

INSPECTION REPORT

OAK LODGE PRIMARY SCHOOL

West Wickham

LEA area: Bromley

Unique reference number: 224148

Headteacher: Mr Totterdell

Reporting inspector: Dr John Hill
21165

Dates of inspection: 30-31st October 2000

Inspection number: 101593

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Chamberlain Crescent West Wickham Bromley Kent
Postcode:	BR4 OLJ
Telephone number:	020 8777 5697
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Harris
Date of previous inspection:	15 January 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oak Lodge is a large primary school with just over 700 pupils on role. The school serves an area of well established, mainly owner occupied housing in West Wickham, a suburb within easy travelling distance of London. Employment rates in the area are high. Attainment on entry is above what can be expected nationally and the percentage of pupils in receipt of free school meals is well below the national average. Around 55 of the pupils come from ethnic minority backgrounds of which a small number need additional language support. There are nearly 18% of the pupils on the special needs register, of whom six have a statement of special educational needs.

HOW GOOD THE SCHOOL IS

Oak Lodge is a very effective school. It achieves very high standards and provides extremely well for pupils of all ages and abilities. Teaching is of a very high standard and the school is exceptionally well led and managed. Overall the school gives very good value for money.

What the school does well

- Attainment is well above what can be expected nationally in nearly all subject areas in both key stages. Pupils of all abilities achieve very well within the school.
- Teaching is very good in the Foundation Stage and in Key Stages 1 and 2. Teacher's knowledge, planning and delivery of a very broad based curriculum is of a very high standard.
- The school is very caring and caters exceptionally well for the personal and academic needs of all its pupils. It also provides excellent opportunities for pupils to develop their social, moral, spiritual and cultural awareness.
- The attitudes, behaviour and personal relationships of pupils are excellent.
- The leadership and management of the school are excellent. The headteacher, Governing Body and senior management team are very effective in managing a highly successful school.
- The school's partnership with parents is outstanding. Parents make a substantial contribution to the life of the school and are very satisfied with the education their children receive.

What could be improved

- While the provision for information and communication technology is satisfactory the standards achieved by pupils are below those obtained in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in January 1996 found Oak Lodge to be a good school with some very good features. Since then the school has continued to improve in all areas. The results in national tests in both key stages have continued to be of a very high standard. This was confirmed by observations during the week of the inspection. The range of curriculum opportunities have been greatly increased and systems for assessing and tracking the progress of pupils are now excellent. New teaching staff have been appointed and alongside the established staff are making a significant contribution to the very high standards of teaching within the school. All key issues previously identified have been effectively met and the school is very well placed to continue improving.

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
	1997	1998	1999	2000
English	A	A	A	A
Mathematics	A	A	A	B
Science	A	A	A	B

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

By the end of reception nearly all pupils in the Foundation Stage have achieved their early learning goals. The pupils attain very well in national tests. Compared with all other schools in Key Stage 1 they attain well above the national expectations in reading and writing and above national expectations in mathematics. In teacher assessments pupils attain well above what may be expected nationally in science. The percentage of pupils attaining at a higher level is also well above the national expectations in all these subjects. Compared with schools of a similar pupil intake the pupils attain very well in reading and well above what may be expected in writing and mathematics. In Key stage 2 pupils attain well above the national expectations in English and mathematics and above national expectations in science. In teacher assessments pupils attain well above what may be expected nationally in all these subjects. The percentage of pupils attaining at a higher level is also well above what may be expected nationally in all these subjects. Compared with schools of a similar pupil intake the pupils attain at a very high level in English, well above what may be expected in mathematics and broadly in line with what may be expected in science. The high levels of attainment over the past three years in national curriculum results in both key stages shows a consistent trend and there has been little difference in the results between boys and girls. In both key stages standards in information and communication technology are in line with what may be expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to learn. They do their best at all times and have excellent attitudes towards school.
Behaviour, in and out of classrooms	Behaviour throughout the school is excellent. Pupils mix very well with each other and show respect for all adults in the school. There have been no exclusions during the past year.
Personal development and relationships	Pupils respond excellently to the encouragement of the staff and develop a very positive set of values and beliefs. In Key Stage 2 they readily accept a wide range of responsibilities.
Attendance	Attendance is very good and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good

