

INSPECTION REPORT

THE HAYES PRIMARY SCHOOL

Kenley, Croydon

LEA area: London Borough of Croydon

Unique reference number: 101760

Headteacher: David Wilcox

Reporting inspector: Brian Espiner
30600

Dates of inspection: 6 –7 November 2000

Inspection number: 224433

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:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jennifer Anderson
Date of previous inspection:	19 – 25 April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Hayes is a large, happy, community primary school in the downland suburb of Kenley. Most pupils, but not all, come from favourable economic backgrounds. Attainment on entry is generally above average. There are 324 pupils on roll, 4.9 per cent of whom are entitled to free school meals, a below-average proportion. Seven pupils (2.2 per cent) have Statements of Special Educational Needs, which is above average. The overall proportion of pupils with special educational needs (19.1 per cent) is about average, and rising. The severity of pupils' special educational needs is also increasing. Pupils from ethnic minorities form 6.5 per cent of the school population. English is not the first language of eight per cent of pupils, a proportion which is above average, and four pupils are at an early stage of English acquisition.

HOW GOOD THE SCHOOL IS

Standards are well above average, largely because teaching is very good throughout the school. Leadership and management are excellent, resulting in very good improvement since the last inspection. Consequently, the school is very effective, and provides good value for money.

What the school does well

- Standards in English, mathematics and science are high.
- Teaching and learning are very good throughout the school.
- Pupils' attitudes, behaviour, personal development and relationships are all very good.
- Provision for, and standards in, swimming and music are excellent.
- The quality and range of learning opportunities are very good, including excellent provision of extra-curricular activities.
- The provision for personal development is excellent.
- The school cares for its pupils very well.
- The leadership and management of the headteacher and key staff are excellent.

What could be improved

- The time at the end of literacy lessons, for reinforcement and advancement of what has been learned, is not always used to best advantage.
- Parents are not informed well enough of the extent and range of extra-curricular provision.

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 April 1996. There were five key issues for action in a largely favourable report. The first key issue was to improve standards at Key Stage 2 in design and technology, information technology and geography. Standards in these subjects are now satisfactory, and good in some areas, for instance in pupils' skills in desktop publishing, and in their knowledge of European countries and capitals and the relative positions of seas and oceans. The second key issue was the production of schemes of work in all foundation subjects. These now exist, and are effective. The third key issue was to improve monitoring of the curriculum, and this is now very good. The fourth key issue was to balance the budget. This has been done, and there is now a small surplus. The fifth key issue was to replace the huts. School plans for this are eminently sensible. Since the last inspection, standards have improved in all core subjects. In ten per cent of lessons observed in the last inspection,

teaching was less than satisfactory. In this inspection no teaching was less than satisfactory, and almost half of teaching seen was very good or excellent. Improvement since the last inspection has been very good.

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	1999
English	A	A	A	A
mathematics	A*	A	A	C
science	A	C	B	C

Key

well above average A

above average B

Average C

Below average D

well below average E

[Note: A* means that the school was in the top five per cent of schools nationally]

Standards are high. Overall results at Key Stage 2 have been consistently well above the national average for several years, and have risen in line with the national trend. In 2000, over 40 per cent of pupils reached the higher Level 5 in all three core subjects, again well above average. Overall standards are above those reached by schools of a similar nature. Results at Key Stage 1 have also consistently been above or well above average for several years, although there was a dip in Key Stage 1 results in 2000, especially in mathematics, because of a high number of pupils with special educational needs, particularly of a mathematical nature. In conjunction with the local education authority, the school sets targets every year for attainment in English and mathematics. Targets are challenging and have been realistic in the past. However, given that the number of pupils with special educational needs is rising, and that those needs are becoming more severe in nature, the school's targets for 2002 are ambitious, and the school will have to be very careful in setting realistic targets in future years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are happy, smiling, keen and interested.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are courteous and polite.
Personal development and relationships	Relationships are very good, both between staff and pupils and between pupils themselves. Personal development is very good, in terms of taking responsibility, in self-confidence, and in many other ways.
Attendance	Attendance is about the national average. Unauthorised absence is two fifths of the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 32	Very good	Very good	Very good

