

INSPECTION REPORT

St Andrew's Church of England Primary School

Middlesex

LEA area: Enfield

Unique reference number: 102029

Headteacher: Miss Margaret Swift

Reporting inspector: Mrs Frances Forrester
11590

Dates of inspection: 5-6 December 2000

Inspection number: 224497

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary aided
Age range of pupils:	3 – 11
Gender of pupils:	mixed
School address:	116 Churchbury Lane Enfield Middlesex
Postcode:	EN1 3UL
Telephone number:	020 8363 5003
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Appropriate authority:	The governing body
Name of chair of governors:	Councillor M Rye
Date of previous inspection:	20 March 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's Church of England Primary School caters for pupils of nursery age up to the age of 11. At the time of the inspection, many children in the nursery were still only three years of age. The number on roll has increased since the last inspection, and it is now 473. The nursery has 60 children, 30 of whom attend part-time in each of two sessions. The school is popular and oversubscribed; preference is given to children who attended the nursery. The school has a growing proportion of pupils whose families originate in other countries, but there are presently no pupils who are learning English as an additional language. The number of pupils who are entitled to free school meals is very low, although the school is aware that some families do not take up their entitlement. The attainment on entry is broadly average, with a few pupils who are higher attainers and a similar number who are less able. Some new entrants, in the nursery, have immature speech. The school's immediate location is mainly owner-occupied property in a central part of the London Borough of Enfield.

HOW GOOD THE SCHOOL IS

St Andrew's Church of England Primary is a very good school. The headteacher is highly respected and valued by the local community; her leadership is excellent. The good quality teaching throughout the school promotes pupils' learning successfully so that they achieve very well. The school provides very good value for money.

What the school does well

- Pupils' standards of attainment are good in English, mathematics, science, music and art.
- The headteacher, deputy head and key staff create an ethos that strongly supports learning. Their leadership is very good.
- The quality of teaching is good and almost a fifth of the lessons are very good or excellent.
- Pupils behave well; they enjoy school and are eager to learn.

What could be improved

- The nursery classroom is too small to accommodate 30 children.
- Target setting, to help pupils have a better understand of what they need to do to improve their work, is too vague and pupils have no real understanding of how their progress will be monitored.
- Dinnertime play is long and the younger children find it difficult to occupy themselves productively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's very successful development since the last inspection in 1995 has been sufficient to maintain and further improve the good standards pupils achieve. The standards of English, mathematics, science and information technology are much improved. The leadership was judged good in the first inspection, but it is further improved and is now a great strength. Governors are now more involved with the school, and they give good support. The new arrangements for monitoring and evaluating the school's progress have improved the standards of teaching and learning. Teaching is much improved and it is now

good. There were no unsatisfactory lessons. The range of learning opportunities the school offers has improved. This has had a successful impact on promoting better pupil attitudes, and these are now very good. The coverage and range of interesting activities in design and technology and history and geography are much better.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	Year-1998	Year-1999	Year 2000	Year 2000
English	A	A*	A	A
mathematics	A	A	A	A
science	A	A	B	C

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

The school has continued to maintain its high standards with all age groups in English, mathematics and science. It carefully analyses its results to monitor trends and strengths and weaknesses in the school's results. For instance, in science, the test results for 11 year olds dipped in 2000. The school noted that this was because the pupils who were more able, and aiming at achieving the higher standard, did not have time to finish the test paper. The trends in results are consistently good and the school sets itself high targets. The school aims to increase the number of 7 year olds who reach Level 3 and 11 year olds who reach Level 5. The school is making good progress toward meeting this aim. Teachers work hard to ensure that pupils, including those with special educational needs, achieve their potential. The school promotes a love of music, and there are many proficient musicians who play in the school orchestra. In assemblies, the quality and strength of the pupils' singing is very good. In information technology, art, design and technology, and in one physical education lesson observed during the inspection, work was of a good quality. The school matches activities carefully to pupils' individual needs, and the pupils with special educational needs benefit from this approach. They make good progress. The school is one of the higher performing schools in the Borough of Enfield.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a strong sense of the importance of school, and they are well motivated. Older pupils offer their support regularly to the youngest children and are very sensitive to their needs.
Behaviour, in and out of classrooms	In many lessons, the behaviour is very good. In school assemblies, pupils sit in silence and concentrate willingly. Outside in the playground, there are occasionally incidents of mischievous behaviour when members of staff promptly intervene.
Personal development and relationships	This aspect is a great strength of the school's provision and has successfully developed from pupils' very first days in the nursery.
Attendance	The school's attendance figures are in line with national averages.

