is good for an infant school, the information parents receive on their children's progress is detailed and informative and the way the school works with parents is in line with good practice.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very high standards in English, mathematics and science.

1. Pupils enter school with well-developed skills in communication, mathematics and personal and social development as shown by baseline assessment. They make very good progress and go on to achieve standards in national tests at seven which are well above the national average. Pupils achieve at above average levels at both the expected and at the higher levels in reading, writing and mathematics. Impressively, their performance in reading is in the top five per cent of all schools and has been for the last three years. Of more importance is the comparison with schools with pupils of similar advantage. The proportion of pupils reaching the expected level in reading, writing, mathematics and science is in the top five per cent of similar schools. The proportion of pupils reaching the higher levels is well above average in reading, writing and science and is above average in mathematics. Both boys and girls do well compared with the respective national averages for boys and girls and boys excel particularly in reading.
2. The scrutiny of pupils' work reveals that basic skills are taught very well indeed. Pupils' work is marked in a constructive way to help them to improve. There are also many opportunities for pupils to apply their skills and understanding across the curriculum in interesting ways. These factors all contribute to the very high standards achieved. Observations in lessons and the sample of work show many pupils are operating at the higher levels of expectation. In science, pupils in Year 1 and 2 use a variety of ways of presenting scientific findings and are able to draw valid conclusions. These include bar charts, pie charts and tally charts. They develop a good understanding of fair tests. In history, pupils use their literacy skills to identify and describe differences between artefacts such as toys used today and those played with by their parents, grandparents and even great grandparents. In writing stories, pupils are able to engage the reader very quickly through effective simple opening sentences which paint a vivid picture such as 'one Autumn morning mother duckling was sitting on her eggs'. Some openly address the reader: for example 'Gran always had a surprise for Tommy. I wonder what she would have in store today?' Measuring skills are used in science to plot the growth of plants grown in different conditions using standard units of centimetres.

The leadership provides excellent direction for the continuous improvement of the pupils' education.

3. The headteacher provides excellent leadership to the school in a calm and purposeful manner. The quality of leadership is highly valued by parents. She carries well the full leadership and management responsibilities of headship common to all schools with the additional weight of a two-day teaching commitment. The impact of her high quality leadership was instrumental in the school being awarded the DfES School Improvement Award for sustained high level performance. The headteacher's goals for the pupils' education are broad. These include achieving high standards in areas assessed through national tests, but not at the cost of a full curriculum. It is important to her that pupils thrive and achieve their best through a strong partnership between the school and their families.
4. St Peter's C of E infant is a small school at the heart of the local community. Relatively few people shoulder many responsibilities. The school has been awarded the Investors in People standard. This reflects the importance placed on effective partnership of all staff in providing a good education for its pupils. Central to this is an entitlement of all members of staff to continuous professional development. Statutory management systems, which support teachers in performing effectively and in improving their skills, have been extended to other staff with a teaching role. Teamwork is particularly effective in deciding the priorities for school improvement on an annual basis. All staff and governors are involved in an audit of what has been achieved in the previous year and in identifying what needs to be done next.

5. The governing body is dedicated to the school's wellbeing and is entrepreneurial in achieving its aims. The members have a wide range of experience and skills and a shared motivation to support their school wholeheartedly. They show an enlightened and perceptive understanding of the impact of their actions. For example, in evaluating the benefits of the extension to the school building they refer not only to the improved standards in physical education but also to broader outcomes. They recognise that the sense of a school community has been heightened by the availability of a suitable hall for assembly and extra-curricular activities. The use of the school hall for lunches means that the village hall is now available for other use by the community. This includes valuable provision for children too young to attend school. They understand that improved playground facilities have led to better behaviour, more purposeful play and hence pupils with better attitudes when they return to lessons. They talk about the benefits to relationships between boys and girls gained through activities such as Maypole dancing.
6. The governors are aware that small schools have particular pressures on their budget. In response they have invested imaginatively in developing the schoolhouse, using the ground floor to provide office space and the upper floor as rented accommodation. In a national climate where recruitment of teachers is problematic, they are aware that the availability of rented accommodation may be helpful in attracting high calibre staff in the future. All leaders of the subcommittees are members of the finance committee in order to ensure that the budget is driven by the priorities for school improvement. The finance committee reviews budget spending on a monthly basis and meets formally and informally to ensure it is on track.
7. The headteacher and governors have a strong strategic vision for the school. They have created, in partnership with staff and parents, "a school with a future" responsive to community needs. They have achieved substantial physical improvement to the building, maintained high standards and motivation of staff since the last inspection. They are in tune with the strongly voiced opinion of parents that the pupils of St Peters would benefit if it were an infant and junior school. They see this as a future objective they would wish to pursue. Overall their leadership is energetic, ambitious and extremely effective.

