

INSPECTION REPORT

TADWORTH PRIMARY SCHOOL

Tadworth, Surrey

LEA area: Surrey

Unique reference number: 125296

Headteacher: Mrs Carole Norton

Reporting inspector: Catherine Shirley
OIN: 17811

Dates of inspection: 30 October – 1 November 2000

Inspection number: 224526

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:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Heathcote Tadworth Surrey
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Telephone number:	01737 354541
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Appropriate authority:	The Governing Body
Names of joint chairs of governors:	Mrs E Cottrell / Mr R Gunn
Date of previous inspection:	19 – 22 March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tadworth Primary School is situated on the outskirts of the village and serves its immediate area. Following several years as a Grant Maintained School, it has now taken the status of a Foundation School. It is a popular school and has been oversubscribed for a number of years. Pupils are generally from a favoured economic background and have experienced some type of pre-school education. Their attainment on entry is high. It is a large primary school, catering for pupils from 4 to 11 and has two forms of entry for each year group. The reception classes contain 39 full-time pupils, plus 21 part-time pupils who will start full-time after Christmas. The number on roll is 414. Over 96 per cent of pupils come from a white ethnic background. Twelve pupils have English as an additional language, but most are fluent in English and only two are at an early stage of learning the language. Twenty four per cent of the pupils are on the school's special needs register and five of these have a statement of special educational need. The school has 3 per cent of its pupils eligible for free school meals, which is well below the national average. The headteacher has been in post since January 2000 and the deputy was an internal appointment at Easter this year.

HOW GOOD THE SCHOOL IS

Tadworth Primary School is a very good school, which provides pupils with a high quality education. Pupils enter school well prepared to take advantage of the education on offer and they make good progress in their time there. They enjoy attending school and show a real interest in learning. The school achieves very high standards of work, the teaching is good and there is very strong leadership and management at all levels. The school offers good value for money.

What the school does well

- The standards of attainment in English, mathematics and science are high.
- The quality of teaching is good, staff have a very good knowledge of the pupils and provide work which challenges and engages them.
- Pupils display positive attitudes towards school, an enthusiasm for learning and an eagerness to do well.
- The leadership provided by the governing body, the senior management team and other key staff is very good.
- There is a strong partnership between parents and the school.
- The school provides a high level of guidance and support for its pupils.

What could be improved

- Provision for further extending pupils' personal responsibility and independence.

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 March 1996 and the school was given four key issues to address, three of which included a number of different strands. Therefore, the progress which the school has made in these is commented on separately, rather than by each key issue.

Progress overall since that last inspection is good and is the judgement reached on the following aspects. The school continues to offer high standards of welfare and guidance to pupils and to encourage positive attitudes to work. Able pupils are provided with work that offers them a high level of challenge. An effective system of assessing and recording pupils' achievements has been introduced and is operating throughout the school. The school is now well-resourced to support learning in information and communication technology (ICT).

Pupils' achievements in information technology across the school are now in line with national expectations for ICT and the school has maintained the pupils' good standards of behaviour. Progress in these two aspects has been satisfactory.

The school has introduced effective planning procedures, completed a curriculum framework that takes account of the programmes of study and has schemes of work for all subjects. Attainment in mathematics is now well above the national average. The school has made very good progress in addressing these issues.

The school's capacity to improve further is 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				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	A	A	A	A	well above average A above average B Average C Below average D well below average E
Mathematics	B	A	A	A	
Science	A	A	A	B	

Standards have risen sharply since the last inspection and SATs results for 1999 and 2000 show they are being sustained very consistently. There were no significant differences between different groups of pupils. During the inspection pupils' standards of work were well above the national average.

The pupils' 2000 SATs results in English, mathematics and science at the end of Year 6 were well above average when compared with similar schools. The school exceeded the Key Stage 2 targets of 85 per cent for English and 78 per cent for mathematics that it set itself in 2000 National tests. At the end of Year 2, the pupils' reading, writing and mathematics SATs results in 2000 were in line with similar schools for reading and mathematics. Pupils in Year 2 did particularly well in writing in the 2000 SATs, when their results showed that they were in the top 5 per cent in the country.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display positive attitudes towards the school and good involvement in learning.
Behaviour, in and out of classrooms	Behaviour of pupils in lessons is generally very good. Around the school it is good, though there are examples of restlessness and lack of attention at times.
Personal development and relationships	Pupils get on well with others and, when given the opportunity, co-operate well together on tasks. Relationships between pupils and staff are also very good.
Attendance	Good. There was no unauthorised absence.