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

No observed lessons were less than satisfactory; 87.5 per cent were good or better, and 45 per cent were very good or excellent. The teaching of English and mathematics is very good, and literacy and numeracy skills are taught very well. Teachers cater very well for the needs of individual pupils. Outside the core subjects, swimming and music are strengths in learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good. The school places due emphasis on the importance of the core subjects without neglecting other areas. The curriculum is very well supported and enhanced by the excellent provision of extra-curricular activities.
Provision for pupils with special educational needs	The school is gaining a well-deserved reputation for good special educational needs provision, so the number of these pupils is increasing as their parents actively choose the school.
Provision for pupils with English as an additional language	Provision is very good. Pupils with English as an additional language are nurtured as valuable members of the school community and included in all activities. It is a pleasure to witness their involvement in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is excellent. The whole atmosphere and underpinning values of the school encourage personal development in all its dimensions. All pupils regularly perform in public, in music or drama.
How well the school cares for its pupils	The school cares for its pupils very well. Pupils are assessed regularly and individual progress is tracked. Assessment is used well to guide the curriculum and to cater for the needs of individuals. Pupils' welfare and well being are given a high priority.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other	The headteacher and assistant headteacher work very well together to provide excellent leadership. In management they are ably assisted by a competent and hard working senior

key staff	management team.
How well the governors fulfil their responsibilities	Governors have a very good understanding of the school's strengths and weaknesses, and use this knowledge very well to shape the direction of the school.
The school's evaluation of its performance	Very good analysis of assessment and careful consideration of teachers' classroom performance are used well to set targets for subject co-ordinators and to produce comprehensive whole-school development plans.
The strategic use of resources	Financial management is meticulous, leading the school into surplus since the last inspection. Large spends are always put out to tender.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard. • Children like school. • Behaviour in the school is good. • Parents feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • The teaching is good. • The school helps children become mature and responsible. • Parents are kept well informed about how their children are getting on. • The school works closely with parents • Children make good progress at school. • Children get the right amount of work to do at home. 	<ul style="list-style-type: none"> • Activities outside lessons. • The format of school reports.

The inspection team is happy to agree with parents' positive views. For example, 95 per cent of parents who answered the questionnaire agreed that the school is well led and managed, and over two thirds strongly agreed. Well over 90 per cent were positive about most aspects of the school, and rightly so. At the parents' meeting, a few parents expressed concern about the large difference in the school's expectations of work from Year 2 to Year 3, especially in the amount of homework required. The inspection team found this not to be the case now, but the school reported that there had been difficulties in the past, which they had sorted out after consultation with parents. A few parents were concerned that behaviour in class was adversely affected by pupils with behavioural difficulties. This was not the case during the inspection, where the management of these pupils was found to be very good. Some parents expressed concern about the format of school reports, as there seemed to be similarities from one report to another, especially since the school had started word-processing them. Reports are good. The school has a bank of statements about coverage of the National Curriculum in foundation subjects, and teachers use these for both hand-written and word-processed reports. This is an efficient way for the school to ensure that parents get enough information, but it does mean that reports will contain some identical statements. There is no such bank of statements in core subjects.

A large minority of parents expressed concern about the school's provision of an interesting range of activities outside lessons. This surprised the inspection team, as the last inspection had reported that the provision of extra-curricular activities was excellent, and very little has changed since then. The school does far, far more than the average primary school, with a choir at Key Stage 1 (quite unusual) and at Key Stage 2, a school orchestra (unusual), instrumental tuition in strings from reception (very unusual) and 13 instruments offered in juniors. Each class has a number of trips and visitors – orchestral concerts, theatres, museums, and so on. Last year the school had an artist in residence. Charities are supported. Year 5 and Year 6 have residential visits. There are recorder clubs and a drama club for upper juniors. The school takes part in swimming competitions, and there are football and netball clubs, although netball is not running this term because of staffing difficulties. When parents were pressed at the meeting as to what they actually wanted on top of all this, one parent said that the school should provide more sports, other than swimming. But the school has had professional coaching in cricket, basketball and athletics, as well as football and netball. It takes part in the Crystal Palace Sports Initiative, and in the Croydon Borough Sports every year. The school also holds its own sports days each year for each key stage. In the light of all this provision, the inspection team can conclude only that parents are unaware of everything the school does. Extra-curricular provision is excellent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science