The very high quality of monitoring, evaluation and school planning for improvement ensures that high standards are maintained in provision and learning.

8. The headteacher and governors have an accurate knowledge of the strengths of the school and where it could improve through detailed analysis of performance data. Careful comparison is made with schools with pupils of similar advantage to ensure that pupils at St Peter's are achieving highly enough. Assessment data taken on pupils' entry to school is used as a starting point to track their progress year by year. Comparison is made of the achievements of boys and girls to ensure there is no bias in the curriculum or styles of teaching which disadvantage any group. The school carefully analyses the achievements of pupils of different attainment levels and identifies where there may be under performance - for example, in spelling or by some pupils in mathematics. The culture is one of doing the best by all the pupils and never being complacent.
9. Governors take their role as critical friends to the school seriously. To this end they make monthly visits to the school with a focus for attention. Written reports are submitted to the governing body. These visits relate to the responsibility of individual governors for targets identified in the school improvement plan. Governors new to the role undergo specific training to help them make an effective contribution to the school as rapidly as possible.
10. The appropriateness of the curriculum is monitored by the headteacher by means of a scrutiny of planning. This is done for the overall plan for the term for each class and for the more detailed weekly targets for learning. Co-ordinators for all subjects have carried out observations of teaching and undertaken analyses of pupils' work. Monitoring of the pupils' work in mathematics revealed that they could benefit from more opportunities to solve problems and these are now evident in classrooms. Co-ordinators have accurately identified the strengths in the provision and where improvements can be made. This information is used well to inform the school development plan.

The excellent quality of teaching challenges and inspires pupils to work at a high standard

with great enthusiasm.

11. The quality of teaching has improved since the last inspection and is now excellent overall. All teaching observed was in the range of good to excellent. There was no unsatisfactory or even merely satisfactory teaching. The excellent lessons were distinguished by the high level of challenge offered to pupils of all levels of ability. This was achieved in an atmosphere often punctuated by humour and which never felt unhealthily pressurised.
12. The most effective features of teaching included:
 - clear learning objectives which helped pupils target their efforts profitably;
 - excellent pace and rhythm which ensured pupils' attention was always captured;
 - warm relationships which made pupils feel confident in making suggestions;
 - excellent use of resources which supported assessment and promoted pupils' understanding;
 - challenging questions and high expectations which led to high standards being achieved; and
 - excellent subject knowledge which provided for a stimulating curriculum.
13. The targets for learning are communicated clearly to pupils at the beginning of lessons and are reviewed at the end. Pupils' mathematics and writing folders contain a record of the year's targets for learning and are regularly updated as pupils make progress. As a consequence, pupils have a strong awareness of what they know, understand and can do and what they would like to improve. For example, in Year 2, pupils were praised for the improvements in their stories achieved through the increasingly effective use of adverbs and development of characters. The target for improvement was now development of the settings in stories. Pupils are comfortable with the culture of continuous improvement because the progress they make is consistently recognised. There are examples of high quality marking which comment in detail on pupils' achievements and identify appropriate targets for improvement.
14. The rhythm and flow of activity within lessons are extremely well judged so that pupils maintain high levels of engagement and interest. Initial introductions to lessons do not last for lengthy periods. In one mathematics lesson, these were carefully graded. All the class listened to the explanation of using a number square to count back ten. This was extended to explore how these facts could be used to subtract nine and 11. The higher attaining pupils then worked with 20 and used these facts to calculate using 21 and 19. At each stage, groups left to carry out their follow up work. In this way the explanations gradually built up in complexity. No pupils had their self-esteem or patience tested by sitting through teaching which was inappropriate for them. As lessons progress, pupils are drawn together to discuss their findings or complete some recording so that a stimulating pace is maintained. This makes a significant contribution to the high levels of interest and concentration shown by pupils.
15. The curriculum is well resourced and these resources are used to excellent effect. They often support staff in making efficient assessments during lessons of pupils' understanding. For example, children in reception class wrote on individual white boards the initial letter of names of animals they were finding out about. These were raised so that the adults could quickly see which children had the required phonic and writing skills and who needed immediate support. Sometimes resources are provided through effective home links with learning. In an art lesson as part of their homework, pupils brought in natural objects to draw and use for design work in fabric. They completed a sheet detailing the list of objects, their textures and where they were found. In reception class, children brought in a colourful range of stuffed toys to fill their jungle role-play area. This added to their clear enjoyment of learning about jungles and the creatures found there.
16. Pupils learn with enjoyment and challenge. Teachers have very high expectations of their capabilities but in an atmosphere of warmth and humour. For example, the children in reception class trekked happily to assembly behind their teacher armed with her jungle hat and binoculars. In an excellent science lesson, the teacher initially baffled the children by saying we are going to listen to the sounds that instruments make today in a classroom with a huge range available to explore. She sat down and listened. Eventually one horrified boy said 'we've got to control them'. 'How?' 'By blowing them'. She got up and blew a maracas very hard to no effect. Laughter peeled