Pupils are very positive about school. The majority of pupils appreciate the chance to take personal responsibility and to support the work of the school. However, some older pupils do not take an appropriate level of responsibility for their own behaviour. This exhibited itself in restlessness and a low murmur at times during assemblies and some silliness when moving around the school.

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 97 per cent of the lessons observed the quality of teaching was satisfactory or better. In four out of every five lessons teaching was good or better and, as a result, the pupils make good progress in their learning. Teachers' good knowledge of their pupils and the way the school has structured the curriculum, ensure planning is good with clear learning objectives which guide work in the classroom. In only one lesson was the teaching judged less than satisfactory and, here, the main weaknesses evident were the limited use of planning and the difficulties in managing behaviour.

Literacy and numeracy are taught well so pupils are learning and applying very important skills systematically. Their keenness to learn generally results in very good levels of concentration for much of the lesson time, though on a few occasions pupils drift off task or get distracted for short periods. When given the opportunities, pupils enjoy working closely with their classmates and extending learning by applying their knowledge and skills. They work well in all types and sizes of groups, whether organised by gender, ability or friendship. The groups set by ability for literacy and numeracy, plus the support for individuals, ensures the work is challenging for pupils of all abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant to all pupils.
Provision for pupils with special educational needs	Good. The school is ensuring provision for the range of pupils' learning needs. The levels of adult support are high.
Provision for pupils with English as an additional language	Good. Pupils' needs are met well within lessons and consideration given to their ability to access the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school ethos is strong and provision is good. Pupils understand the school rules, know right from wrong and know how their actions may impact on others. There is a strong school community, which offers effective mutual support.
How well the school cares for its pupils	The school provides a very good level of care for pupils' safety and security, as well as ensuring very effective support for learning.

The school has promptly incorporated the changes introduced by the new National Curriculum 2000. There is an increased emphasis on the arts and a broader involvement in sports events outside of teaching time, including more regular contact with other schools in the locality. The range of cultural experiences for pupils has improved significantly since the last inspection. The strong spiritual dimension to school life was particularly obvious during a recent bereavement, when it helped everyone

through a very difficult time. Pupils' individual needs are identified efficiently and staff effectively deployed to meet them. The school has a very good system for tracking pupils' academic achievements, recording pupils' progress and using this information well to set targets for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. It is strong and effective, with a clear vision for the school that is evident in practice in the classrooms.
How well the governors fulfil their responsibilities	The governing body liaises very closely with the school and, together with senior staff, directs its work effectively. It fulfils all the legal requirements placed on it.
The school's evaluation of its performance	The school employs a very wide range of strategies to evaluate its work and, as a result, it is able to identify priorities for school improvement clearly.
The strategic use of resources	Staff are very well deployed to support learning and the resources for teaching are used well in lessons.

Leadership by all key staff and the governing body is very good and all are keen to improve further wherever they can. Procedures and systems are in place to ensure the school maintains its high standards.

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 like school • Children make good progress in their work • Behaviour is good in lessons • The amount of homework is about right • Teaching is good • The school is approachable • Children are expected to achieve well • The school works closely with them • The school is well led 	<ul style="list-style-type: none"> • More information about their child's progress in learning • Behaviour of some children around the school

The strengths identified by the parents were confirmed by the inspectors' observations during the inspection. Parents appreciate the many opportunities to talk to teachers about their child's progress. In some year groups the school provides information about what is being studied, but not in a consistent way, so some parents are better informed than others about how they might help. The end of year reports are comprehensive and provide a good balance of information about what has been covered and what individuals have achieved. The school is currently responding to parents' requests for a more useful interim document on academic progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standards of attainment in English, mathematics and science are high.

