

INSPECTION REPORT

THE ORATORY RC PRIMARY SCHOOL

Kensington

LONDON

LEA area: Kensington and Chelsea

Unique reference number: 100491

Headteacher: Mr Peter Ward

Reporting inspector: Mrs Julie Hooper
15334

Dates of inspection: 7th – 9th May 2002

Inspection number: 198871

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: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Bury Walk
Cale Street
London

Postcode: SW3 6QH

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Appropriate authority: The governing body

Name of chair of governors: Father George Bowen

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average sized school of its type and caters for pupils between the ages of four and eleven. It is a voluntary aided Roman Catholic school in the trusteeship of the Oratory Fathers, situated in the borough of Kensington and Chelsea. Just over a third of the pupils come from the immediate vicinity and the rest come from other Parishes which cover a wide area. There are 206 pupils on roll in seven classes, which is about the same as at the last inspection; 14 children in the reception class are still under five. Nearly half of the pupils come from a wide range of ethnic minority groups. Forty-two per cent of the pupils speak English as an additional language and nearly half of these are at an early stage of English language acquisition, which is a high proportion when compared with most primary schools. Nearly 13 per cent of pupils are eligible to receive free meals, which is in line with the national figure. The children enter school with a wide range of early educational experiences. The assessment the children take on entry to the school, indicate that their overall attainment is about the same as that seen nationally. Just over 12 per cent of the pupils are on the register of special educational needs and none has a statement of special educational need; both are low in relation to national figures. The school has a higher than average number of pupils who join and leave the school other than at the usual time. Last year the school received a School Achievement Award for improvement.

HOW GOOD THE SCHOOL IS

The Oratory R C Primary School is a good school and, consequently, it is very popular. It provides a caring and friendly environment that strongly supports learning. The school values the diverse ethnic make-up of its pupils and is totally inclusive, so that all pupils are treated as individuals with their own rights. The teaching is very good overall. By the time they leave the school, many pupils are achieving standards in English, mathematics and science that are well above those expected for 11-year-olds nationally. The school promotes strong Christian values and provides very well for the pupils' personal development. Very good relationships exist between pupils and with staff. The pupils enjoy being at school, are very well behaved and eager to learn. The headteacher provides very effective leadership and has the full support of the staff, governors and parents in the aim of raising standards. He is committed to creating a team spirit within the school where all members of staff feel valued. The school gives good value for money.

What the school does well

- The quality of the teaching is very good, overall. This has a significant impact on the pupils' learning and contributes greatly to the high achievement of the pupils in English, mathematics and science by the time they leave the school.
- The headteacher provides very effective leadership so that the whole school community is committed to raising standards.
- The very good provision for pupils' spiritual, moral, social and cultural development enriches the curriculum, promotes high standards of personal development, strong relationships, good behaviour, and the very positive values and attitudes pupils have towards their learning.
- The school has a very effective partnership with parents who are very supportive of the school and make a positive contribution to their children's education.

What could be improved

- There are no major areas for improvement. The school has effectively identified areas for development in its improvement plan.

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 December 1997 and has successfully addressed the key issues identified in the report. Policies and schemes of work are in place for all subjects and the reorganisation of timetables and training for subject co-ordinators has resulted in a more balanced curriculum. In science, the pupils are undertaking a wide range of practical investigations. The governors are now more involved in the management of the school. In addition, the quality of teaching has improved and high standards in English, mathematics and science have been maintained despite the high turnover of staff. The teachers, in their role as subject co-ordinators, have a regular programme of monitoring and evaluating the teaching, and its impact on the pupils' learning. The provision for information and communication technology has been improved; the well-equipped suite of computers and electronic whiteboards in two classrooms help teachers considerably in presenting their lessons. The improvements to the accommodation are on going and a more recent addition has been an office for the headteacher. The school received an Achievement Award for improvement last year. The school has made very good improvement since the last inspection and it is well placed to develop further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	A
Mathematics	A*	A*	A	B
Science	A*	A*	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that in 2001 the standards in English, mathematics and science at age 11 were well above those found nationally and well above those found in schools with a similar intake. At age seven pupils in their reading, writing and mathematics tests achieved well above average standards when compared with those nationally and schools with similar intakes. In mathematics, the standards were in the top five per cent nationally. Teacher assessments in science show that standards were also well above average. There was no significant difference in the performance of boys and girls.

