

INSPECTION REPORT

SCOTTS PRIMARY SCHOOL

Hornchurch, Essex

LEA area: London Borough of Havering

Unique reference number: 102316

Headteacher: Mrs. P. Allen

Reporting inspector: Mrs S Halley
8203

Dates of inspection: 27-28th November 2000

Inspection number: 225383

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Bonington Road, Hornchurch Essex
Postcode:	RM12 6TH
Telephone number:	01708 457019
Fax number:	01708 457019
Appropriate authority: Name of chair of governors:	The Governing Body Mrs. J. Hull
Date of previous inspection:	3 rd February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Shelagh Halley 8203	Registered inspector
Rosemary Hussain 01166	Lay inspector
Sandra Teacher 10270	Team inspector

The inspection contractor was:

WES World-wide Education Service
Canada House
272 Field End Road
Eastcote
Middlesex
HA4 9NA

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
The good teaching throughout the school leads to pupils achieving high standards in the core subjects of English, mathematics and science	
Pupils' excellent attitudes, values and behaviour	
The very good care taken of pupils	
Partnership with parents	
Leadership and management of the headteacher and governing body	
WHAT COULD BE IMPROVED	14
Provision for pupils' spiritual and multicultural development	
Standards in religious education and information and communication technology could be higher if they were given more time within the curriculum	
Opportunities for pupils to take responsibility for their own learning, especially devising their own experiments in science	
Outdoor provision for children under five	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school occupies one site, with an adjacent playgroup, in Hornchurch in Essex. There are 211 pupils on roll, aged between four and eleven. This is similar in size to other schools of this kind. At the time of the inspection, there were 24 children under five, all of whom attend full time. There are very few pupils from an ethnic minority background and there are no children of travelling or refugee families. Six pupils come from homes where English is an additional language, and this is higher than the majority of primary schools, but only one is at an early stage of acquiring the language. There are 23 pupils on the school's register of special educational needs, which is below the national average. Their needs include moderate learning difficulties, emotional and behavioural difficulties, and physical and mental disabilities. Three pupils have statements of special educational need, which is broadly in line with the national average. Children come to the school with a broad range of abilities, which are generally above the county average.

HOW GOOD THE SCHOOL IS

The school is very effective as can be clearly seen from the high standards reached by pupils and the good progress they make. Good teaching and very good leadership and management lead to high results in the tests at the age of eleven. These results put the school in the top five per cent of schools in the country, which ensures that the school gives good value for money.

What the school does well

- The good teaching throughout the school leads to pupils achieving high standards in the core subjects of English, mathematics and science.
- Pupils' excellent attitudes, values and behaviour
- The very good care taken of pupils
- Partnership with parents
- Leadership and management of the headteacher and governing body

What could be improved

- Standards in religious education and information and communication technology could be higher if they were given more time within the curriculum
- Provision for pupils' spiritual and multicultural development
- Opportunities for pupils to take responsibility for their own learning, especially in devising their own experiments in science
- Outdoor provision for children under five

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 February 1997 and the following areas for development were identified: extending the high standards in the core subjects to geography, art and religious education; increasing teachers' expertise in physical education and music; developing spiritual development and extending social learning to include citizenship; and, developing the school grounds as a learning resource. All these issues were thoroughly addressed in the post-inspection action plan.

Staff have received extensive training in geography, art, religious education, physical education and music, and standards in most of subjects have been maintained, despite the recent national emphases on literacy and numeracy. Standards in religious education have been broadly maintained but insufficient time given to the subject limits pupils' further progress. Further opportunities have been provided to develop pupils' personal responsibilities and understanding of citizenship but there is still more to be done. The school grounds have been improved to enhance learning in science, geography and art. The high quality of teaching identified in the previous report has been maintained and pupils continue to make very good progress during their time in the school. There is scope for further opportunities for pupils' spiritual development and their knowledge and understanding of non-white, non-European cultures. Overall, there has been good improvement since the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A	B
Mathematics	A	A	A*	A*
Science	B	A	A*	A*