The religious ethos, which totally underpins the school's work, successfully promotes these aspects.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

The standard of teaching is good. Sixty eight per cent of the lessons observed were good or better, and twenty eight per cent were very good or excellent. There were no unsatisfactory lessons. The quality and consistency of the teaching is a great strength. The quality of teaching in English and mathematics is good. Teaching in the nursery is sound and priority is given to promoting young children's personal, social and emotional development in their first term in school. Toward the end of the year, the teaching becomes more focused on developing basic skills. Teachers build on this sound foundation and in the reception classes, good quality teaching is impacting successfully on children's learning, so that they make good progress. Throughout the school, teachers clearly enjoy their work. Particular strengths of the teaching are the exciting and imaginative range of activities that are organised in the best lessons, skilful questioning and the emphasis staff place on promoting pupils' confidence. Teachers use every opportunity to encourage pupils to take initiative and to be self-assured. Where the lessons are satisfactory but lacking in inspiration, the teachers' are often too negative, giving very little praise for effort. In these lessons, the teacher's questioning skills are less probing and do not encourage pupils to think carefully about the topic they are covering. The school meets very successfully the needs of all pupils including those with special educational needs. Pupils are learning very well as a result of the school's successful work to improve the quality of teaching. The good quality teaching is having a successful impact on the quality of pupils' achievements. Older pupils speak confidently in a large group. They express their own ideas and talk willingly about their work. They are enthusiastic and committed to achieving good results.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Lessons are interesting and inspire pupils to work hard. The school links subjects effectively through the topics it plans. The National Literacy and Numeracy Strategies have been implemented successfully.
Provision for pupils with special educational needs	Good support is available for pupils who have special educational needs. The school building has been effectively adapted to provide a lift for pupils with mobility difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Moral development is fundamental to the school's work and it is a great strength. Spiritual and cultural development are very good. Social development is good, and good relationships are fostered throughout school life.
How well the school cares for its pupils	The school cares successfully for its pupils. It provides good facilities and very sympathetic care for any distressed or sick pupils.

The school has no weaknesses in its provision and very good learning opportunities are offered to pupils. Teachers plan their work to make activities interesting and, in the best lessons, they have an imaginative approach to teaching. The school meets all legal requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school's leadership is very good, and the school is supported effectively by a good governing body. Monitoring and evaluation and the development of teaching are all very good.
How well the governors fulfil their responsibilities	Governors ensure that the school has good strategies in place for monitoring and evaluating the quality of teaching and learning.
The school's evaluation of its performance	Key members of staff have introduced very good procedures for evaluating standards of work. These are proving effective in the maintenance of high standards.
The strategic use of resources	Good use is made of all available resources. The school deploys the support staff effectively to work with specific groups of pupils. This promotes pupils' learning successfully so that they achieve very well according to their individual needs.

The school has delegated very effectively the important management roles to key teachers. The deputy headteacher who also co-ordinates Key Stage 1 and the Key Stage 2 co-ordinator who is also manager of the provision for pupils with special educational needs work very hard to influence the monitoring of standards. They promote good behaviour around the school. Together with other key members of staff they co-ordinate the school's provision in English, mathematics and information technology. These are particular strengths of the leadership and management. The staff is committed to school improvement, and the school's capacity to succeed is very good. Governors are fulfilling their roles and responsibilities successfully. The school applies the principles of best value to all its work.

The school has significantly improved since the last inspection.

