

# INSPECTION REPORT

**ST. PAUL'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Friern Barnet, London

LEA area: 302 Barnet

Unique reference number: 101325

Headteacher: Ms. E.J. Treasure

Reporting inspector: Brian Oppenheim  
2686

Dates of inspection: 16 – 17 October 2000

Inspection number: 224496

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:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	The Avenue Friern Barnet London
Postcode:	N11 1NF
Telephone number:	020 8368 4839
Fax number:	020 8361 4240
Appropriate authority:	Governing body
Name of chair of governors:	Reverend R. Taylor
Date of previous inspection:	24-26 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Paul's is a Church of England mixed primary school with a nursery. There are 206 girls and boys in the school and another 49 part time children in nursery which means there is one class per year group: this size is about average. Some children attend the local church and many pupils are Christians: children come from the local area and reflect the local population. Most pupils are from white European backgrounds although about 44 children are from a range of other ethnic groups. Fifty-nine pupils are on the school's register for special needs, which is above average, but only three have statements of need which is below average. Forty-two pupils have free school meals which is close to the national average. Thirty-eight pupils speak English as an additional language but only one is at the early stage of learning English, as a result the school does not get extra funding for ethnic minority pupils. When pupils start at the school their attainment is broadly average.

### **HOW GOOD THE SCHOOL IS**

St. Paul's C of E Primary School is an effective school because it helps pupils to achieve high standards by concentrating on teaching and learning. It is led and managed very well so that everything is directed to giving pupils a good quality of education. As a result it provides good value for money.

#### **What the school does well**

- Standards are very high in the national tests taken by 11 year olds and in lessons throughout the school.
- Teaching is good: 96 per cent of lessons are at least satisfactory and 67 per cent are good or very good.
- The school is led and managed very well: the headteacher gives an assured lead to a committed team of staff and governors.
- Pupils' personal development is very successfully encouraged: pupils have high self-esteem and apply themselves to their work enthusiastically because they enjoy school.
- Assemblies play a strong part in promoting pupils' personal awareness.
- Improvement since the last inspection has been significant

#### **What could be improved**

- Standards in mathematics in Years 1 and 2, and the achievements of the very brightest pupils.
- Using assessment to help teachers identify pupils' needs and plan challenging work.
- The range and challenge of the work in art across the school.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved significantly since the last inspection in September 1996. Teachers and governors have concentrated on strengthening what was already good and improving teaching and learning. The school, under the quiet but determined leadership of the headteacher, has tackled these areas very well. Standards have risen since 1996 mainly due to important improvements in teaching and learning. Nearly all the weaknesses in teaching have been dealt with very successfully: lessons are speedy, pupils' learning is brisk, work is challenging and teachers are careful to teach important ideas and skills. This is why pupils make good progress as they move through the school and achieve high standards. The school has been just as successful in building on its strengths: pupils' attitudes to

school, their behaviour, personal development, and self-esteem continue to be very important and are now excellent. Great strides have also been made in the help governors give to monitoring how well the school is doing. There is a great determination to make St Paul's even better.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	well above average A
mathematics	A*	A*	A*	A*	above average B
science	A*	A*	A*	A*	average C
					below average D
					well below average E

The school's performance in the 1999 National Curriculum tests at the end of Year 6 is very high and much higher than those for similar schools. In mathematics and science the results are in the top five per cent of all schools in the country: in science pupils make very rapid progress and are about seven terms ahead of the average. Over the four years, 1996 - 1999, test results have got better year-by-year rising faster than the national picture.

The standards achieved by Year 2 pupils in the 1999 National Curriculum tests are not as good as those for Year 6. They are above average in reading and writing but average in mathematics. Most pupils reach the level typical for their age in mathematics but a relatively small proportion gets the higher levels; this brings down the overall results.

Pupils' achievements in the 2000 National Curriculum tests taken by 11 year olds are lower than in 1999. They are typical for pupils of this age but did not meet the school's targets: the proportion of pupils achieving the higher levels is small which brings down the overall results. However, the inspection confirms that in lessons standards in English, mathematics and science are again high and that the school is on track to improve results in 2001. This is because the quality of teaching is good. This is particularly so for mathematics in Year 2 where teaching is consistently good or very good: in Year 6, too, standards are set to climb in the end of year tests in English, mathematics and science but one or two pupils are still capable achieving even more.