Key

well above average A

above average B

average C

below average D

well below average E

The pupils' performance in the tests in 2000 in English, mathematics and science puts the school in the top five per cent of schools in England. In all these subjects, pupils did much better than in the majority of schools. In comparison with similar schools, pupils' attainment was very high in mathematics and science, and above the average in English. The trend of improvement over the last four years is broadly in line with the national average and the increase was greater in 2000. At the age of seven, the cohort of 2000 attained much lower standards in comparison with similar schools, although broadly in line with the national average. This was because of the fluctuating abilities of pupils on their entry to the school and the higher proportion of pupils with special educational needs in that year group. The targets set for pupils' attainment are challenging, and this means that the progress made throughout Key Stage 2 is remarkable. Standards in religious education have been maintained since the previous inspection and broadly meet the levels expected in the locally Agreed Syllabus, but pupils' knowledge and understanding of religions other than Christianity could be improved if more time were given to the subject. In information and communication technology, standards are improving as teachers build progressively on skills taught throughout the school. In the use of word processing and logging data into pre-prepared programs, standards are above the national expectation. However, there is a lack of skills in searching for and retrieving information and the subject is not always integrated fully into all areas of the curriculum. Children in the Foundation Stage are likely to exceed the national early learning goals in communication, language and literacy, in mathematical development, creative development, knowledge and understanding of the world and in personal and social development.

Their skills are less well developed in physical education because of the lack of large play equipment and outdoor facilities. In the work seen during the inspection, standards were above the national average in English, mathematics and science, reflecting those seen in the national tests. All pupils, including those with special educational needs, make good progress and work to the best of their abilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils tackle their demanding tasks with enthusiasm and show a determination to improve.
Behaviour, in and out of classrooms	Excellent. Pupils behave extremely well both in the classrooms and around the school.
Personal development and relationships	The quality of relationships between pupils is very good, and teachers and other adults in the school set good examples of respect and tolerance for others. However, there is further scope for pupils to develop responsibility for their own learning.
Attendance	Attendance is excellent.

Pupils come to school expecting to work hard, and they do so. They respond very well to their teachers' very high expectations of behaviour and academic achievement, concentrating hard and persevering with demanding tasks even when they find them difficult. However, pupils are very reliant on teachers' instructions and do not extend or add to tasks for themselves. Pupils relate very well to one another, with older ones looking after the infants (especially in the reception year).

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 quality of teaching in the Foundation Stage for children under five is good and ensures that children will exceed the expected level in the national early learning goals with the exception of physical development. The teaching of English is good in both the infant and junior phases. Teachers plan their literacy lessons according to the National Strategy and ensure that the work set is appropriate so that pupils may make the best progress. In mathematics, teaching is good, particularly in the numeracy hour. Teachers know their pupils and their abilities very well and make excellent use of a variety of methods of assessment to ensure good, and sometimes very good, progress. The very good support for pupils with special educational needs ensures that they too progress very well. The teaching is consistently good across the school.

In the lessons seen, the teaching was good in 91 per cent, very good in a further four per cent and satisfactory in the remaining five per cent. The majority of lessons are well planned, well organised and well managed, with work set which challenges pupils to achieve their best. No unsatisfactory teaching was seen. Teachers' management of pupils is excellent and their expectations of how all pupils, including those with special educational needs, will work and behave are very high, enabling them to make good progress throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. The school provides a good range of learning opportunities, supported by some visits and visitors.
Provision for pupils with special educational needs	Very good overall. Lower attainers are identified early and good support is given, enabling them to make very good progress. Higher attainers are sufficiently challenged.
Provision for pupils with English as an additional language	Very good. Pupils receive extra support from external agencies, and teachers ensure that adequate support is given to overcome their linguistic difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Moral and social education are very good and pupils have a good knowledge and understanding of their own cultural heritage. There is still scope for further opportunities for spiritual development and multicultural education.
How well the school cares for its pupils	Very good. Assessment is used very well to make the greatest possible impact on pupils' attainment and progress.