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 strong leadership of the headteacher.• The school promotes good manners and positive attitudes towards society.• Parents are kept well informed.• The school promotes good behaviour.• There is much praise for music provision, including the music club, orchestra and choir.	<ul style="list-style-type: none">• Length of dinnertime, especially for the youngest pupils when they have little to keep them occupied.• Too much homework is given.

The inspection team agree with parents' positive comments. The team noted that the dinnertime arrangements are complicated because there are a lot of pupils needing to eat sandwiches or school dinners. The youngest eat their meal once older pupils have finished theirs, to allow them to take more time to eat. When these pupils have finished eating, they have a second playtime outside. Some ball games are allowed and the school has some quiet areas where pupils can sit and talk to their friends. The school also provides alternative activities on most days, such as clubs for art, board games, and using the library. Teachers also hear pupils read in small groups. However, inspectors agree that the pupils could be more productively occupied. The inspection team believes that the school provides appropriate levels of homework linked effectively to pupils' class work. The amount given is similar to that given in other good schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standards are above average in English, mathematics, science, music and art

1. The school's standards have been improved steadily and an above average number of pupils leave the school with good standards in English, mathematics and science. In comparison with other similar schools, pupils make good progress. In 1999, the results of national tests for seven year olds showed that the reading results were well above average, although writing standards were not as good. This was blamed on the introduction of the National Literacy Strategy and the renewed focus on reading. In 2000, the school's results for seven year olds were further improved and almost half of this age group reached an above average standard. The results in mathematics and science are very similar, as the school has successfully focused on raising the attainment of the seven year olds.

2. The national test results for 11-year-old pupils in English have been very good over the last two years. Most pupils attain the expected standards for this age group. In both 1999 and 2000, the results were well above average and over 50 per cent attained Level 5. In mathematics the results were very similar. In science, almost every pupil reached the nationally agreed standards for 11 year olds and over a third reached higher standards. Taking these three subjects together, the performance of pupils was well above average. There is no difference between the results of girls and boys. The school is designated to take pupils who have special educational needs and it makes very good provision. These pupils learn very well and most achieve as well as their peers. They cover a broad range of learning opportunities and achieve as well as they can because they are well supported, often in small booster groups.

3. In the nursery and reception classes, children who are under five are introduced successfully to a wide range of interesting experiences. For instance, they paint freely, design simple books and make models. An example of the children's artwork is their rainbow pictures. Children delight in designing cardboard spectacles with coloured cellophane lenses and they laugh as they see how the world looks when it is blue or red. Much of their work is oral, and children answer questions confidently and express their opinions as they tell their class about their own experiences. Children enjoy books and, in the reception classes, many are starting to read. In their daily activities, they explore different shades of a colour and can recognise, for example, the difference between leaf green and sea green.

4. High expectations continue throughout the school. For instance, the standard of music is very good. Pupils play a range of musical instruments and the orchestra includes sections of string and brass instrumentalists. In school assemblies, the quality of the singing is very good. Pupils enjoy singing and their voices are strong and tuneful. They listen to a wide range of music, including classical and orchestral examples and, more recently, African Caribbean Gospel singing which the choir has been learning for a local festival. In English, the oldest pupils recently studied 'Macbeth' and wrote expressive reports of King Duncan's death, which demonstrated a good knowledge of the plot. The school walls display a range of high quality work, for example perceptive poems written about global weather conditions. Stimulating poetry has been written following a visit from well-known poets. For example, one 11 year old wrote;

Silhouetted against the navy sky,
Saffron, ruby, sepia and many other colours,
Brazen leaves crunching beneath your feet
This is Autumn, be quick
It doesn't last too long!

5. The school art displays include examples of very good quality work such as firework pictures created after listening to Handel's Firework Music. Art work based on the style of Matisse or Bridget Riley are other examples. In design and technology, 11 year olds have recorded very carefully various diagrams of their work as the design develops; their evaluations are very good. The school successfully promotes pupils' interest in the world they live in, for instance, in the oldest classes pupils have designed 'Job Centre' advertisements that focus effectively on the attributes that are required for different professions. They have studied the impact of the Evangelical Alliance's help for Kosovan refugees. Sporting opportunities are varied and good. The high standards of reading, writing and speaking contribute significantly to pupils' learning throughout the school.