1. For several years, standards in English, mathematics and science at the end of Key Stage 2 have been well above the national average, and above the average for similar schools. In national tests in 2000, over 40 per cent of pupils reached the higher Level 5 in all three subjects. This is a very high proportion, and reflects the very good teaching. Pupils enter the school with above average attainment, and the school builds well on this. Standards at the end of reception are above average. By the end of Key Stage 1, standards are well above average, and they remain high through the rest of the school. When pupils leave the school, they take with them an above average knowledge and understanding of core subjects, leaving them well prepared for secondary school and giving them a good start at Key Stage 3.
2. In 2000, mathematics results at the end of Key Stage 1 were below average for the first time. The year had a high proportion - over a third - of pupils with special educational needs, and the school did well to get above average results in English and science, although they dealt less well with special educational needs in mathematics. In general, pupils with special educational needs make very good progress in the school, and have done for some time. Very few pupils leave the school with a National Curriculum level below Level 3 in any core subject. This represents good achievement for pupils with special educational needs. This success has resulted in the school building up a deservedly good reputation for special educational needs provision, and so more parents of these children are actively choosing to send them to the school; hence the rise in special educational needs numbers and severity.
3. On entry, girls are attaining higher than boys, and this continues to the end of Key Stage 1, reflecting national trends. At the end of Key Stage 2, boys are generally attaining as highly as girls in English, and higher than girls in mathematics and science, against the national trend. This is partly due to parental expectation, in that a lot of boys are aiming for the 11+ for entry into grammar schools in neighbouring boroughs, or the common entrance examination for the private sector. Some boys have private tuition outside school to help them prepare for these examinations and, at the parents' meeting, it was suggested that this external provision had the effect of raising standards overall. However, the school has not been idle in raising the standards achieved by boys. Girls were identified some time ago as achieving better than boys by the school's very good monitoring process, and the school set about redressing this imbalance, and succeeded. The school constantly seeks ways of improving standards with all its pupils, for instance, by considering the relevance of texts and subject matter. A victim of its own success with boys, it is now seeking ways of increasing the attainment of Key Stage 2 girls.

Teaching and learning throughout the school

4. In the inspection, no lesson observed was less than satisfactory. Teaching in the school is very good overall. Of 32 lessons seen, four were satisfactory, 13 were good, 14 were very good, and one was excellent. This represented good improvement since the last inspection, when ten per cent of lessons were less than satisfactory. The satisfactory lessons were at Key Stage 1 and in Years 3 and 4. In

reception and Years 5 and 6, all lessons were at least good. All teachers, including visiting specialists, demonstrated at least good teaching.

5. The excellent lesson, English with a Year 5 and 6 class, was underpinned by very good planning and preparation, and comprised several activities centred around newspapers. There was excellent integration of information technology, with pupils accessing the Daily Telegraph website to answer pre-prepared questions on a report about the Millennium Dome. Good attention was paid to very challenging spelling, reading for information and report writing. The additional support given to pupils with special educational needs facilitated very good learning by this group. All pupils were very involved with their tasks, showing high motivation and independence in a very well paced lesson. Homework, here, was making a major contribution to the learning of literacy, with some excellent results. The teacher's marking was evaluative and informative. The plenary session at the end of the lesson was planned to reinforce and extend the main learning. Very good lessons in the rest of the school had most of these qualities.
6. Teachers plan well together to ensure that there is equality of provision in parallel classes. The school has successfully introduced the National Literacy and Numeracy Strategies, and staff have worked hard to ensure that success. Their own knowledge and understanding are good. High expectations of pupils' capabilities are evident in every class. This is made easier for teachers by the high standards of speaking and listening exhibited by pupils from their entry into reception, and the children's good general knowledge. For instance, a good, but unaware, knowledge of the construction of the past simple of regular verbs was demonstrated in a generally very confident discussion about bonfire night in reception thus:- "Everybody had a torch. We bought a pink neck-torch for my sister and a blue one for me". High expectations result in a good pace of learning in lessons throughout the school.
7. Support staff are used well in class, for example in recording on a pro-forma the behaviour of a pupil with special educational needs of a behavioural nature, whilst at the same time helping this pupil and others. Teaching methods are mostly based on those encouraged by the National Literacy and Numeracy Strategies, and are generally very successful.