At the age of five pupils' achievements are similar to those expected. Pupils quickly gain the skills to work independently, with each other in groups, and listen carefully to adults: this is because teaching and learning in the nursery and the reception class is very good. This good preparation means that they begin Year 1 ready to tackle the National Curriculum with confidence. As they move through the school pupils' make significant gains in their learning, building on their achievements each year so that by the time they leave standards are high.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are very eager learners, respond with enthusiasm to their work and have high self-esteem.
Behaviour, in and out of classrooms	Very good: pupils behave very well and treat others with great respect.
Personal development and relationships	Excellent: pupils have a very well developed understanding of what is right and wrong, and are thoughtful about others.
Attendance	Similar to the average.

Pupils' attitudes to school, their behaviour and their personal development are particularly strong and have a very positive impact on pupils' achievements.

## TEACHING AND LEARNING

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

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

In 96 per cent of lessons teaching is satisfactory or better, in 67 per cent it is good or better and in 21 per cent it is very good or excellent. Teaching is always good in the nursery and reception class and never less than satisfactory in Years 1 and 2. In Key Stage 2 teaching is nearly always at least satisfactory: there is very little unsatisfactory teaching and it is always good in Year 6. The good start pupils get in the nursery and reception class, and the strong teaching in Years 2 and 6 are why standards are high by the time pupils reach 11 and high in reading and writing by the time they are seven years old.

The teaching of English and mathematics is good: literacy and numeracy are taught well and pupils make good progress in learning the skills of reading, writing and number work. Whatever their particular needs, all pupils get effective support with their learning: this is another reason why they make good progress. Teaching is good because:

- teachers' confident knowledge and good understanding of subjects means that they set work that stretches and interests pupils;
- lessons are well organized so that pupils are never bored but well motivated and keen, and learning is brisk;
- teachers manage pupils well so that behaviour is always good.

Where there are weaknesses this is because the work is too difficult for pupils or the lesson is not organized tightly enough; as a result they do not make enough progress with their learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All the subjects of the National Curriculum are taught although the range of work in art is not enough to ensure that pupils achieve at the higher levels.
Provision for pupils with special educational needs	Good: the school is careful to plan work that meets the needs of different pupils.
Provision for pupils with English as an additional language	Provision is effective: as a result pupils make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent: social and moral values are given a very high priority and pupils have lots of opportunities to develop their spiritual awareness and understanding of different cultures and traditions. The high quality assemblies and weekly themes make a very strong contribution to pupils' personal development.
How well the school cares for its pupils	Very effective: pupils are treated with great respect and as individuals: this is why their self-esteem is high.

The school is very effective in promoting pupils' learning, their respect for others and belief in themselves. The curriculum meets statutory requirements. Assessment arrangements are improving but there is still some way to go to ensure that information about pupils' learning is used to set work that challenges everyone.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher leads the school in a calm, determined and assured way, and is supported effectively by the senior team and staff.
How well the governors fulfil their responsibilities	The governing body has improved significantly and supports the school very well by holding it to account and playing a full part in its development.
The school's evaluation of its performance	Good: the school knows its strengths and weaknesses well and how to go about improving.
The strategic use of resources	Good: much has been done to manage the school budget carefully so that money is used sensibly and used well to support the school's priorities.

The school has begun to apply the principles of best value. A good example is the way the school has raised money from charities to help fund the new computer room.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is very welcoming and treats everyone with respect.</li><li>• The very good support for special needs and the way parents are involved.</li><li>• The way problems are sorted out quickly.</li><li>• The very good support for pupils by all staff.</li></ul>	<ul style="list-style-type: none"><li>• The achievements of the most able</li><li>• The variability in homework between classes, including the amount.</li></ul>

The inspection team endorses the positive views of parents, many of which are particular strengths of the school. The school is very successful in welcoming all pupils and helping them to develop their respect for others and themselves. Relationships are very good right across the school. The provision for special needs is good and pupils given extra help with their learning make good progress.