The headteacher, deputy head and key staff create an ethos that strongly supports learning

6. The headteacher is highly respected, and she provides clear direction for the work and development of the school. She has promoted strong teamwork, and everyone who is connected with the school shows high levels of commitment. The management of the school is aware of relative strengths and weaknesses, and works towards the continued raising of achievement. The leadership successfully sets the tone for the school's positive learning atmosphere and sense of community. The effectiveness of the school's leadership is apparent in the high standards achieved throughout the school.

7. The deputy headteacher and the co-ordinator for the older classes and for pupils with special educational needs, have worked extremely hard to promote school improvement. The literacy and numeracy co-ordinators, and the co-ordinator for information technology [ICT] are particularly effective. These five teachers have key roles in the development of good subject knowledge and the introduction of effective systems for monitoring and evaluating the quality of teaching. New planning sheets have been introduced since the last inspection. Teachers plan their work together and evaluate their success. The school aims to promote staff development, because it recognises that this will increase pupils' learning. Appraisal, in-service training and regular evaluation are priorities for the school's management plan. For instance, pupils have a record book to collect examples of their developing competence in computer skills. Examples of work are recorded in line with their individual entitlement to activities. The ICT manager holds successful weekly workshops for staff, which are having an impact on pupils' learning.

8. The governing body is good. It has developed an effective structure of committees with clearly defined terms of reference. The chair of governors is very committed to the school. He has a long-standing knowledge of the community and a clear knowledge of the role and responsibilities of the governing body. Governors work well and in close partnership with the headteacher. They are proud of their school. The chairman is well supported by the rest of the governing body who are equally committed to the school. Regular meetings are held to keep governors fully informed. The governing body is suitably focused on the important issues of maintaining high standards, pupils' progress and careful management of the school's budget. All statutory responsibilities are met.

9. The school has clear aims and values, which are consistently reflected in its policies and practice. There is a very good ethos, pursuing high standards across a broad and interesting curriculum and encouraging enjoyment in learning. The positive ethos is also reflected in very good relationships and a strong commitment to provide equal opportunity for all pupils to make progress. The enthusiasm and hard work of teaching and support staff create an interesting and stimulating environment for the pupils. The school plans appropriately for its future development. It is realistic in identifying its strengths and

weaknesses. The school development plan clearly identifies priorities, includes a realistic timescale and sets out action to be taken. Teachers are committed to the continued development of their subjects and the governors are increasingly more effective and involved in the strategic management of the school. The management of the provision for pupils with special educational needs is very good. The school follows the recommendations of the Code of Practice, and keeps detailed records. Targets on individual education plans are clear and easily measurable. Pupils' progress towards these targets is monitored on a regular basis. The expertise of outside agencies is sought when it is considered to be appropriate.

10. The current staffing arrangements are good throughout the school. However, in the nursery, this is not the case. The staffing ratio in the nursery does not reflect the principles of best value. There are only two members of staff to cater for 60 part-time children in the morning and afternoon sessions. In other respects, the school seeks to obtain best value for money.

The quality of teaching is good

11. The standard of teaching is good. There were no unsatisfactory lessons; sixty eight per cent of the lessons were good or better, and twenty eight per cent very good or excellent. The quality and consistency of the teaching is a great strength. The quality of teaching in English and mathematics is good and it is having a positive impact on pupils' learning.

12. The nursery prioritises successfully personal, social and emotional development during the children's first term in school. Members of staff have established an appropriately flexible approach to managing very young children during their first term. Toward the end of their first year, teaching becomes more focused on developing basic skills. In the reception classes, the consistently good teaching successfully promotes children's learning, so that they make good progress. For instance, imaginative planning promotes great enthusiasm and children are learning very well. They tell visitors eagerly about their work or play, as they pretend to be hairdressers in a class salon. The teachers who work with the children who are under five have a good understanding of the needs of very young children.