Pupils' attitudes, behaviour, personal development and relationships

8. Pupils smile very readily, and obviously enjoy being at school, an observation confirmed by over 95 per cent of parents in the questionnaire. Pupils are polite at all times, and eager to engage adults. In virtually all lessons pupils are very well behaved, very attentive, interested, enthusiastic, hard working and good natured. During the inspection, a wet playtime was observed in infants. All pupils were actively engaged in some sort of activity, mostly drawing, and behaviour was excellent, with hardly any noise. On entry to the classrooms, it was difficult to tell that it was, actually, playtime. Behaviour in the dining hall is also very good. Pupils are very familiar with routines and know what is acceptable, responding well to the high expectations of all staff. One small exception to this is running in corridors, found in the inspection with young children and with Year 6 pupils. They were running only because they thought they might be late for something important, but nevertheless this is a safety issue that the school should consider.
9. Throughout the school, there is an overall happiness pervading every classroom, corridor, and often-rain-swept concrete path. Pupils with special educational needs are respected, helped and nurtured by their classmates. Caring, sympathetic and

good-humoured adults foster very good relationships in all areas of school life. There are high expectations of behaviour and effort, and pupils respond to this with maturity, happily taking more responsibility for their learning as they move through the school. Bullying is almost unknown, and any, very rare, instances are dealt with firmly and fairly.

Provision for, and standards in, swimming and music

10. During the inspection, swimming classes were observed at Key Stages 1 and 2. At Key Stage 1, standards are well above average. Most pupils observed in Year 2 swim front crawl with confidence, and many swim ten metres unaided. They are starting breaststroke with greater confidence than is usually found in pupils of this age. Swimming lessons were also observed with Years 3 and 4. Almost all Year 4 pupils swim 25 metres unaided on their front, and most can do this on their back. Some pupils with special educational needs start sinking when attempting back crawl, but they are looked after very well, and constantly reminded where to fix their eyes. The standards that the school attains in swimming are never less than very good and, overall, attainment is excellent.
11. The school is fortunate in having its own pool, originally built by parents, taken over by the local education authority and managed and maintained by the school. This enables all pupils to have a swimming lesson once a week. One effect of this is that pupils are fitter than usual, with more stamina than is seen in most primary pupils. The pool is also used by the local community, and the school won an award for this last year. Community use, and the hire of the pool by other schools, including a special school, helps to finance it. The governing body has set up a charity account to minimise costs, a good example of the school's prudent financial management. Year 6 pupils are taken weekly to Purley pool to gain deep water experience, such as racing dives. All Year 5 and 6 pupils can swim 25 metres unaided, well over half can swim 100 metres, and over ten per cent can swim a mile.
12. The school places great emphasis on music. The headteacher, a specialist, is very prominent in music within the borough, and music has a very important position in the school. High standards are expected and reached. There are weekly music lessons for all pupils in order to cover the National Curriculum. These lessons are carefully planned and well taught despite class teachers not being music specialists. A number of specialists visit the school to give instrumental tuition, and nearly half the pupils have instrumental lessons. The Suzuki method of teaching violin and cello is offered to children in reception and pupils at Key Stage 1. Tuition in 13 different instruments is offered at Key Stage 2, a very wide range for junior pupils. From this the school forms a competent orchestra, which meets to practise under the headteacher's direction after school every Monday. There are two choirs, one for infants and one for juniors, which meet to practise one lunchtime each week. Several recorder groups also meet at lunchtime. All this effort and enthusiasm on the part of pupils and staff, combined with excellent resources, result in excellent standards rarely seen in a primary school. The school is rightly proud of press cuttings detailing its musical triumphs.