1. Standards have risen sharply since the last inspection and the school is sustaining its high standards. Pupils enter school well prepared and ready to benefit from the learning opportunities offered by Tadworth Primary School. The results of baseline assessments carried out on all pupils when they first enter school indicate that, overall, pupils are at a level just above the local education authority average and above national levels. During their time in school, pupils make good progress and the value added to their learning by the school is evident from the national assessment results.
2. At Key Stage 1, the SATs results in reading, writing and mathematics were well above the national average in 1999, when compared both with all schools and with similar schools. The SATs results in 2000 showed the school continues to be well above the national average when compared with all schools. Due to changes in the group of similar schools with which it compared, results in 2000 are in line for reading and mathematics. The pupils did particularly well in mathematics in 1999 and in writing in 2000, when their results put them in the top 5 per cent of schools in the country.
3. The standards reached by pupils at the age of 11 in English, mathematics and science in 1999 were well above national average when compared with all schools and with similar schools. The percentage of pupils reaching both level 4 and level 5 were all well above the national average and mathematics results at level 4 were very high. The 2000 SATs results show that standards have been sustained and the school exceeded its published targets in English and mathematics significantly. A comparison of the school's performance compared with pupils' prior attainment at the end of Key Stage 1 also confirms that progress is above the national average.
4. During the inspection, the work seen confirmed that standards overall are well above the national average. The pupils are working very confidently at the levels identified in the national literacy and numeracy plans for their year group and are frequently already achieving levels normally expected by the end of the year. Pupils in Year 5 had a good knowledge of the range of poets they had studied recently, including the poems they had written and their characteristics. When recording their ideas they redraft and correct their work, but a few pupils had some difficulty sustaining the use of the past tense in their writing. Lower down the school, pupils in Year 2 have a good understanding of letters, patterns and sounds. They are able to recall families of words beginning with 'sp' and 'sq' and words that contain the 'ar' sound, whatever way it may be written. They use this knowledge well in their written work.
5. In Year 6, pupils can carry out complex calculations quickly, confidently and accurately, using recall of knowledge such as tables and by applying a range of strategies. Pupils understand the calculations involving the use of two decimal places and apply this when extending their understanding of how a calculator can help in their work. At this early stage in the school year, pupils in Year 2 have a good understanding of large numbers and their place value, calculating accurately. They are still a little over-reliant on counting on their fingers or using a number square, rather than applying their knowledge of number patterns. In Year 1 more able pupils and some average pupils already have a good grasp of odd and even numbers, as

well as the number patterns associated with this concept. Pupils in the reception classes can name shapes such as square, rectangle, triangle and circle and, by the end of the lesson were also able to name a cube, sphere and cylinder.

6. The pupils are also achieving high levels in science. They start from a good base and make good progress. Year R pupils are applying their skills, using a magnifying glass and observing carefully. They are inquisitive about their surroundings and can name common objects such as acorn, conker and leaves. They can describe features using terms like prickly, smooth and glossy and, from observation, can say what characterises Autumn such as leaves falling, shorter days and colder air. By Year 6, pupils put a good deal of effort into organising themselves and carrying out the investigative task effectively. They use words like transparent, translucent and opaque correctly and, within a single lesson, they found out things they didn't know before. For example, tracing paper lets some light through, but still casts a shadow.

The quality of teaching is good, staff have a very good knowledge of the pupils and provide work which challenges and engages them.

7. The quality of teaching in four out of five lessons was good or better and highlights the consistency in good practice in the school. Overall, 97 per cent of lessons were judged to be satisfactory or better. In both Key Stage 1 and Key Stage 2 the quality of teaching is good. Teaching is very good in the reception classes, with many opportunities for purposeful and independently initiated activities.
8. Teachers throughout the school plan their lessons very thoroughly with their year group partners, focusing on the learning objectives and ensuring a good balance of subjects over the term as well as the week. They prepare the subject matter very well and make effective use of this knowledge in the way they pose questions. Teachers' knowledge of the pupils' needs is very good and their expectations are generally high. They transmit their enthusiasm and their expectations effectively to the pupils who therefore, respond well to learning. There is an impressive level of consistency across the school in the teachers' use of learning objectives as a basis for good planning, the clarity with which the objectives are shared with pupils and their effective use to round up the learning points at the end of lessons. In a Year 1 class, the teacher was crystal clear about the focus on labels and captions, so that by the end of the lesson pupils had acquired very good strategies for deciphering words around them.
9. Pupils are taught key skills in literacy and numeracy systematically. Work in both the mixed ability classes and in the groups set by ability, ensures that pupils' needs are met and work is challenging. Teachers offer good support and guidance by differentiating in a variety of ways, such as the use of questioning, through the pace of lessons, the range of resources employed and the tasks given to pupils. The relationships between pupils and adults are very good and in general, teachers manage the behaviour and discipline well and many strategies are used. In one Year 6 lesson, the teacher effectively managed a difficult pupil who attempted to monopolise her time and therefore, kept the pupil on task without distracting others in the class. Teachers deploy their time and expertise and that of the learning support assistants to good effect.