Overall the teaching in the school is very good. During the two days of the inspection no teaching was observed to be less than good, with 61% found to be very good or better and 19% being excellent. Teaching in the Foundation Stage is very good. Throughout both key stages it varies between good and excellent. The teaching of literacy and numeracy is of a very high standard and has a positive impact on pupils' learning. In all classes teachers capture the attention of pupils and make sure that they know what is expected of them. They plan exceptionally well and work at a very good pace. The teachers know all their pupils very well and understand their individual needs. They are successful in ensuring that pupils of all abilities make the maximum use of their talents and maintain very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school is very successful in teaching a broad based curriculum with all subjects of the National Curriculum and religious education effectively provided for. A wide variety of field trips, extra-curricular activities and lunchtime clubs make a significant contribution to the development of pupil's knowledge and experience.
Provision for pupils with special educational needs	The needs of pupils with special educational needs are well met. Very careful individual planning enables pupils who have additional needs to succeed within the school.
Provision for pupils with English as an additional language	The four pupils who have English as an additional language make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects of spiritual, moral, social and cultural development are excellently catered for within the school. The very strong community values of the school help pupils to develop a clear understanding of moral and social values. Excellent provision is made for spiritual development and for pupils to appreciate a variety of cultural traditions.
How well the school cares for its pupils	The school provides excellently for pupils' academic and personal welfare and safety. Teachers carefully monitor the needs of individual pupils and support them to achieve their best. Systems for monitoring pupils' personal needs, including child protection are of a very high standard.

The curriculum is broad and balanced and relevant and fully meets the needs of all pupils. Planning for pupils in the reception classes effectively covers the principles of the Foundation Stage. In both Key Stages 1 and 2 the national numeracy and literacy strategies are very well managed and is particularly successful in encouraging pupils in independent study both in reading and in investigative approaches to mathematics. Science is also a strength of the school and is very well planned. The additional strong emphasis on music, drama, art, design technology and sport, both during and outside formal lessons provides pupils with a wider range of experiences than may normally be expected. Pupils appropriately follow the locally agreed syllabus for religious education. The planning for information and communication technology is satisfactory, but as yet the facilities, presently being built are not in place to fully extend the curriculum opportunities for all pupils. Some teachers make good use of a wide range of hardware and software and the school has done well to get the best out of some old computers. However, the range of software and the lack of consistency in

teaching in those lessons where information and communication technology is not the key focus does not enable pupils to fully develop their full capability. The curriculum fully meets all statutory requirements. Throughout the school pupils are very well cared for. There are excellent systems in place for monitoring pupils academic and social progress and to ensure that the needs of all pupils are fully met. The excellent links with parents support these processes very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is excellently led and managed. The headteacher and senior management team work very well together to promote high standards and ensure that effective teaching and learning take place.
How well the governors fulfill their responsibilities	The governors are very effective in fulfilling all their statutory responsibilities. They meet regularly and have a successful range of committees that help oversee the running of the school. They successfully monitor all aspects of school life on a regular basis.
The school's evaluation of its performance	There are excellent systems in place for monitoring the school's performance both in terms of the whole school, end of key stages and year groups. Data is routinely analysed and used on a regular basis for strategic planning
The strategic use of resources	The school is very well resourced and these resources are very well used throughout the school and are appropriately linked to the educational priorities outlined in the school development plan. Money is spent wisely for the benefit of all pupils.

The school is exceptionally well led and managed. The headteacher has a very clear vision of how the school should be managed and has the full support and confidence of the governors, staff and parents. Governors are excellent in ensuring that the school is run effectively. Systems for school development planning and monitoring the progress of the school are very well established. Finance is very wisely spent and the principles of best value are effectively applied. Resources are very well used and are kept up to date.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The very high standards that pupils achieve • The very high quality of teaching throughout the school • The way the school is led and managed • The welcoming atmosphere and information provided by the school • The commitment and hard-work of the staff • The way the school supports the needs of individual pupils • The wide variety of extra-curricular activities 	<ul style="list-style-type: none"> • A reduction in class sizes