The quality and range of learning opportunities, including the provision of extra-curricular activities

13. All subjects of the National Curriculum and religious education are given a sensible amount of teaching time. There is a clear path from good schemes of work, through medium-term planning, to useful lesson plans with clear learning objectives. The

religious education co-ordinator helped write the locally agreed syllabus. Nothing in the curriculum is being neglected, yet the school still finds time for its emphasis on music and the arts. A few parents expressed concern over the breadth of sporting activities. The breadth is there, though it tends to get hidden, or at least overshadowed, by the provision for swimming. The philosophy of the school is to concentrate on this, but not to the exclusion of other sports. The inspection team endorses this view, which results in making pupils fit and giving every individual a chance to shine in one of the most natural of sporting activities.

14. Provision for the arts is very good in general. Pupils are given the opportunity to perform often, in dramatic productions as well as musical ones. In art they are taught to understand and appreciate the work of famous artists, and to express themselves in a variety of media with increasing skill. It was not possible to observe an art lesson during the inspection, but the scheme of work, teachers' planning, and analysis of displays and pupils' previous drawings and paintings indicate that the standard of pupils' artwork is above average. There is an active and successful drama club for Years 5 and 6. A few parents suggested that this could be opened to younger pupils. The headteacher has stated that this would be something that the school would welcome but, because time and staff are already very overloaded, provision for extra-curricular drama lower down the school is not possible in the foreseeable future. This appears obvious, and more than sensible, to the inspection team, given the excellent range of activities already on offer, and the amount of time teachers already give willingly to extra-curricular activities.
15. In the last inspection, the provision of extra-curricular activities was found to be excellent. This inspection confirms that provision is still excellent. Every lunchtime, and most evenings, there are clubs and activities. As always in primary schools, there are more activities for older pupils in the evening: the activities lend themselves more easily to older pupils; they can concentrate better for longer periods after school; and it is easier for them to get home safely afterwards. The few parents who expressed concern about extra-curricular provision for infants seem unaware of what is normally provided in similar schools. The provision of lunchtime recorder groups for infant pupils, is not all that unusual, but infant choirs are rare, and infant instrumental tuition is very rare. The school provides far more for infants than most schools. The overall proportion of pupils having instrumental tuition is very high at well over 40 per cent every year, a proportion almost unheard of in primary schools.
16. To all this must be added the visits to the school by groups and individuals, such as Kinetic Theatre, annual pantomime groups, nurses, firefighters, the police, builders and road safety officers. There are also visits by the school. Reception children visit the Polka Theatre in Wimbledon or a local farm. All other pupils have at least two educational trips per year, to Knowle House, Hampton Court, the Museum of Childhood in Bethnal Green, Brighton Sea World, or the Millennium Dome. Add to this the residential trips offered in Years 5 and 6, and it can be concluded only that the school's provision of extra-curricular activities is excellent, and that this provision adds a great deal to pupils' education.

The provision for personal development

17. There is an expectation everywhere in the school that all pupils will grow into mature and responsible citizens. Class teachers keep notes in a common format on the personal development of each pupil. Spiritual and moral development are emphasised very well in religious education and assemblies. Many opportunities are provided for reflection and consideration of personal belief. Pupils have a well-

developed knowledge and understanding of right and wrong from an early age. Excellent provision for social development is evident in all areas of school life, not just in the timetabled and progressive personal, social and health education lessons. Social inclusion is very good, and a strength of the school when compared with others. Pupils with special educational needs, including blindness, profound deafness and Down's syndrome, are integrated as far as is possible into the life of the school. It is heart-warming to see how these pupils are cared for by the whole-school community. Moral and social development are also encouraged by regularly and actively supporting charities such as Macmillan Cancer Research, Dr Barnardo's, Children in Need, Red Nose Day, and the Romanian Shoebox Appeal.