Pupils display positive attitudes towards school, an enthusiasm for learning and an eagerness to do well.

10. Pupils display positive attitudes towards school. They respond eagerly to the broad range of curriculum opportunities for learning which are planned very carefully by staff. Their interest takes many forms, including their readiness to participate in the challenge of fast-paced mental arithmetic at the start of numeracy lessons. There was a thoughtful discussion with an adult who came to talk to Year 3 pupils about wartime experiences and pupils' subsequent reflections on it showed that they were keenly interested. Pupils' eagerness to organise and carry out tasks such as the science experiment on shadows in Year 6 is also a good example of their interest in learning. Early in the reception year, pupils' ability to work independently to develop a good control of movement in an imaginative manner in physical education lessons showed an appropriate level of maturity.
11. Their interest in and commitment to learning has the result that pupils exhibit very good levels of concentration. During a video which helped them understand how groups of people might be affected in relation to life in Tudor times, Year 4 pupils showed an intense level of concentration while still being able to take relevant notes. When given the opportunities, pupils enjoy working closely with their classmates and extending their ability to apply their knowledge and skills independently. They work well on individual tasks and in whole class lessons, as well as in pairs and groups of all sizes, whether organised by gender, ability or friendship. They are keen to present their work as accurately and as neatly as they can.
12. Pupils are very keen to take on responsibilities. For instance, Year 5 pupils give invaluable support to all classes by taking on many practical tasks during the lunch break. This relieves the teachers of many basic tasks and enables staff to give more thought to the organisation and planning of afternoon lessons. Teachers encourage pupils to take on the responsibility for managing aspects within their own classrooms. Pupils welcome the opportunity to participate in the School Council and can see the positive impact that they can have on the life of the school. In many cases, they are also willing to take a real responsibility for their own behaviour and Year 6 pupils recognise that they should be an example to the rest of the school.

The leadership provided by the governing body, the senior management team and other key staff is very good.

13. The headteacher and senior management team (SMT) provide very strong leadership and guidance to the school. The new structures introduced and policies developed over the past year are having a positive impact on the quality of education provided. A good example of this, is the significant improvement to the consistency of teaching evident from monitoring records. There has been a major shift towards involving all the staff in the development and implementation of policies, so that the strong commitment is shared. As a result, subject coordinators for English, mathematics and ICT already take an active role in promoting the standards and quality of the subject they lead and the assessment co-ordinator takes a strong lead across the school. This approach is currently being extended to all staff in a range of ways, including the provision of non-contact time to monitor their subject.
14. The roles and responsibilities of staff are very clear. The recent changes to the pattern of team leadership have been introduced to ensure good continuity between key stages. Teachers have been asked to comment on the effectiveness of their team leader to help the senior staff evaluate the overall effectiveness of the support structure. This high level of teamwork and monitoring of roles is very good.

15. The governing body continues to provide strong leadership and it has a positive impact on the work of the school. Its management structure is very good, it is efficient and fulfils all its statutory duties. As a body, it is very aware of the key strands of its role and, in conjunction with the headteacher, effectively provides strategic direction. Its approaches to the identification of priorities for school improvement are good and the governing body provides very good opportunities for parental participation. Governors facilitate group discussions with parents at the governing body annual meeting for parents and their views feed back into the work of the governing body. As a group, it is far from complacent and seeks to improve further its good practice.
16. The School Improvement Plan (SIP) is a very effective tool for managing the school. Staff, governors and parents are involved, beginning with a conference to evaluate progress and identify the next steps for school improvement. A Management Liaison Group, made up of the SMT and committee chairs, produces a draft budget plan linked to the school's priorities which is presented to the full governing body. Operational plans focus on implementing the priorities and effectively incorporate staff development, supporting the school's commitment to the Investors in People standard. Raising and sustaining high standards, is the driving force behind the SIP, not just in terms of academic outcomes, but also in relation to pupils' personal development. The increasing emphasis on the arts and activities outside the school day, as well as the provision for pupils to take more personal responsibility, are all examples of how the school is addressing its key priorities effectively.
17. Monitoring and evaluation of the work of the school is firmly embedded at all levels of leadership. The headteacher has already a very good knowledge of the school, including the quality of teaching, which has resulted in a clear view of what needs to be done to improve further the education provided.