The inspection team agrees with the very positive comments of the parents. There is a strong community atmosphere and supportive ethos as well as a commitment to high academic standards. Parents are rightly very proud of the school. While class sizes are high within some year groups the inspection team did not feel that this was significantly affecting pupils' progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is well above what may be expected nationally in nearly all subject areas. Pupils of all abilities achieve very well within the school

1. By the end of reception nearly all pupils have achieved the early learning goals of the Foundation Stage and are making very good progress. Throughout the school pupils consistently attain very high standards in English, mathematics and science in National Curriculum tests. Nearly all pupils, even those who are starting from a lower than average baseline, attain up to national expectations by the end of the Key Stage 1. Those pupils who are 'more able' in both key stages make significant progress and compared to similar schools achieve very highly. Of particular significance is the attainment of boys who attain above what may be expected nationally and in line with girls within the school. The inspectors agree with the school that the concentration on English across the curriculum especially in speaking and listening as well as in reading has a positive effect on the way all pupils learn and make progress within English. This was particularly evident in a Year 6 English lesson where pupils were able to discuss the meaning of words from a World War 2 anthology.
2. The National Numeracy Strategy has been implemented very effectively across the school and pupils are benefiting from greater involvement in their own learning. Much improvement has taken place since the last inspection in pupils' ability to handle data. Pupils respond with great enthusiasm to a varied range of stimulating teaching strategies and learning activities that are well matched to pupils' needs.
3. Pupils' special educational needs are assessed and monitored extremely thoroughly by the staff of the school. Individual attention is provided for pupils by their teachers and by trained support staff who provide a very good quality of support. Strategies to work with pupils with special educational needs are clear and provide equality of access to all areas of the curriculum for pupils of differing abilities. Pupils with special educational needs make very good progress, generally attaining national expectations before they leave the school. The four pupils for whom English is an additional language have made very good progress.
4. Overall the school has succeeded in providing a very broad based curriculum and it is the opinion of the inspectors that pupils academic skills are enhanced by the curriculum opportunities offered and achieve very highly for example in music, drama, art and sports.

Teaching is very good in the Foundation Stage and in Key Stages 1 and 2. Teacher's knowledge, planning and delivery of a very broad based curriculum is of a very high standard

5. Very good teaching across the whole curriculum results from careful planning by teachers and ensures that pupils' learning is well matched to their needs and abilities. The positive and constructive way teachers mark pupils' work and the ongoing assessment of how well they are achieving enables challenging targets to be set. The close links with parents allows these targets to be shared and in most cases, successfully met. The emphasis on independent learning from the earliest age has helped pupils to become confident in their approach to learning and teachers use a wide variety of resources to stimulate pupil's wider knowledge.
6. Teachers in the Foundation Stage very effectively use the early learning goals to provide a stimulating and challenging curriculum for pupils within the reception classes. Excellent management by the school's two Literacy Co-ordinators results in the National Literacy Strategy being fully embedded throughout the school. Co-ordinators have adapted the Strategy, following analysis of assessments of pupils writing for example, to match pupils' learning needs. Literacy teaching throughout the school is of a very high standard where careful planning matched to the needs of groups of pupils is a particular strength. An example of successful literacy teaching in Year 1 was highlighted in the way the teacher emphasised the meaning of different forms of writing, for example in bold or in wavy lines to signify a different response from pupils when reading out loud. As a result of high quality management and teaching, pupils make excellent progress in literacy, particularly in reading and speaking and listening.

They respond very positively to their teachers and work very well independently. The extensive school library supports pupils very well in this process.