In their creative and physical development most of the children in the reception class are on target to meet the set standards by the end of the year; in all other areas of learning they are on target to exceed the expected standards. By the end of the year, the Year 2 and 6 pupils are likely to achieve well above average standards in English, mathematics and science. The school has set demanding targets for the pupils at age 11 and these are likely to be achieved.

Planning, displays and examples of the pupils' work suggest that in all other subjects most pupils are working at levels appropriate to their age. Some very good examples of pupils using their literacy and information and communication technology skills to support other subjects were seen in their work. Most pupils present their work very well, in which handwriting is neatly printed by the younger pupils and in a tidy joined-up style by the older ones. Pupils with special educational needs and pupils who

are learning English as an additional language make good and often very good progress and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. The pupils are enthusiastic, enjoy their work and make positive contributions to all aspects of school life.
Behaviour, in and out of classrooms	The pupils behave very well in school and at play. They are courteous and friendly.
Personal development and relationships	The good personal development promoted by the school leads to very good relationships between pupils, and pupils and staff.
Attendance	Satisfactory. Unauthorised absence is higher than average because pupils take holidays during term time.

The pupils are very mature and sensible. They display a great deal of self-discipline when moving round the building, especially on the stairs. They demonstrate a great respect for each other's feelings and beliefs and work and play together harmoniously.

TEACHING AND LEARNING

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

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

The teachers are enthusiastic, conscientious and work hard. The quality of teaching observed was very good overall and some excellent teaching was seen. The teaching in English and mathematics lessons is mostly very good, and the pupils learn effectively because areas for development, such as writing, have been carefully identified and focused upon. Most lessons are planned with a clear focus on what the pupils are going to learn and the teachers use skilful questioning techniques to consolidate pupils' previous learning, before introducing new facts and concepts. The teachers' subject knowledge is good and, in general, they have high expectations of what their pupils can achieve. Most of the teachers show great enthusiasm and lessons move at a brisk pace, promoting learning very successfully. Class discipline is usually good and most pupils listen attentively and respond well, which enhances and extends their learning. However, on the very few occasions when the management of pupils' behaviour was less successful the pace of learning was too slow. Teachers use assessment information effectively to help plan future lessons. This means that tasks are, in general, well matched to pupils' needs and enable them to learn effectively. Very good provision is made for pupils with special educational needs and those who are learning English as an additional language; both groups are fully included in all activities. Marking is good. Homework is used effectively to support pupils' learning. The teaching assistants make a very valuable contribution to the pupils' learning; they are briefed well by teachers and are clear about what they should do. Voluntary helpers also provide very good help for teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced and enriched by a wide range of extra-curricular activities, visits and visitors who share their expertise with pupils.
Provision for pupils with special educational needs	Very good, enabling the pupils to make very good progress in their learning.
Provision for pupils with English as an additional language	The provision and support is very good and most pupils make very good progress in their spoken and written English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good provision for the pupils' spiritual, moral, social and cultural awareness creates a positive ethos and rich learning environment.
How well the school cares for its pupils	Good. Daily routines are well organised. The staff are caring and know the pupils well, and they provide very good support for all pupils.

The very good working partnership between the school and parents is a strength, and has a strong influence on the high standards pupils achieve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership. The teachers in their roles of co-ordinators provide very effective support in the management of the school.
How well the governors fulfil their responsibilities	The governors are very supportive, have a high level of expertise and take an active role in the management of the school. They fulfil their statutory requirements well.
The school's evaluation of its performance	Very good. The headteacher, staff and governors are very strongly committed to raising standards
The strategic use of resources	Satisfactory. The school uses the material resources, the accommodation and the strengths of the staff to the best effect in order to support pupils' learning.