18. As pupils progress through the school, they are systematically given more opportunity to take responsibility. From entry into reception, children willingly and proudly take the register and parental notes to the office. By Year 6, pupils run the school library with some efficiency. However, it is in taking responsibility for their own learning that all pupils make most progress. This is built into the curriculum in subject schemes of work, and was seen in many lessons during the inspection. There are two residential visits for upper juniors. Year 5 spend three days in Winchester Youth Hostel in the old City Mill, with the excitement of sleeping above the River Itchen. The choice of Winchester, steeped as it is in essential English history, shows very good thought by the school. Year 6 spend five days on the Isle of Wight, a visit which is no less challenging to pupils.
19. The school believes, quite rightly, that personal development is more than acquiring socially accepted standards of high academic or physical performance, even though the school does all it can to assure these high standards. The philosophy of the school, endorsed by the inspection team, is that each individual must be encouraged to achieve their best in artistic areas, too. To this end, all pupils at Key Stages 1 and 2 are given the opportunity to attend at least one concert a term given by a professional orchestra. Every year, every pupil is encouraged to take an active part in a whole-school production. Last year it was 'Blast Off', and previous years' productions have included 'Oliver' and 'Joseph and His Amazing Technicolor Dreamcoat™'. Provision for education in our diverse multi-cultural society is very good, with education about different religions, festivals, foods, and so on. The school's provision for cultural development is excellent.

The way the school cares for its pupils

20. Pupils are tested regularly, and the school has a very good knowledge of how well pupils are doing and what they are capable of. Baseline tests are conducted once children have settled into the reception classes. Optional national tests are taken in Years 3, 4 and 5. National tests are taken in Years 2 and 6. All the information is entered into *INTEGRIS*, a computer software package that tracks individuals, highlighting strengths and weaknesses. Pupils are grouped by prior attainment for mathematics in Years 5 and 6, making it easier for teachers to stretch higher attainers, and for lower attainers not to get lost. All test results are analysed in depth to pinpoint any differences between different groups, for example by gender or ethnicity. Individual results are used to identify which pupils need extra help, for example in the Additional Literacy Strategy or in booster classes, which have proved very successful. All the data concerning how effective various strategies are for increasing the knowledge, understanding and skills of individuals are analysed very well, and the knowledge gained is used to give help where it is most needed.

21. In foundation subjects pupils are assessed every half term. Pieces of work are given a National Curriculum level and kept in portfolios that are passed on with the pupils. The information gathered is used to tell parents how their children are progressing. The school plans to incorporate the assessment of foundation subjects into the *INTEGRIS* system, making it easier to pass information from teacher to teacher.
22. Pastoral care is very good. Individuality is cherished and nurtured, and pupils are encouraged to achieve highly in every area. There are no health and safety or child protection issues, and the school's procedures in these areas are generally very good.

The leadership and management of the headteacher and key staff

23. After taking responsibility for the school five years ago, the headteacher has overseen many changes, including the successful introduction of the national strategies for literacy and numeracy, the revised National Curriculum for the Year 2000, and the present government initiatives in performance management. The highly competent and very hard working assistant headteacher was appointed two years ago. They have forged a very strong partnership, providing clear educational direction and extremely effective leadership. The heads of infants, lower juniors and upper juniors form the rest of a very solid and hard working senior management team. This is complemented by the provision of co-ordinators to provide leadership in, and management of, each subject. Because of staff turnover, necessarily high in an area where teachers cannot afford to buy a home, some co-ordinators are not fully established. For instance, the English and mathematics co-ordinators are new to the job. Because of this, they are given very good support by the headteacher and assistant headteacher while being inducted into their roles. All co-ordinators are given termly targets, and the school is incorporating this into the government's performance management initiative, which is already underway in the school. The school's procedures for the induction of all new staff, co-ordinated by the assistant headteacher, are comprehensive and very helpful. Initial teacher training students are also very happy with the support given to them. Staff morale is very high, with everybody working together to produce rounded individuals and high standards.
24. Responsibility for management is delegated well. Subject co-ordinators are given time to observe teaching in their subject, and they monitor teachers' planning and pupils' work. The assistant headteacher's and other managers' roles are well defined. Governors are very well informed and integrated into the life of the school, taking responsibility for individual subjects and aspects. They fulfil their role as 'critical friend' to the school very well, understanding their position of bridging any differences between the school and the local education authority.
25. The last inspection advised that the school should endeavour to replace the huts that house four of the school's classes. A new building has been agreed. The initial suggestion of the local education authority was that the new building should be sited where three of the huts are at present, at the front of the school. This would entail building more temporary accommodation at the back of the school in order to house those three classes while the huts were being demolished and replaced. In order to avoid this unnecessary upheaval and cost, the governors have suggested that the new building be constructed at the back of the present permanent building next to the swimming pool, where the school's adventure playground is at present. This is an obvious and eminently more sensible alternative.