out all around. The pupils told her to shake it. Then she picked up a milk bottle and shook it hard, again to no effect and the pupils' enormous amusement. In this humorous way they identified the different ways the instruments could be sounded. The lessons moved on to the pupils exploring the different ways the instruments were played and organising them into groups.

17. Pupils' learning is often prompted by very challenging questions they are posed which reflect the excellent subject knowledge of their teachers. In a history lesson, it was clear that many pupils have a great deal of historical knowledge of the Fire of London: when it happened, where it happened, who owned the baker's shop and the reasons why the fire raged for so long and to such damaging effect. They were equally capable of tackling more complex ideas of whether there were advantages as well as disadvantages to what could be seen as entirely a tragic incident. The class, divided into groups of mixed ability, was asked to consider some contemporaneous evidence. They needed to decide and report back their findings to the class of what this evidence suggested about the fire and whether it provided a good source of historical insight. It included paintings of the fire, newspaper reports of the time, diary accounts and maps. Their responses were carefully considered and reflected the pupils' ability to meet their teacher's high expectations.

Provides a broad and stimulating curriculum which gives pupils many rich opportunities to apply their skills and knowledge.

18. The curriculum gives priority in terms of time allocation to English and mathematics. However, the overall curriculum remains broad and gives very good emphasis to the other subjects to enable pupils to develop their skills, understanding and knowledge in depth.
19. Literacy and numeracy are taught extremely well. The curriculum is structured so that pupils' skills develop progressively at a rate appropriate to their individual abilities. There are many stimulating opportunities for pupils to apply these skills across the curriculum, for example by measuring and recording results and conclusions in science. In history, they use their mapping skills to compare modern maps of London with those of 1666 in order to identify how the city has changed. Pupils in Year 2 tackled bravely and confidently some difficult newspaper reports to find out about the Fire of London. Children in reception taped their choral story reading to provide the story for the end of the morning session. Pupils in Year 1 used their knowledge of grouping in sets to organise the instruments they examined into families of how they are played.
20. There are particularly good links with pupils' families through homework. Reading is a consistent feature of this. There are also imaginative ways in which work at home supports learning in school. For example, pupils in Year 2 collected natural objects to be used as source material in art, listed their objects, where they were found and their description. On another occasion, pupils were asked to complete a worksheet showing their ideas for a felt puppet they would make in design and technology. Children in reception class bring in books and toys to share which link with themes in their learning.
21. Pupils have many opportunities to marvel at insights that are revealed to them in their activities. In mathematics they enjoyed the enlightenment of patterns which emerged as they counted back 10 or 20 on a 100 number square. In art, they were encouraged to delight in the beauty of the natural objects they had collected, were to observe carefully and use as source material for their design work. In sorting instruments, one pupil was entranced by the rainmaker. In history, the pupils were captivated as they opened the envelopes to reveal the facsimiles of contemporary source material from the Fire of London. In physical education, they have time to reflect on what they have done well.
22. Displays around the school reflect the breadth of experience the pupils enjoy. There is a rich variety of cultural experiences, including participation in music festivals, theatre visits, visits of performers to school and trips to museums. Pupils acquire deep historical understanding through the examination of artefacts from other times - for example, toys of 'now' and 'then'. Children in reception class have good opportunities to learn through play, particularly in role-play, for example in the animal hospital or jungle. They explore and express their ideas through free painting as opposed to following directed adult work. Older pupils complete beautiful observational drawings of