The headteacher and the staff work together as an effective team so that a very positive ethos pervades the school. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. Finances have, until very recently, been managed well and have been used effectively to support school developments. However, because of the unexpected extra costs that occurred in developing the computer suite, the governors

are now having to reassess the budget to prevent it going into a deficit. They have several options to consider. The headteacher and teachers in their roles of subject co-ordinators, are making an effective input into monitoring and evaluating the curriculum and teaching and the impact it has on pupils' learning. The school accommodation is generally used to best effect and the school does well to overcome the limitations it imposes on the curriculum. However, the lack of facilities for children in the foundation stage inhibits some aspects of their creative and physical development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good and their children are expected to work hard. • The school is easy to approach if they have problems or want information. • The leadership and management is good. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The provision of homework. • The information on progress they receive. • Extra-curricular activities.

The inspection team supports the parents' positive comments. However, the team disagrees with the concerns. The school has an appropriate homework policy and the homework given is used well to support the pupils' work in lessons. The school offers parents three opportunities a year for formal discussions about their children's progress and written reports are very good. In addition, the school has an 'open door' approach so parents can make an appointment to see the teacher or headteacher about their child's progress or discuss problems they may have at any time. Many parents say they take advantage of this. The wide range of extra-curricular activities the school provides is better than most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of the teaching is very good, overall. This has a significant impact on the pupils' learning and contributes greatly to the high achievement of the pupils in English, mathematics and science by the time they leave the school.

1. The quality of the teaching is very good overall. In nearly nine out of ten lessons the teaching was good or better and six out of ten were very good or better. Examples of excellent teaching were observed in English and science. This high quality teaching was found in all age groups, apart from Year 1, where there was some unsatisfactory teaching.
2. The consistently good and better quality of teaching in the reception class is reflected in the good rate of progress the children make in their early years at school. Very good relationships exist and the children are confident and most work conscientiously even when not directly supervised, so that there is a good working atmosphere in the room. The teacher and the classroom assistant have a clear understanding of the educational and social needs of young children. They have realistically high expectations of achievement and behaviour. However, although the teacher is very aware of the importance of providing a good balance between adult organised activities and children initiating their own, the accommodation inhibits this, especially in the children's creative and physical development. This is because there is no secure outside area with suitable climbing apparatus for the children and facilities for painting and creative role play are limited.
3. The five to 11 year old pupils also learn effectively because most lessons are planned with a clear focus on what they are going to learn. The teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson, and, at the end, by asking them to demonstrate that they have achieved this. Most use skilful questioning techniques to consolidate the pupils' previous learning before introducing new facts and concepts. For example, in an excellent science lesson, Year 5 pupils were considering the conditions needed for germinating seeds and the teacher used her very good scientific knowledge to ask probing questions to test the pupils' understanding. She sensitively altered the level of her questioning to meet the needs of the different abilities of the pupils in the class so that they all had the opportunity to extend their thoughts and answer questions. Her excellent delivery, use of correct scientific vocabulary and clear explanations, helped to maintain and raise the pupils' interest. The practical activity that followed indicated that this quality of teaching was the norm. The pupils used correct scientific vocabulary in their discussions, were confident in hypothesising and showed they had a clear understanding of making a test 'fair'. Throughout the lesson the teacher timed the activities so that the lesson moved at a good pace. In this lesson, as in most of the lessons observed, the teacher valued the answers and responses the pupils made and used praise appropriately, giving the pupils confidence to reflect on their learning.
4. The teaching of English and mathematics is nearly always good and frequently very good. The school has implemented the National Literacy and Numeracy Strategies effectively and the teachers provide well for the wide range of abilities of pupils in their classes. They use assessment information well to help plan future lessons. This means that the work is generally, well matched to the pupils' needs and abilities. The teachers mark the pupils' work carefully, praising good efforts and making points to help them improve their work. Most teachers have high expectations of what their pupils can achieve and strive hard to fulfil these expectations. The pupils also learn effectively because areas for development, such as writing, have been carefully identified and focused upon. This was observed in a literacy lesson in Year 6. The pupils were learning how to

make their descriptive writing more interesting. After an excellent introduction, the pupils were inspired into evaluating their own and each other's work, discussing ways of improving sentence structure and vocabulary. They were clearly very familiar with this way of working and used it very well to improve their work and develop their collaborative study skills. Class discipline is usually very good and teachers positively reinforce examples of good behaviour, praising pupils who work and behave well. There were many examples of teachers using humour effectively to enthuse and maintain the pupils' interest. As a result, nearly all of the pupils listen attentively and respond well to their teachers and each other and this enhances and extends their learning. However, on the rare occasions when the management of the pupils' behaviour was less successful, the pace of learning was too slow.