13. Throughout the school, teachers clearly enjoy their work. Particular strengths of the teaching are the exciting and imaginative range of activities that are organised in the best lessons, skilful questioning and the emphasis staff place on promoting pupils' confidence. Teachers use every opportunity to encourage pupils to take initiative and to be self-assured. There are many examples of this; for instance, in a numeracy lesson in Year 1 where the pupils had collected data about favourite coloured jellies. During the lesson, pupils discovered that red jelly is the most popular colour. The computer data they had collected demonstrated this information as a pie chart and block graph, which enthralled them. Where the lessons are only satisfactory but lacking in inspiration, the teacher is too negative and very little praise is given. In these lessons, the teacher's questioning skills are ineffective and do not encourage pupils to think carefully about the topic.

14. The school has implemented literacy and numeracy hours successfully and flexibly so that they are not all timetabled to take place at the same time. Pupils benefit from this approach and the fact that teachers try to make their lessons interesting. For example, a group of more able six-year-olds worked with their teacher on a shared writing task. They had to retell the story of 'Asha in the Attic' from Asha's point of view. The group even remembered to put in punctuation. The final paragraph read as follows:

The attic door got stuck. I felt sad, scared and shivered like an acrobat walking a tight rope.

There was a black figure and I thought it was a burglar.
Suddenly Grandpa saved the day by bursting through the door like Superman!
'Do you want to hear my new story' said grandpa to me.
'It's called Asha in the Attic!'

15. The school very successfully meets the needs of all pupils, including those with special educational needs. Pupils learn well as a result of the school's successful work to raise the quality of teaching. The consistently good quality teaching is having a successful impact on the pupils' achievements. The grouping by ability and support for small groups who may be falling behind, are proving very effective. Older pupils speak confidently in a large group. They express their own ideas, willingly talk about their work and show they are enthusiastic and committed to achieving good results.

Pupils behave well; they enjoy school and are eager to learn

16. In the nursery and reception classes, most children have good attitudes and they enjoy being in school. They usually behave appropriately, and they quickly make friends and build good relationships with each other. The school promotes care for others; it encourages older pupils to look after younger age groups. For instance, during rainy playtimes, 11 year olds volunteer to read a story to the youngest children in the reception classes. This is a good way to demonstrate good models of behaviour and responsible attitudes towards each other. In the playground, older pupils help the children who are still finding it hard to settle to daily routines. The friendship pole is a good place to sit to indicate when someone is feeling lonely. The school council is another good example of pupils discussing their own welfare.

17. Pupils relate well to each other and to adults. They are very confident to perform or talk to an audience. Their behaviour in lessons is often very good; although as pupils move around the school building and in the playground, behaviour is sometimes boisterous. Pupils have good attitudes to their work. Teachers have high expectations and, in most classes, pupils have challenging work and a broad range of interesting experiences. As a result, they are well motivated and enthusiastic. They are self-assured and have a determination to do their best. Their attitudes to learning, based on a mature understanding of the importance of schooling, and their strong motivation, are significant factors in the school's success.

18. The school's aims and ethos are reflected in the enthusiastic attitudes pupils display towards their school. The headteacher knows the pupils well, and her excellent assemblies demonstrate her religious conviction. She acts as a very good role model. Throughout the school, relationships between pupils and between teachers and pupils are very good. Teachers know their pupils well, and provide good role models. Teachers are trusted by all pupils to deal with any concerns effectively and fairly. Through group circle time and other similar group activities such as gospel singing, the school promotes successfully pupils' personal development. A family atmosphere pervades the school community. All pupils take pride in their school. They quickly learn right from wrong, and enjoy collecting for local charities.