The inspection team also agrees that the one or two pupils in each year capable of exceedingly high standards need to be given opportunities to reach their full potential. The school has already begun to look at this question in Year 6 by using a mathematics course which prepares them for Year 7 in secondary school. Parents had mixed views about the amount of homework set. The inspection found that homework was usually linked well to work in class and suitably demanding but the school needs to ensure that its well received policy is used consistently.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards are very high in the national tests taken by 11 year olds and in lessons throughout the school.**

1. The school's performance in the 1999 National Curriculum tests at the end of Year 6 was very high and much higher than those for similar schools. In mathematics and science the results were in the top five per cent of all schools in the country and in English they were very high. Achievements in science are extremely high: pupils make very rapid progress and are about seven terms ahead of the average. Taking all three subjects together, pupils are about three terms ahead of the average showing that the school is doing very well. Over the four years, 1996 - 1999, test results have got better year-by-year rising faster than the national picture.

2. The standards achieved by 11 year olds in 2000 National Curriculum tests are lower than those for 1999 but evidence from the inspection confirms that in lessons standards for Year 6 pupils are now higher. The school is on track to improve results in 2001 and, because the quality of teaching is good, standards are set to climb in the end of year tests in English, mathematics and science. In a Year 6 literacy lesson, for example, a brisk introduction about writing styles and different techniques and a challenging punctuation task followed by well-organised group work meant that pupils learnt very effectively. By the end of the lesson their attainment was high: their writing was fluent, they used a good range of vocabulary, had a good knowledge of punctuation for their age and their handwriting was neat and joined up.

3. Learning was equally brisk in a mathematics lesson in Year 6 where pupils were interpreting the information from a pie chart. A quick mental arithmetic session using the number 36 as a starting point lead successfully to the work on pie charts. Different work was given to pupils according to how well they had done previously: because of this it challenged their thinking and developed their understanding of fractions and percentages well. By the end of the lesson achievement was high and pupils were well on they way to understanding how fractions and percentages are linked.

**Teaching is good: 96 per cent of lessons are at least satisfactory and 67 per cent are good or very good.**

4. In 96 per cent of lessons teaching is satisfactory or better, in 67 per cent it is good or better and in 21 per cent it is very good. Teaching is always good in the nursery and reception class and never less than satisfactory in Years 1 and 2. In Key Stage 2 teaching is nearly always at least satisfactory: there is little unsatisfactory teaching and it is always good in Year 6. The good start pupils get in the nursery and reception class and the effective teaching in Years 2 and 6 are why standards are high by the time pupils reach 11.

5. Teaching is good for a number of reasons. Teachers have good knowledge and understanding of subjects and this helps them to set challenging and interesting work. In a Year 2 science lesson, for example, the teacher's very good subject knowledge was used particularly well to lead a discussion about different foods and how they are classified. Good questions really extended pupils' learning and challenged their thinking: for example, getting pupils to think about how a pizza included lots of different food groups. In a numeracy lesson in the Reception class, good clear questions were particularly effective in helping pupils develop their number skills and understand counting from one to six. Well-organised activities, such as the work on sorting, also helped to maintain pupils' concentration and extend learning effectively. Similarly, in a very good Year 2 mathematics and numeracy

lesson, the assured, knowledgeable and purposeful way the teacher presented work on using money ensured a brisk pace that kept pupils interested and motivated. By the end of the lesson, pupils had made good gains in their learning.

6. Lessons are also well organized so that learning moves forward at a brisk pace: this is why pupils are never bored but well motivated and keen. In a Year 4 numeracy lesson, for example, the well-organised start to work on shapes ensured that pupils were well motivated and excited about the task. Similarly, in a Year 4 personal, social and health education lesson, a carefully managed session with the whole class was particularly effective in getting pupils to understand about healthy food. The lesson was also prepared effectively: by using different coloured paper to represent the different types of foods, the teacher made the lesson fun which helped pupils to learn well and make good progress.

7. Another reason for good teaching is that teachers manage pupils well by always expecting the best of them and being sensitive to their needs: this is one of the reasons why behaviour is always good. Sometimes, teachers have to work hard to achieve good behaviour: in Year 5, for example, pupils can be rather noisy but consistently high expectations of behaviour and effective use of praise to reward good behaviour ensure that pupils are kept on track with their work. This was illustrated well in a history lesson on looking at the ancient Greek Olympics: here, the teacher's high expectations of behaviour, her good relationships with pupils and the way she stopped the class to discuss the work, as a way of reducing the chatter, all helped to promote learning and concentration effectively.