5. Pupils with special educational needs and those who are at an early stage of acquisition of English are very well taught. They have very good individual support and teachers ensure they have access to all areas of the curriculum. Teaching assistants are very experienced and make a very valuable contribution to the pupils' learning, especially those who need extra help. They are well briefed by teachers as to what the pupils are learning and how they should make their input. Voluntary helpers also provide very good help for teachers, especially in reading with pupils.
6. Teachers make good use of information and communication technology to support the pupils' learning. For example, the two interactive whiteboards in Year 2 and Year 6 classrooms are used very effectively to stimulate and motivate pupils' learning. There are many examples in the pupils' workbooks and on display of pupils using computers and computer programmes very successfully in most subjects.

The headteacher provides very effective leadership so that the whole school community is committed to raising standards.

7. The headteacher provides sensitive and very effective leadership. Parents have great confidence in him, and expressed their views strongly in the questionnaires and at their meeting with the registered inspector. With the staff and governors, the headteacher has set out his clear vision for the future of the school and the means of achieving it. Although there is a relatively high turnover of staff, the induction procedures are such that staff new to the school soon become part of the conscientious team. The teachers shared enthusiasm and motivation contribute significantly to the good teaching and the very positive ethos that pervades the school.
8. In addressing an area for improvement from the last inspection, the headteacher has carefully led the governors, many of whom are new since the last inspection, to be more fully involved in the development planning, monitoring and evaluation of the school's work. Where a governor has a particular expertise, such as financial management, this is used to good effect. Each governor has a curriculum responsibility and some governors monitor lessons with co-ordinators, especially literacy, numeracy and religious education. Co-ordinators report on their subject responsibilities to governors' meetings. Governors make good use of the detailed analysis of assessment results, and compare them with other schools both locally and nationally. The budget is operated according to the principles of best value and careful tendering processes are employed for all major works. The school has effective consultation practices; for example, it gives parents the opportunity every two years to express their opinions about the school, through a detailed questionnaire. As a result, governors now have a good overview of the work of the school and, in general, have a clear understanding of the school's strengths and weaknesses. With the headteacher and staff they have a commitment to providing the best education they can for the pupils and to sustaining high standards.

9. With the support of the local education authority advisers and co-ordinators, the headteacher undertakes a thorough programme of classroom monitoring and carefully evaluates the impact on the pupils' learning. He celebrates the multi-ethnic and multi-cultural nature of the school and sees this as a great strength. As a result, inclusion is a priority and the school takes effective action to ensure that all groups achieve equally well.

The very good provision for pupils' spiritual, moral, social and cultural development enriches the curriculum, promotes high standards of personal development, strong relationships, good behaviour, and the very positive values and attitudes pupils have towards their learning.