The school provides a rather restricted range of after-school clubs, although in common with many other schools, few of these opportunities are extended to infant pupils. The broad curriculum fully meets statutory requirements and is well adapted to the new National Curriculum requirements. There is, however, some imbalance in the time allocations, which means that some literacy and numeracy sessions are overlong so that less time is available for subjects such as religious education and information and communication technology, which prevents pupils from making further progress. The school takes the greatest possible care of its pupils and supports their learning very well. The residential visit for Year 6 pupils supports their social and cultural development, and learning, in many areas of the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, ably supported by her deputy head and senior management team, has a very clear idea of where the school is heading.
How well the governors fulfil their responsibilities	Very well. The governors have an excellent understanding of the school's strengths and weaknesses and fully support the headteacher and staff.
The school's evaluation of its performance	Very good. The monitoring and evaluation of teaching and provision are carried out to very good effect.
The strategic use of resources	Very good. The governors ensure that the principles of best value are applied effectively.

Although accommodation is good overall, there is a lack of a dedicated play area for the under fives and this means that their progress in physical development is restricted. The headteacher has built a very good team of teachers and ensures that the governing body is well informed. The governors make prudent financial decisions which take account of the principles of best value when making large purchases or hiring expensive services.

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 teaching is good • Behaviour is good • Their children like school • They are kept well informed about how their children are progressing • The school expects their children to work hard to achieve their best • The school works closely with parents • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons • The amount of homework provided

Inspectors agree wholeheartedly with the parents' very positive views. They partially agree with parents about extra-curricular activities, in that opportunities for after-school clubs are not fully extended to pupils in Key Stage 1, and that insufficient use is made of visits and visitors. Inspectors find that the homework set by the school is appropriate and makes for a good preparation for pupils' transfer to secondary school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good teaching throughout the school leads to pupils' achieving high standards in English, mathematics and science

1. The consistently good teaching across the school ensures that pupils' attainment at the age of eleven is very high, compared with the national average, in mathematics and science. The proportion of pupils attaining the higher levels in these subjects is also well above the national average. In English, pupils' standards of attainment are well above the national average at both the expected and the higher levels. Pupils exceed the challenging targets set for them in all three subjects. In comparison with similar schools, results are also well above the average. In the lessons seen during the inspection, standards were above the national expectation in English and mathematics and in line with it in science. Pupils are well on the way to exceeding national averages considerably again in 2001. At the age of seven, the cohort of 2000 attained lower standards in comparison with similar schools, although broadly in line with the national average. This was because of the fluctuating abilities of pupils on their entry to the school, and the higher proportion of pupils with special educational needs in that year group. The school is confident, however, that the consistently good teaching and high expectations in Key Stage 2 will ensure pupils will make good progress and achieve much more highly by the age of eleven. Inspection evidence bears this out since pupils often make very good progress in the junior classes.

2. At the end of both key stages, standards of speaking and listening are above the national average because teachers provide many opportunities for pupils to engage in discussion, for example, in the numeracy hour when pupils talk about the variety of methods of working to arrive at the correct conclusions. Many pupils speak clearly and confidently, and some higher attainers are very articulate, expressing themselves well. Some pupils with prior lower attainment or with special educational needs, have the occasional difficulty in finding the words they need. All pupils demonstrate their good listening skills in the answers they give to questions and in their thoughtful contributions to discussions. In personal and social education lessons, teachers encourage pupils to discuss problems in groups, fostering social interaction and respect for each other's views. At Key Stage 1, the standard of reading is broadly in line with the national average and pupils are well motivated by their teachers so that a love of books and reading is developing well. Standards in reading in Key Stage 2 are well above the national average, with pupils experiencing a broad range and variety of texts, including classic literature such as Shakespeare's 'Macbeth,' Lewis Carroll's 'Jabberwocky' and the myths and legends of Ancient Greece. The skills of interpreting and drawing conclusions from the texts they read are well developed, but teachers sometimes give insufficient opportunities for extending and deepening the knowledge and understanding of pupils with the highest prior attainment because there are not enough lessons where pupils can work independently in the library or on computers. Standards in writing are well above the national expectation. Across the key stage, good progress is made in developing writing skills from simple to complex sentences, and in the understanding and demonstration of skills in the structure of stories in a variety of genres, including fantasy. There is much extended writing, well organised into paragraphs, and some poetry with the occasional striking imagery, for example 'clouds were white pillows in the sky', 'flowers pointing their heads towards the wind like bullets'. There is little evidence of reflective writing, even in history or religious education. Standards of handwriting and presentation are very good, with all pupils writing a fluent, joined-up style. Most work is correctly spelt and punctuated and grammatical conventions are well observed. These good practices are evident throughout the school, from the Foundation Stage for children under five and in the infant classes.