**The school is led and managed very well: the headteacher gives an assured lead to a committed team of staff and governors.**

8. The headteacher and senior managers work very well together to lead and manage the school. Calm, determined leadership, and a clear view of what needs to be done, lie at the heart of the school's success. A good example of this is the way teaching and learning have become central to the school's efforts to improve what it provides pupils and raise standards. Here, there has been an emphasis on making sure that all pupils are given work that stretches and interests them. This has been successful because of the way the headteacher has created a climate in which all teachers are valued and made part of the team. Management tasks are allocated appropriately to subject co-ordinators and the work of all teachers is monitored and evaluated carefully. For example, the mathematics co-ordinator has identified why mathematics standards are falling at the end of Year 2, and what to do to chart pupils' progress so that special help can be given where necessary. This shows that subject co-ordinators understand their part in monitoring teaching and learning and identifying what is working and what needs to be improved. Overall, the way the school is led and managed makes an effective contribution to standards and to the school's positive climate for learning.

9. One of the strengths of the school is the way in which staff and governors work as a team. This is evident in the way in which the governing body works with and supports the school. For example, governors regularly visit the school and have considerable expertise which they use to support teachers. Each class is linked with a governor and there are named governors with responsibility for literacy, numeracy and special educational needs: governors take their responsibilities very seriously and regularly visit classes. The governing body has a clear view of the school's provision and of its strengths and weaknesses and this is illustrated well by their involvement in setting a school improvement plan that identifies areas for development as well as how to address any weaknesses. For example, governors have identified the need to improve standards in mathematics at the end of Year 2 and are currently debating how best to tackle the achievements of the most able.

**Pupils' personal development is very successfully encouraged: pupils have high self-esteem and apply themselves to their work enthusiastically because they enjoy school.**

10. A particular characteristic of St Paul's is the way it encourages pupils to respect each other and their teachers, be sensitive to the feelings of others and understand what is and is not acceptable behaviour. An important part of this is the way teachers manage behaviour and set and achieve high standards of discipline. Teachers always expect pupils to behave well and have good techniques for managing behaviour. They rarely shout, for example, often using positive praise to reinforce good behaviour: this means that situations are never allowed to get out of hand. This was illustrated well in a Year 4 science lesson where praise for what pupils did well, rather than being told off for doing something wrong, was very effective in maintaining good discipline. As a result pupils were very enthusiastic about their work, had good relationships with others and behaved well.

11. Teachers have excellent relationships with their pupils and treat them with great respect. This was evident in all lessons: teachers and classroom assistants all work effectively to create a positive climate for learning where everyone is valued. Nowhere is this seen more than in the nursery where the supportive relationships create a good, calm working environment in which children develop confidence and independence. Indeed, teaching in the nursery is very good and the reason children settle so quickly to their new school and make such good progress. They have very good relationships with each other too and behave very well because of the good example set by adults. In a Year 1 information technology lesson good relationships with pupils helped to maintain high standards of behaviour.

12. Another aspect of personal development that the school is very successful in promoting is pupils' self-esteem. This is partly because of the respect teachers have for their pupils but is also because everyone is valued as an individual. This respect for the individual is evident in much of the work of the school: through its celebration and promotion of Christian values, the respect shown to pupils, the enthusiastic support of governors and the quality of assemblies.

13. Pupils respond very positively to their teachers: they behave very well, are always polite and listen carefully. The youngest pupils, new to school, settle very quickly to their work and are attentive because of the very careful way teachers establish routines and make clear what they expect. Pupils behave well both in class and around the school and they are given responsibilities such as taking the class register to the office or helping with the arrangements for assembly. Pupils enjoy being trusted and carry these tasks out very well without adult supervision. The personal, social and health education lessons also play an important part in promoting pupils' personal development. Work on food and diet, for example, gives pupils a good understanding of healthy eating.

### **Assemblies play a strong part in promoting pupils' personal awareness.**

14. Assemblies play an important part in creating the school's positive ethos and the way pupils are encouraged to see themselves and others. One of the ways this is done is through the weekly themes: during the inspection the theme for the week, that everyone is important, was reinforced very successfully in each of the three assemblies seen. What is impressive about these assemblies is that they consistently and effectively promote the theme in a way that keeps pupils' attention and excitement. In the whole school assembly, for example, the time was split into small chunks making it easy for pupils to listen and concentrate for at least 30 minutes. Good use was made of pupils' own talents in playing musical instruments, another way that the school promotes pupils' self-esteem and worth effectively. Pupils sing very well which also plays an important part in developing a pride in the school. Similarly, the assembly for Years 3 to 6 was very effective: taken by the chair of governors it also promoted the school's values and the theme well.