7. The teaching of numeracy is of a very high standard. The Numeracy Co-ordinators have ensured that teachers have used the National Numeracy Strategy to build on the existing very good standards achieved by the school. The teachers have also, since the last inspection successfully incorporated investigational and data handling work within their planning. This has enabled pupils to learn skills and facts through independent learning as well as by more formal methods. When asked about their work pupils are able to explain what they are doing and why. In the Foundation Stage for example pupils in the reception classes were able to explain the order of different sized shapes and mostly were able to count up to 10 and some able to count backwards from this number.
8. The school provides an excellent range of learning opportunities in all subject areas. An appreciation of the need to offer to children the widest opportunities for learning underpins decisions made by the school about the curriculum. This is evident in the excellent emphasis placed by the school on drama, music and sport. Indeed the range of extra-curricular sports, including cross-country, football, swimming, hockey, short tennis and many others is outstanding and makes a significant contribution to the ethos of the school.
9. Throughout the school, teachers prepare their lessons thoroughly. They understand the individual needs of pupils and group them in appropriate ways. Teachers ensure that support staff are fully aware of the aims of the lesson and are given clear supporting roles. This was particularly evident in the reception classes where, during numeracy lessons the support assistants, in meeting the needs of the Foundation Stage knew exactly who to support and what level of intervention this should involve. Lessons proceed at a very good pace and the teachers' knowledge of the curriculum is very good. All teachers have very high expectations of what pupils can achieve. These features, alongside the teachers' enthusiasm and excellent classroom control are positive factors in the high standards achieved and the very good progress that pupils make.

The attitudes, behaviour and personal relationships of pupils are excellent

10. Pupils at Oak Lodge are very positive in their approach to learning. They are confident learners, articulate and are eager to contribute ideas and suggestions. In Year 6 for example pupils were very keen to talk about their designs when making a moveable person attached to a stand. This willingness to discuss and explore topics enhances children's problem solving skills. Pupils are also excellent listeners. They show respect for others' ideas and values and take care of resources. This was seen when Year 1 pupils were examining artefacts from different eras during a history lesson. Pupils respond very well to instructions and respond with much enthusiasm. For example, in a science lesson in Key Stage 2 pupils were very keen to take part in role-play when showing how an electric circuit works. Pupils' very good attitudes enable teachers to provide stimulating and exciting learning opportunities.
11. When asked pupils say they are happy and really enjoy school. The promotion of good behaviour is excellent. All staff have very high expectations that pupils will behave sensibly whether in the classroom, out at play or on excursions. The school has been commended on many occasions for the good behaviour of the pupils out of school. There is a very effective positive discipline policy based on four simple, yet comprehensive rules. Pupils really appreciate winning house points for good work or behaviour. Those few pupils who misbehave are monitored closely and effectively, with parents involved as necessary to support the improvement in this area. Pupils work well even when there is no direct teacher input, for example when Year 6 pupils were working in an area adjacent to the classroom on design technology activities. They have clear ideas about what is acceptable behaviour. During playtimes pupils share equipment fairly and play harmoniously. Pupils also take responsibility for tasks in the classrooms and around the school. They take registers to the office and help the setting out of equipment for games. The pupils are able to work well together, taking turns and supporting each other in completing tasks. Pupils' attendance records are very good.

12. All adults who work in the school as well as those who come into help on a voluntary basis provide very good role models. Pupils are confident and share in each other's successes. Relationships are excellent between pupils and teachers. Pupils feel valued and part of the school community.

The school is a very caring establishment and caters exceptionally well for the personal and academic needs of all its pupils. It also provides excellent opportunities for pupils to develop their social, moral, spiritual and cultural awareness.