WHAT COULD BE IMPROVED

There are too many children in the nursery

19. The nursery provides a good range of activities, which are very suitable for the age group. It has a good outside area for children to play and a good range of outside play equipment. In the autumn term, while children are still very young, the nursery organisation is less formal and children have regular access to a wide range of activities which they can choose regularly. However, the room is too small for 30 children to move around freely. Although children regularly play outside when the weather is fine, the room is quite congested when they are all inside. The two nursery staff are unable to monitor accurately which activities children cover. They find it difficult to intervene in their play or to ask probing questions to promote learning.

20. The nursery classroom was built to accommodate 15 children before the school was expanded. Despite the school's designated special educational needs status, it would be impossible for a child with mobility problems to have full access to nursery provision.

Pupils have group targets for raising attainment and not individual targets

21. The school has introduced individual target setting for pupils, in order to help them raise their standards in English and mathematics. This strategy is already helping pupils to be more aware of their strengths and weaknesses and their academic progress in these subjects. This new initiative is a development of the successful introduction of annual targets, identified on annual pupil reports to parents. The new literacy and numeracy targets are at an early stage of development and the school is carefully monitoring the impact of this initiative. However, in talking to older pupils, inspectors found that they say they are not sure of the process for reviewing their success. They have little understanding of how their progress will be measured and uncertain about how new targets will be agreed.

There are insufficient activities to keep younger pupils productively occupied at dinnertime playtime

22. The school has some good areas designated for sitting quietly in the playground. There are a number of alternative club activities for dinnertime, such as art, board games or reading to a teacher inside. However, in colder weather, despite play equipment being available such as balls, hoops and skipping ropes which younger pupils use on a carefully controlled basis, there are times when pupils are not productively occupied. The younger classes have two sessions in the playground at dinnertime, and some pupils become cold and not interested in playing with their friends.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to continue to raise the high standards already being achieved, the governors, headteacher and staff should:

- i. review the numbers of children who are admitted to the nursery, taking into account the available specialist staff and the available room space;
- ii. continue to develop pupils' individual target setting, by ensuring pupils are clear about the progress they are making, how targets will be reviewed and understand when and how new targets will be set;
- iii. monitor the dinnertime playtime activities to develop further play opportunities to ensure the youngest pupils are productively occupied.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	20	40	32	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)	30	424
Number of full-time pupils eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.1
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.

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
	2000	34	25	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	33	34
	Girls	25	25	25
	Total	58	58	59
Percentage of pupils at NC level 2 or above	School	98 (95)	98 (97)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	33	33
	Girls	25	25	25
	Total	59	58	58
Percentage of pupils at NC level 2 or above	School	100 (95)	98 (100)	98 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	24	17	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	24
	Girls	16	15	16
	Total	38	37	40
Percentage of pupils at NC level 4 or above	School	93 (90)	90 (93)	98 (91)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	20	23
	Girls	15	14	14
	Total	49	34	37
Percentage of pupils	School	65 (63)	83 (91)	90 (93)

at NC level 4 or above	National	70 (68)	72 (69)	79 (75)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

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

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)	23
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	205

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

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

Number of pupils per FTE adult	15
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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
	£
Total income	802530
Total expenditure	807587
Expenditure per pupil	1896
Balance brought forward from previous year	87602
Balance carried forward to next year	82545

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

424

Number of questionnaires returned

224

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	3	0	0
My child is making good progress in school.	47	47	4	0	1
Behaviour in the school is good.	54	46	0	0	1
My child gets the right amount of work to do at home.	31	52	10	0	7
The teaching is good.	56	38	2	0	4
I am kept well informed about how my child is getting on.	24	54	19	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	30	2	0	1
The school expects my child to work hard and achieve his or her best.	58	34	4	0	4
The school works closely with parents.	42	28	1	0	3
The school is well led and managed.	67	28	1	0	4
The school is helping my child become mature and responsible.	53	41	1	0	5
The school provides an interesting range of activities outside lessons.	28	44	13	3	12

Other issues raised by parents

- Parents are concerned that about the long playtime at dinnertime.
- Parents are proud of the school's music provision, especially the orchestra and choir.
- Nursery induction for children and their parents is highly valued.
- Children well prepared for secondary school, socially as well as academically.
- Teachers are very approachable and caring.