10. As at the last inspection, the school is very effective in promoting pupils' spiritual, moral, social and cultural development, creating a positive ethos and a rich and supportive learning environment.
11. Spiritual awareness is developed very successfully through the daily act of collective worship and the curriculum in general. There is a strong Christian ethos built on the Catholic Faith in the school, which clearly reflects the school's aims. There are regular times for prayer and reflection. During acts of worship, pupils are given the opportunity to reflect on the lives of others, and to relate to their feelings. Parents are often invited to assemblies and many come, indicating the importance they put on this aspect of school life. Pupils celebrate Christian festivals throughout the year and Masses are regularly held in the school and, on special occasions, at the Oratory. The school Chaplain visits the school most days. Most pupils show great interest in the world around them and they display sensitive attitudes to each other. In classroom discussions the pupils listen carefully to each other, and most pupils express their thoughts and feelings confidently without fear of derision. The pupils are encouraged to share in each other's successes. For example, they are given the opportunity to play musical instruments, whatever their degree of proficiency, to the whole school in assembly, knowing they will receive an appreciative recognition of their efforts. Well-planned lessons provide many opportunities for the pupils to experience joy in their learning, for example, Year 3 pupils planting seeds in their science lesson have the chance to see new life and growth.
12. Moral issues are addressed very well. The pupils clearly know the difference between right and wrong. Through good example and the positive mutual respect that exists between pupils and adults in the school, the staff constantly distinguish between what is acceptable and unacceptable behaviour, so that, the standard of the pupils' behaviour in and around the school is very good. The 'Golden Rules' are posted up in each classroom, and in some classes the pupils have devised their own rules. The reception children quickly learn the importance of tidying up after activities and working and playing together harmoniously. Pupils are encouraged to discuss issues or any worries they may have during circle time, (designated sessions for promoting their personal, social and health education through whole class discussion). A 'Worry Box' in the Year 6 class is a means by which any pupil who has any concern can write a personal note to the headteacher and know that it will be read and dealt with.
13. The pupils' social development is fostered very successfully and a true community spirit permeates the school. The pupils are happy to go to school and they work and play very well together. Older pupils care naturally for younger ones and parents appreciate this and the way in which the school helps their children to become mature and responsible. For example, the older pupils pair with younger ones to cross the road at lunch times, and there are set times when paired reading takes place between younger and older pupils. Pupils are encouraged to carry out responsibilities around the school and most do so willingly and conscientiously. Younger ones, for example, take the register to the office. Older pupils undertake duties on a regular basis, for example, the Year 6

prefects ensure that the rest of the pupils move sensibly and safely up and down the stairs in the mornings, at break and lunch times, and after school. Most pupils demonstrate that they are well-motivated and enthusiastic learners who sustain good concentration during lessons. The pupils usually take a pride in producing their best work and the neat, well-presented written work of many of the pupils is a good example of this. Most pupils show a very high degree of confidence and self-discipline in lessons and work responsibly even when they are not directly supervised. Nearly all pupils were seen to collaborate well with others in group and paired activities. The involvement pupils take in their own learning and progress through target setting has a positive impact on what they achieve.

14. Organised residential trips for the older pupils give them a greater social awareness. They raise money for charities through their own efforts, such as 'Spellathons' and 'Skipathons', giving them an insight into people who are less fortunate than themselves. A major initiative towards giving pupils a feeling of citizenship has been the formation of the highly successful school council. Members, who are voted for by their classmates, are proud to represent them at meetings. The school is nearly always alive with pupils well after normal finishing time enjoying the after school clubs. The wide choice of extra-curricular activities ranges from sporting sessions such as football, swimming, athletics and cricket to art, ballet, choir, brass and woodwind band, chess, Scrabble, French and Spanish. There is also a very successful study support club run by one of the teachers. These opportunities stimulate the pupils, develop existing skills and provide new experiences and also provide further opportunities to develop the pupils' social awareness. Parents make a valuable contribution in providing support. The pupils meet other schools for sporting and other activities and have enjoyed successes in swimming and athletics competitions. The pupils often perform in concerts and musical events for parents and other members of the community such as the old people's home. The school positively reinforces its equality of opportunity policy and no child is excluded from any activity. Girls and boys work and play happily together and games that were traditionally single sex, such as football, are enjoyed by both sexes. Should any pupil show a particular talent in a sporting, musical or more academic direction, he or she is actively encouraged to develop this.
15. The school promotes the pupils' cultural awareness very successfully. The school provides very good opportunities for pupils to reflect upon their own culture and that of others. The pupils are provided with a wide range of opportunities to appreciate British cultural traditions, through stories and poetry in literacy lessons and art, geography, history and music. The school takes advantage of its location and the pupils visit many museums and other attractions London has to offer in connection with their studies. In addition, the pupils are given many opportunities to celebrate the multi-cultural diversity of the pupils in the school. There are welcome and other notices around the school in different languages and posters, indicating that all cultures are equally valued. For example, a very attractive wall of tiles with every pupil's face is fitted in one corridor and has the title 'All different, all equal'. Music and art make a good contribution to pupils cultural development and pupils took part in an African art day and an African music workshop. Last year pupils took part in their own Cultural Festival and 30 different countries were represented and their cultures celebrated. Earlier this year during book week, the pupils heard traditional stories from around the world; many read by parents in dual language.
16. This on-going successful provision for pupils' spiritual, moral and social development has a positive effect on the pupils' personal development and learning.