13. Oak Lodge Primary School is an outstanding example of a caring and supportive school. All pupils are given extremely detailed, individual guidance in their personal and academic development. By the time pupils leave the school to move on to secondary education they are mature, sensible and very well developed in independent learning skills.
14. The school has, since the last inspection developed excellent procedures to assess pupils' attainments and the progress that they make in their learning. Teachers assess pupils' learning in all subject areas termly, setting individual targets for all pupils in the Foundation Stage and in both Key Stages 1 and 2. These outstanding assessment procedures contribute substantially to the high standards achieved by pupils. Since the previous inspection there has also been more emphasis placed on early identification of pupils with special educational needs. The effective recording system shows that this strategy is reducing the number of children requiring additional support. The additional Literacy Support is being used effectively to raise standards for this group of pupils. Effective tracking systems and good liaison between the special educational needs coordinator, literacy support teacher and class teachers ensure that effective support is provided where it is needed.
15. The pupils are supported extremely well in their personal development as they move up through the school. All pupils receive personal, social and health education appropriate to their age. The older pupils receive a good grounding in sex and drugs education and are very well prepared emotionally and academically to move on from primary school. An excellent range of extra-curricular clubs and responsibilities within the school community promotes the pupils' social development extremely well. Pastoral support is outstanding. The personal, social and health education co-coordinator ensures that any pupil causing concern is effectively supported through the 'Lodge Lunchtime Club'. The personal development of pupils is tracked most effectively via the monthly profile. First hand knowledge and formal monitoring procedures allow all staff to give a very high quality of support and guidance to each individual pupil.
16. The school provides excellent care for its pupils and has highly effective systems for ensuring the health, safety and well being of its pupils. Oak Lodge is a large school but all the staff know the children very well and are sensitive to their needs. The school has very effective procedures for ensuring the health and safety of the pupils. The building is mostly new. It was specifically designed with the curriculum needs and safety of primary school pupils as the highest priority. The site supervisor has very organised systems to check the security of the building and grounds. Formal risk assessment is carried out at least once a term. The school has very good procedures for child protection. All staff, teaching and non-teaching have had recent training in current practices. There are very good systems for the first aid and welfare of pupils. Procedures regarding the administration of first aid and medication are effective. Staff maintain very close liaison with parents and monitor children's well being daily.
17. Moral and social issues are dealt with by teachers appropriately as they arise and teachers and other staff strongly highlight the difference between right and wrong. The school succeeds in creating a caring environment. Excellent links are developed within the community. The school makes very good provision for pupils' spiritual development in its ethos, through the curriculum, in assemblies, and through religious education lessons. Teachers encourage children's sense of wonder through the creative arts and in particular on the strong emphasis placed on music and drama. The school promotes very good cultural development bringing into the school writers, poets, and parents of different faiths, as well as having their own excellent library. Visits to London occur regularly, including the Science Museum and Imperial War Museum.

The leadership and management of the school are excellent. The headteacher, Governing Body and senior management team are very effective in managing a highly successful school

18. The headteacher has a very clear vision of the way the school should be managed. He leads in a very purposeful way and works very well with the teachers and parents to provide an education for the pupils that they can all be proud of. The school rightly sees itself as being at the heart of the local community and fulfils this role very well. There is a clear sense of responsibility for supporting the needs of all children within the school and this is reflected in the way the curriculum is organised, through the way teachers and other staff respond to pupils, and through the arrangements for keeping parents informed. The school has responded very well to the key issues of the last inspection. Opportunities for pupils to further extend their knowledge and understanding of science, art, music and drama have been effectively put in place. All teachers have worked very well together to raise standards across all curriculum areas.
19. The governors are very effective in their role. The Chair of the Governing Body has been particularly influential in helping to manage the school in an efficient and orderly way. As a group the governors are well organised and thorough in their approach. They are very committed to the school and work very effectively through their various committees. They work very well with the headteacher in managing the school's finances and successfully apply the principles of 'best value'. Governors are also linked to particular subjects and speak regularly with teachers. The governing body has also been very clear in how best to use its funds. The school's administrative procedures are of an exceptionally high standard and this was noted in the recent LEA audit. All statutory requirements are fully met.

The school's partnership with parents is outstanding. Parents make a substantial contribution to the life of the school and are very satisfied with the education their children receive

20. The link with parents is excellent. Parents are extremely supportive of the school and are very happy with its leadership and management, the hard work of the teaching and non-teaching staff and the high achievement expected of their children. The inspection team endorses all these positive views.
21. The school provides a very good range of high quality information to parents. Each year parents receive an excellent welcome pack from their child's new class teacher, giving detailed information about the curriculum and topics to be covered, as well as practical details on physical education, uniform and homework requirements. The school gives a very clear message on homework. Parents were fully involved in drawing up the guidelines and work extremely well with the school in supporting learning from home. There are regular meetings with parents to report on individual pupil's progress, as well as talks to prepare parents for the next stage of their children's education, whether within school or beyond the primary school stage. Parents are well represented at all meetings concerning their children and this was evident in the high turn out for the parents meeting with the lead inspector, prior to the inspection of the school.
22. The impact of the parents' involvement on the work of the school is exceptional. They raise large sums of money towards educational and recreational resources and have made a significant contribution to the funding of the new information and communication technology suite. Many parents also help in the school and accompany outings and residential trips. In particular there are many parents who help on a regular basis in after school activities including the chess club, swimming, football and athletics. A minority of parents, however, feel that classes beyond the reception age are over large. Whilst agreeing with the parents that numbers in some classes are larger than average the inspection team did not find this to be of detriment to the pupil's education.