There is a strong partnership between parents and the school.

18. The feelings of parents expressed at the parents' meeting and in the questionnaires were very positive towards the school. They acknowledge that the school achieves high standards and a number said that they had chosen the school for that reason.
19. The level of parental involvement is high. Parents regularly support the work in the classrooms by helping groups of children, assisting on school visits, providing specific skills and resources to support the curriculum and helping their child with homework. There is also a broad range of other support such as providing cover for lunchtime staff, assisting with school clubs and attending school events. In addition, parents have provided extra staff in school through a covenant scheme and this has greatly enhanced the school's ability to address pupils' educational needs. Unusually, parents also have very good opportunities to engage in discussions about priorities for school improvement through an open invitation to the planning conference and through the focused discussion groups at the governing body's annual meeting for parents.
20. The school communicates effectively with parents through a comprehensive weekly newsletter. This recent development is appreciated by parents and has removed the numerous letters that might be sent home at any time. Contact between parents and teachers on matters directly related to individual pupils is good. Homework diaries at Key Stage 2 ensure that parents know what tasks their child is expected to complete at home and this is in line with the school's homework policy. This work is linked to learning in school and makes a strong impact on both the outcomes of pupils' work

and their attitudes to learning. The contact diaries double as homework diaries and are particularly effectively in sharing information on younger pupils. As children get older, the school expects them to take more personal responsibility for ensuring information is passed on to parents and sometimes parents feel less directly involved. Parents also felt that they receive insufficient information detailing their child's progress. However, parents have regular meetings with teachers, annual reports on pupils' progress are good and an interim report provides additional information not normally available to parents in many other schools in a written form part way through the year.

The school provides a high level of guidance and support for its pupils.

21. The school provides good academic support and guidance to all pupils. Teachers know pupils and their individual needs very well and carefully take these into account. They use the time and expertise of all adults well to assist pupils in their learning. Whole school planning enables pupils to be grouped effectively for work in literacy and numeracy. The management of special educational needs is good. There is a clear strategy to identify pupils' needs and careful use is made of the resources available to meet these. A very good system is in place to ensure that the attainment of every pupil is assessed and their progress tracked effectively. This approach ensures that teachers' expectations are appropriately high, the work is challenging and that school targets reflect the pupils' abilities and levels of understanding. The information also helps teachers set curriculum targets within the classroom that guide pupils and parents in what needs to be improved.
22. The school creates a secure environment in which pupils work. The increased emphasis on physical education and school sports helps promote a good level of physical activity and both parents and pupils welcome the opportunities. At lunchtime and breaks, the level and quality of supervision is good in the playgrounds, dining room and around the school in general.

WHAT COULD BE IMPROVED

Provision for extending further pupils' personal responsibility and independence.

23. A range of practical opportunities has been in place for some time which enable pupils to take on certain responsibilities around the school. There are specific tasks for Year 5 and 6 pupils at lunchtimes and Year 6 also assist in running the school library. Pupils in other year groups act as class monitors, are expected to take care of their own belongings and are involved in organising school events such as Sports Day. Independently, pupils also run fundraising activities in aid of charities or the school. Pupils benefit from these opportunities and clearly welcome the sense of responsibility their involvement generates. The school has recognised the importance of broadening this provision to encompass more activities which allow pupils to take on responsibilities for day to day organisation in a range of situations around the school. There are some which could be easily introduced. Currently, it is left to the caretaker to put out chairs for use by Year 6 in assemblies, pupils in Year 2 do not take responsibility for setting up the overhead projector at least in Key Stage 1 assemblies and there is a lack of pupil involvement with the organisation of activities during the time spent in the playground.
24. Pupils of all ages recognise the importance of the School Council and take their involvement very seriously. This recent development has extended pupils' level of involvement by giving them opportunities for taking important decisions about the

general life of the school. In the light of a comment by a Year 6 pupil that the school should trust them more, this is a major step in the right direction.