15. Productions, plays and musical events also play a very important part in establishing the school's ethos and values. These are of high quality and not only enhance the quality of the curriculum but also give pupils good opportunities to be involved and excel in activities outside of the classroom.

### **Improvement since last inspection has been significant.**

16. The school has improved significantly since the last inspection in September 1996. Teachers and governors have concentrated on strengthening what was already good and improving teaching and learning: as a result standards have risen over the past five years. In 1995, for example, the standards achieved by 11-year-olds in the National Curriculum tests were broadly average but they have risen year-on-year so that by 1999 they were very high. Similarly, standards in lessons were judged to be average by the last inspection but are now high.

17. Nearly all the weaknesses in teaching identified by the last inspection have been dealt with very successfully. Lessons are speedy, pupils' learning is brisk, work is challenging and teachers are careful to teach important ideas and skills. This is why pupils make good progress as they move through the school and achieve high standards. A good example of this was a Year 2 mathematics lesson where very good planning, high expectations and skilful presentation ensured that learning moved at a brisk pace and that all pupils were stretched.

18. The school has also been very successful in consolidating its strengths: pupils' attitudes to school, their behaviour, personal development, and self-esteem continue to be very good. Great strides have also been made in the help governors give to monitoring how well the school is doing. For example, the governing body now have a much better view of what the school does well and what could be improved: this is partly because governors regularly visit lessons and partly due to the way they are involved in, for example, writing their own annual report.

### **WHAT COULD BE IMPROVED**

#### **Standards in mathematics in Years 1 and 2, and the achievements of the very brightest pupils.**

19. The standards achieved by Year 2 pupils in the 1999 National Curriculum tests are not as good as those for Year 6. They are above average in reading and writing but lower in mathematics. The reason that they are not as good as those in Year 6 is that although most

pupils reach the levels typical for their age, a relatively small proportion gets the higher levels, particularly in mathematics where results have fallen over the past three years.

20. The performance of seven year olds in 2000 has risen and is now a little above average. Again, the proportion of pupils achieving the higher levels is relatively small and this brings down the overall results. The school has identified that one of the reasons for falling standards in mathematics is that there has not been a reliable way of monitoring pupils' progress in developing number skills in Years 1 and 2. This has meant that there has been no way of checking which pupils were having difficulties with their number work. Similarly, teachers have not been able to target support and provide work that is closely matched to pupils' needs; as a result it has not always been easy to improve pupils' learning. The inspection agrees with this and confirms that the school is now beginning to develop ways of checking pupils' progress in mathematics more rigorously.

21. Evidence from the inspection also confirms that standards in Years 1 and 2 are now higher; the school is on track to improve results in 2001 because the quality of teaching is good. This is particularly so for mathematics in Year 2 where teaching is consistently good or very good.

22. One of the features of the school's lower National Curriculum test results in 2000 is that there are fewer pupils reaching the highest levels than in previous years. This is partly because the Year 6 teacher left at Christmas and was replaced with a temporary teacher who had limited knowledge of the National Curriculum. The school has also identified other factors: some pupils just missed reaching the average level because they found working to time tricky; a few pupils start at the school in the middle of a school year making it difficult to consolidate their learning. These additional factors clearly play a part but evidence from the inspection shows that there are a few pupils who are capable of achieving the highest levels in the national tests. In a Year 6 mathematics lesson, for example, the very brightest two or three pupils were able to calculate percentages and fractions using pie charts with relative ease.

### **Using assessment to help teachers identify pupils' needs and plan challenging work.**

23. The school has begun to improve its assessment arrangements but still has some way to go to ensure that strengths and weaknesses in pupils' learning are identified so that work can be set that challenges each pupil. A good example of where the school needs to improve its arrangements is at Key Stage 1. Here, the school has identified that one of the reasons for the drop in standards in mathematics is that a lack of suitable tests has meant it has not been possible to monitor pupils' learning carefully enough in Years 1 and 2. There has been no way of checking which pupils were having difficulties with their number work and thus were unable to help improve their learning. The inspection agrees with this and confirms the school view that assessment is an area for development. However, the school is now beginning to develop ways of checking pupils' progress in mathematics more rigorously by devising appropriate tests or using those developed by outside bodies. In Year 1, for example, assessment is to be through the commercial teaching scheme used by the school.