WHAT COULD BE IMPROVED

While the provision for information and communication technology is satisfactory the standards that are achieved by pupils are below those obtained in other subjects

23. Observations during the two days of the inspection highlighted inconsistencies in the planning and teaching of information and communication technology across the school. Where the use of information and communication technology is related to the subject of the lesson it can enhance pupils learning, such as in a Year 3 science lesson where pupils were able to extend their knowledge of the different types and functions of our teeth through the use of a CD-ROM. Pupils in Key Stage 2 are also starting to use the Internet to find relevant information and to communicate with others through the use of e-mail as was witnessed in a well planned link visit to a local comprehensive school. However, in a number of lessons the information and communication technology activity was marginal to the activities the rest of the class were undertaking. Overall, apart from those lessons where information and communication technology is taught as a discreet subject, the quality of the teaching in this area is below the very high standards found by the team in all other subject areas.
24. The school, however, is in the process of establishing a new information and communication technology suite. The co-ordinators for this subject have a very clear vision for developing its use across the curriculum and have established a thorough plan for the training of all the teaching and non-teaching staff. The school is well placed to take advantage of this new development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Raise standards in information and communication technology by:

- a. ensuring that staff receive appropriate training opportunities in this area
- b. ensuring that the teaching of this subject is developed both across the school and in the new information and communication technology suite

Both of these issues have been identified in the School Development Plan.

PART C: SCHOOL DATA AND INDICATORS

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
	1999	52	52	104

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	52	51	49
	Girls	50	50	49
	Total	102	101	98
Percentage of pupils at NC level 2 or above	School	98 (98)	97 (99)	94 (99)
	National	82 [78]	83 [79]	86 [82]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	51 (42)	49 (43)	51 (44)
	Girls	50 (56)	46 (56)	50 (56)
	Total	101 (98)	95 (99)	101 (100)
Percentage of pupils at NC level 2 or above	School	97 (98)	91 (99)	97 [100]
	National	82 [80]	86 [83]	87 [85]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	44	56	100

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	41	41
	Girls	52	46	50
	Total	95	87	91
Percentage of pupils at NC level 4 or above	School	95 [86]	87 [79]	91 [85]
	National	70 [63]	69 [62]	78 [68]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	41	41
	Girls	46	43	50
	Total	87	84	91
Percentage of pupils at NC level 4 or above	School	87 [83]	84 [83]	91 [89]
	National	68 [63]	69 [64]	75 [85]

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

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19%	42%	39%	0%	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)		703
Number of full-time pupils eligible for free school meals		27

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		125

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	3
Black – other	4
Indian	12
Pakistani	0
Bangladeshi	0
Chinese	5
White	615
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	24
Number of pupils per qualified teacher	29
Average class size	33

Education support staff: YR– Y6

Total number of education support staff	17
Total aggregate hours worked per week	219

Financial information

Financial year	1998/99
	£
Total income	1071141
Total expenditure	1196202
Expenditure per pupil	1700
Balance brought forward from previous year	38532
Balance carried forward to next year	17962

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	508
Number of questionnaires returned	321

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	2	0	0
My child is making good progress in school.	60	37	2	0	1
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	53	43	4	0	1
The teaching is good.	73	26	0	0	1
I am kept well informed about how my child is getting on.	54	42	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	71	27	1	0	1
The school expects my child to work hard and achieve his or her best.	79	21	0	0	1
The school works closely with parents.	64	33	2	0	1
The school is well led and managed.	87	13	0	0	0
The school is helping my child become mature and responsible.	70	29	0	0	1
The school provides an interesting range of activities outside lessons.	67	29	2	0	2