25. The school's changes to the management of pupils' behaviour has shifted the responsibility to involve more staff and more importantly, to involve pupils as well. The positive impact is evident with the younger pupils who behave very well at all times, while such a major change is taking longer to be embedded among pupils towards the end of Key Stage 2. A number of Year 6 pupils said that they felt their year group should provide a good role model for behaviour in the school, but recognised that a few still let them down.
26. The school curriculum provides specified time for personal, social and health education and Circle Time is one vehicle for this. It also provides opportunities for teachers to plan activities that encourage pupils to develop a wide range of learning skills. However, work in class is often very firmly directed by the teacher and on some occasions, everything is done for them, even to extent of handing out worksheets to each individual pupil. Pupils are frequently given worksheets or workbooks to complete and opportunities to make personal decisions about how they might best present their work are limited. They need to take such decisions, as well as plan and carry out tasks, if they are to become independent learners and a number of steps have been taken towards this. For example, pupils are starting to evaluate their learning against learning objectives in lessons, agree their personal targets for learning with their teacher and take responsibility to address these.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The governing body, headteacher and staff should build on the satisfactory and sometimes good, practice which is already evident in the school to improve further the provision for extending pupils' personal responsibility and independence:
 - Ensure that teachers provide opportunities for pupils to take decisions about how they will plan, research and present their work;
 - Give pupils more opportunities to present their work orally and in various written forms to others, including in more formal situations;
 - Plan more activities that mean pupils must work collaboratively on tasks;
 - Involve pupils in taking more day to day practical responsibilities in class and around the school;
 - Build systematically on the pupils' ability to take responsibility as they move through the school;
 - Develop the use of the School Council further to improve the quality of school life;
 - Engage pupils in planning how breaktimes might be used more productively;
 - Ask pupils how the level of trust in them can be increased;
 - Involve pupils in deciding how behaviour might be improved.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	55	18	0	3	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)	N/a	404
Number of full-time pupils eligible for free school meals	N/a	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	99

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.0
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	30	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	30	28
	Girls	29	29	28
	Total	57	59	56
Percentage of pupils at NC level 2 or above	School	97 (94)	100 (95)	95 (98)
	National	N/a (82)	N/a (83)	N/a (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	30
	Girls	29	29	29
	Total	56	56	59
Percentage of pupils at NC level 2 or above	School	95 (97)	95 (100)	100 (100)
	National	N/a (82)	N/a (86)	N/a (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	26	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	26
	Girls	30	31	31
	Total	54	54	57
Percentage of pupils at NC level 4 or above	School	93 (97)	93 (97)	98 (98)
	National	N/a (70)	N/a (69)	N/a (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	24
	Girls	29	27	31
	Total	49	48	55
Percentage of pupils at NC level 4 or above	School	84 (84)	83 (92)	94 (94)
	National	N/a (68)	N/a (69)	N/a (75)

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	7
Pakistani	0
Bangladeshi	3
Chinese	1
White	341
Any other minority ethnic group	2

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	5	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)	17.2
Number of pupils per qualified teacher	24
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	296

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	860,090
Total expenditure	896,180
Expenditure per pupil	2,119
Balance brought forward from previous year	95,310
Balance carried forward to next year	59,220

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	180

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	1	0
My child is making good progress in school.	37	50	8	1	4
Behaviour in the school is good.	32	52	8	3	5
My child gets the right amount of work to do at home.	23	61	11	3	2
The teaching is good.	38	56	2	1	3
I am kept well informed about how my child is getting on.	24	46	27	3	0
I would feel comfortable about approaching the school with questions or a problem.	57	34	8	1	0
The school expects my child to work hard and achieve his or her best.	48	46	3	2	1
The school works closely with parents.	33	51	10	3	3
The school is well led and managed.	29	57	7	2	5
The school is helping my child become mature and responsible.	36	57	5	1	1
The school provides an interesting range of activities outside lessons.	34	47	15	2	2

Other issues raised by parents

A small number of parents expressed concerns about the pupils' behaviour in assemblies, in the playground and when they moved around the site. There were also a few anxieties expressed regarding the lack of sufficient support for specific pupils with special educational needs.