24. The school has also prepared a revised assessment policy and guidelines which are clear and concise. They were revised in July 2000 and contain helpful advice for teachers. The policy, for example, shows that the school uses the tests designed by the Government agency responsible for assessment in Years 3, 4 and 5. The information kept by teachers is also useful because it records what work pupils have covered. Teachers work hard to collect such information but because there is so much it is not easily used to help identify the next steps in pupils' learning. The school has rightly identified setting individual

learning targets for pupils and reviewing progress towards meeting these as its priority in helping to raise standards. There are school and class targets which are often used well by teachers to support learning: in all classrooms, for example, the class's overall numeracy target is displayed on the wall and referred to during mathematics lessons. However, individual learning targets are less well used: as a result it is more difficult for teachers to check whether pupils are really doing as well as they should be. Similarly, although teachers know their pupils well this information is not always used fully to help plan work for different groups of pupils or individuals.

### **The range and challenge of the work in art across the school.**

25. Although the school does cover all subjects of the National Curriculum, some are better provided for than others. Art and design is taught but the quality, quantity and range of the work is relatively limited. This is not to say that the subject is ignored: there are examples of pupils' art work in the hall and classrooms, for example, but taken as a whole it does not provide a high enough quality experience. In some cases skills and techniques are not taught well: for example the work in the hall on colour mixing adds white to dark colours rather than the other, correct, way round. Few pupils are able to talk about a range of techniques, the work of different artists, their likes and dislikes or how they could use paints in a variety of ways. Much of the work is used to illustrate work in other subjects, for example in history where they draw historical figures. Part of the reason for this partial experience in art is that skills and techniques are not built upon each year as pupils move up the school. However, teachers have now started to use the government's new schemes of work which gives teachers good help in tackling this problem.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

26. The school should now:

1. Raise standards in mathematics in Years 1 and 2, and the achievements of the very brightest pupils so that they aspire to as high achievement as possible by:
  - maintaining the good teaching;
  - ensuring that those pupils capable of achieving the highest levels are given work that stretches and challenges;
  - using assessment to help teachers identify pupils' needs and plan challenging work;
  - using the commercial tests to check pupils' learning;
  - setting individual targets for pupils against which to check their progress;
2. Improve the range and challenge of the work in art and design by:
  - using the government's scheme of work to develop a systematic programme that builds pupils' skills and techniques as they get older.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	24
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
0	21	46	29	4	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)	25	206
Number of full-time pupils eligible for free school meals	N/a	42

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	8	59

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	38

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	13	13	13
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	93 (70)	90 (97)	93 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	13	13
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	90 (93)	90 (100)	90 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to 1998; (n/a) – not available

### 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	8	22	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	6
	Girls	19	21	22
	Total	26	28	28
Percentage of pupils at NC level 4 or above	School	87 (83)	93 (90)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	20	21	22
	Total	27	28	30
Percentage of pupils at NC level 4 or above	School	90 (69)	93 (86)	100 (100)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to 1998; (n/a) – not available

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	2
Black – other	10
Indian	9
Pakistani	0
Bangladeshi	0
Chinese	7
White	128
Any other minority ethnic group	18

*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)	7.8
Number of pupils per qualified teacher	19.2
Average class size	28.1

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	80

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	10
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*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	1999-2000
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	£
Total income	507,727
Total expenditure	501,778
Expenditure per pupil	2,135
Balance brought forward from previous year	28,393
Balance carried forward to next year	34,342

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	231
Number of questionnaires returned	126

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	50	44	5	2	0
Behaviour in the school is good.	56	40	1	0	2
My child gets the right amount of work to do at home.	33	43	14	2	8
The teaching is good.	53	43	1	0	3
I am kept well informed about how my child is getting on.	37	48	8	2	4
I would feel comfortable about approaching the school with questions or a problem.	56	37	6	0	1
The school expects my child to work hard and achieve his or her best.	56	37	4	2	2
The school works closely with parents.	40	51	4	3	2
The school is well led and managed.	50	44	2	2	2
The school is helping my child become mature and responsible.	51	39	4	0	6
The school provides an interesting range of activities outside lessons.	44	41	6	2	6