26. Soon after taking over, the headteacher was faced with criticism of the school in the last inspection report. Although the report was broadly favourable, there were five key issues for action, and all have been tackled so well that improvement overall has been very good. The school has been made very effective in virtually all areas. The headteacher has great skill in taking everybody forward with him. His enthusiasm is contagious.

WHAT COULD BE IMPROVED

The use of time at the end of literacy lessons for reinforcement and advancement of what has been learned

27. The daily literacy hour, suggested by the National Literacy Strategy, is structured so as to bring together the whole class, after working in groups, for a plenary session. This session has two purposes. The first is to consolidate what has been learned in the lesson, revising links with earlier work. This is being done in every literacy lesson. The second purpose of the plenary session is to suggest ways forward and extend the learning. This is not always taking place, though it was happening in the excellent literacy lesson observed with Years 5 and 6.

Information for parents about the full extent of extra-curricular provision

28. The school's extra-curricular provision is excellent, as it was at the time of the last inspection. However, in answering the parents' questionnaire, a third of parents expressed dissatisfaction with this provision. The only explanation for this is that the school does not communicate its total provision well enough to parents. At the parents' meeting, some parents were unaware of provision in parts of the school their children had not yet reached, or even in parts of the school their children had reached. For instance, one parent suggested that there should be opportunities for learning musical instruments at Key Stage 1, unaware that this is provided from reception.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further, the school should:

- (1) Ensure that the plenary session at the end of all literacy lessons is used to advance knowledge, understanding and skills as well as to consolidate them.
- (2) Take further steps to ensure that all parents are aware of the extent and range of the school's excellent extra-curricular provision.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.1	43.8	40.6	12.5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	324
Number of full-time pupils eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	17	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	24	23	23
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (91)	91 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	24	23	24
	Total	40	39	41
Percentage of pupils at NC level 2 or above	School	93 (91)	91 (98)	95 (98)
	National	82 (80)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	15	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	12
	Girls	18	15	18
	Total	30	26	30
Percentage of pupils at NC level 4 or above	School	88 (81)	76 (76)	88 (79)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	18	18	18
	Total	32	32	32
Percentage of pupils at NC level 4 or above	School	94 (67)	94 (74)	94 (83)
	National	68 (65)	69 (65)	75 (72)

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	3
Black – other	1
Indian	9
Pakistani	3
Bangladeshi	0
Chinese	0
White	299
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	21.6
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	15
Total aggregate hours worked per week	234

Financial information

Financial year	1998-99
	£
Total income	643,255
Total expenditure	642,329
Expenditure per pupil	1,983
Balance brought forward from previous year	6,399
Balance carried forward to next year	7,325

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	322
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	46	39	9	1	5
Behaviour in the school is good.	48	48	3	0	1
My child gets the right amount of work to do at home.	28	54	15	2	2
The teaching is good.	46	48	2	0	5
I am kept well informed about how my child is getting on.	35	56	5	2	2
I would feel comfortable about approaching the school with questions or a problem.	64	32	2	2	1
The school expects my child to work hard and achieve his or her best.	59	39	1	0	1
The school works closely with parents.	46	43	8	1	2
The school is well led and managed.	67	28	3	2	1
The school is helping my child become mature and responsible.	51	42	3	0	5
The school provides an interesting range of activities outside lessons.	20	43	19	14	4

Other issues raised by parents

A few parents were concerned about the format of school reports.