Parents are very supportive of the school and make a positive contribution to their children's education.

17. Seventy parents attended a meeting before the inspection, and almost three-quarters returned questionnaires, which indicates that parents view their children's education as a high priority. Their responses were overwhelmingly positive about the work of the school and a strong partnership with parents is evident. The parents were particularly pleased about the standard of teaching and how easy they find it to ask questions or discuss problems. They recognise that their children are expected to work hard to achieve their best; most said their children like school, make good progress and are helped to become mature and responsible. Most think that behaviour is good and the school is well led and managed.
18. The effectiveness of the school's links with parents is very good. Information provided by the school is very comprehensive; information about school activities and events are communicated through the prospectus, governors' annual report and newsletters. Much of this information is also put on the school's web site for parents to access. Timetables and an overview of work to be covered are given to parents each term at class meetings, and parents are given suggestions for helping their children at home. Talks are held on curriculum subjects, and informative written reports on each child's progress are provided once a year. The reports give clear indications about how well each pupil is doing especially in English, mathematics and science. Parents are invited to a meeting every term to discuss their children's progress and they are involved in setting individual targets for their children. Also, parents value, and many say they take advantage of the 'open door' approach the school adopts, whereby they can make an appointment to see the teacher or headteacher about their child's progress or discuss problems they may have at any time. Many said the school considers no problem trivial, and any concerns are treated seriously and dealt with promptly.
19. The governing body holds a surgery for parents each term and the two governors in attendance report back any concerns raised to the full governing body. Questionnaires, sent to parents every other year, seek their views on the work of the school, and the school acts positively on the information it receives.
20. Parents are fully involved in the work of the school and make a very good contribution to children's learning at school and at home. There is a strong Parents' Association which fund-raises for extra resources; events are always well attended. A number of parents help regularly in school each week, assisting teachers. Other parents accompany children when out-of-school visits are made, or help with after school activities. There is full parent representation on the governing body. Most parents support their children well in reading or in other set tasks to be done at home. The reading and homework diaries are well used as a means of communication between home and school, sharing concerns or exchanging information.
21. The very effective partnership with parents is a considerable strength of the school and has a significant impact on the high standards the pupils achieve.

WHAT COULD BE IMPROVED

There are no significant areas for improvement. The school is well placed to continue to improve and the school improvement plan will provide a good basis for future developments.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	6	2	1	0	0
Percentage	9	50	27	9	5	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	206
Number of full-time pupils known to be eligible for free school meals	26
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	26
English as an additional language	No of pupils
Number of pupils with English as an additional language	87
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	15	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	12	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	12	14	15
	Total	24	26	27
Percentage of pupils at NC level 4 or above	School	89 (97)	96 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	11
	Girls	11	14	14
	Total	21	26	25
Percentage of pupils at NC level 4 or above	School	78 (87)	96 (97)	93 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	14
Black – other	5
Indian	0
Pakistani	1
Bangladeshi	2
Chinese	4
White	137
Any other minority ethnic group	28

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	20.2
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	130

FTE means full-time equivalent

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	600,840
Total expenditure	617,875
Expenditure per pupil	2,957
Balance brought forward from previous year	18,380
Balance carried forward to next year	1,345

Recruitment of teachers

Number of teachers who left the school during the last two years	6.4
Number of teachers appointed to the school during the last two years	4.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	62	36	1	0	1
Behaviour in the school is good.	65	34	1	0	1
My child gets the right amount of work to do at home.	47	42	9	1	1
The teaching is good.	63	34	1	0	1
I am kept well informed about how my child is getting on.	45	45	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	21	2	1	4
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	61	35	4	1	0
The school is well led and managed.	72	25	1	0	2
The school is helping my child become mature and responsible.	73	24	0	0	3
The school provides an interesting range of activities outside lessons.	50	38	7	3	3