St Peter's Church to support their artistic as well as religious education. Older pupils develop a strong sense of responsibility for the environment by examining what is found in dustbins and what could be recycled.

Pupils show high levels of interest in their work, behave very well and have excellent relationships.

23. Pupils' attitudes to school are excellent. They arrive promptly and have a very good record of attendance compared to the national average. They are eager to learn and respond very positively to the challenging expectations teachers have of them. They present their work attractively from an early age and master a well-formed cursive script. Pupils work with impressive application, both individually and when grouped with others. In a history lesson, groups of pupils discussed very well a range of contemporaneous source material to identify what it told them about the Fire of London and to evaluate its usefulness as a historical record.
24. Pupils undertake many different responsibilities with evident enthusiasm. Older pupils support younger children in the playground, giving the school a family atmosphere much appreciated by parents. They are involved in the smooth running of lunch and act as register monitors. Events such as the Easter fair involve them in advertising, sorting and pricing donated goods and setting up stalls. As a consequence of these rich experiences, the pupils are self confident and resourceful.
25. Behaviour is very good. This results from the clear expectations adults have that all members of the school community are considerate to one another. Class rules are prominently displayed and rarely need to be referred to because pupils generally live up to them.

The school enjoys a high level of support and approval from parents.

26. The parents were very supportive of the school both through the response to the questionnaire and at the parents' meeting before the inspection. The vast majority have a very high opinion of the standards that are attained, both in terms of behaviour as well as academic achievements. Generally parents feel that the level of homework is pitched about right and does not place inappropriate burdens on young children. Parents appreciate the caring ethos of the school. One remarked that the "school is small enough to be a family environment".
27. Parents feel very welcome and consequently enjoy carrying out the many voluntary services they offer in the classroom and on visits outside school. They appreciate the active parents' association and its effective role in establishing a strong social community for the school.

WHAT COULD BE IMPROVED

Success in persuading some parents of the benefits to pupils of parking safely outside school

28. A handful of parents and carers put pupils at risk by stopping on the yellow lines, at the front of the school, to drop them off. This is despite clear and frequently repeated school guidance to use the rear car park.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve the school further, the governors and headteacher should:
 - seek greater success in persuading some parents of the benefits to pupils of parking safely outside school by:
 - renewed efforts to communicate relevant aspects of the highway code;
 - maintaining vigilance of; and
 - giving feedback to those people who endanger the pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	3	0	0	0	0
Percentage	22	57	21	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	9	9	9
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (100)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	9	9	9
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (96)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	20.5
Average class size	25.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	68

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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

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.

Financial information

Financial year	2000-2001
	£
Total income	200201
Total expenditure	195325
Expenditure per pupil	2537
Balance brought forward from previous year	(661)
Balance carried forward to next year	4215

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	28	6	2	2
My child is making good progress in school.	58	34	4	2	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	52	36	4	4	4
The teaching is good.	50	44	2	4	0
I am kept well informed about how my child is getting on.	32	52	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	22	6	2	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	56	32	10	2	0
The school is well led and managed.	66	28	6	0	0
The school is helping my child become mature and responsible.	56	38	0	4	2
The school provides an interesting range of activities outside lessons.	56	30	10	4	0

Other issues raised by parents

Parents very strongly voiced a wish for the school to become an infant and junior school because of the difficulties of getting their children into the junior schools of choice.