Pupils use their literacy skills effectively in other subjects of the curriculum, particularly in the good development of vocabulary associated with particular work in physical education,

science, history and geography. Their reports of scientific investigations are well written and organised and their deductive skills are used extensively in history. Teachers maintain a good pace in lessons and their good relationships with their pupils ensure that there is no waste of time. Occasionally, a few pupils lose interest when they are not entirely sure of the purpose of the tasks set. However, not all teachers ensure that when a pupil returns to the class after receiving extra literacy support, they are given the necessary information to tackle the work set in their absence.

3. Standards in mathematics are broadly in line with the national expectation at the end of Key Stage 1, and above at the end of Key Stage 2. Examination of past work shows that pupils make good progress over time. Teachers plan carefully and set work which is appropriately challenging for all pupils except those of the highest ability whose opportunities to extend or add to a task through independent work are sometimes restricted. Pupils make mental calculations quickly and accurately, and use all four operations in number correctly. They have a good understanding of how to calculate the perimeter and area of a variety of shapes. They make good use of calculators to check their answers and are becoming more skilled in entering data in cells on a computer spreadsheet. There is, however, limited evidence of mathematical investigations, with challenge in solving problems, particularly for the highest attainers. Pupils make good use of their numeracy skills across the curriculum, for example, in presenting scientific findings in tables, charts and graphs, and their use as a measuring tool in design and technology. In history, they make good use of time-lines to develop their sense of chronology and they make appropriate use of numeracy in geography, for example, in tallying in surveys to construct graphs. Teachers make good curricular links, for example in a history lesson, to link technology and numeracy in exploring Ancient Egyptian building methods. Their expectations, both academic and behavioural, are very high and this results in excellent behaviour and very good response to teaching, enabling pupils to make good progress. Pupils with special educational needs make good progress because of the good care taken in the formulation of their individual education plans and the very good support they receive.

4. In the lessons seen, standards in science are in line with the national expectation at the end of Key Stage 1 and above average at Key Stage 2. Teachers generally question well, adapting vocabulary and content to the differing needs of pupils, to enable them all to tackle the same demanding tasks. In Key Stage 1, pupils know that some changes in materials are reversible and that others are not, for example, the ingredients of play dough. They understand the conditions for the growth of living things. By the age of eleven, pupils of all abilities know that the heart is a valve which pumps blood around the body. They find their own heart and pulse beats and count the rates accurately. Most understand how electricity lights a bulb, either from a mains supply or from a battery. They successfully make circuits to light bulbs in series and in parallel. They use the appropriate language accurately, but they have limited experience of scientific investigation because teachers almost always devise the experiments and pupils do not have sufficient opportunities for posing their own questions for exploration. This is because teachers tend to rely rather heavily on the use of worksheets and on practising from past assessment papers.

5. In information and communication technology, the teaching emphasises communication, and skills are built upon over time so that, by the end of Key Stage 2, pupils have learned some control and modelling and the skills of using spreadsheets to meet the national expectation.

6. Teachers' marking is inconsistent with the school policy and rarely gives pupils information on what they have done well and how they might improve their work. The use of display celebrates pupils' achievements but is insufficiently developed as a learning resource to take knowledge and understanding forward.

Pupils' excellent attitudes, values and behaviour

7. Pupils' attitudes to the school, their behaviour and their levels of attendance are excellent. In none of the lessons observed was there anything less than good in this respect. Pupils relate very well to one another and follow the good examples of tolerance and respect for others set by their teachers and other adults in the school. This was particularly evident in a physical education lesson in Key Stage 1, where an older child with special educational needs was welcomed into the group and integrated into all activities. Teachers implement the school's behaviour policy consistently and reinforce their behavioural expectations in their well-established classroom routines. Assemblies are used to help pupils understand and accept moral and social responsibility. All pupils are interested in their work and keen to get on with tasks and to improve their performance. No incidents of bullying or rough behaviour on the playground were observed and this very good behaviour was maintained at lunch in the dining-hall, where pupils are seated in 'family' groups, making a pleasant social occasion. Pupils from an early age develop a sense of right and wrong, and what is acceptable or unacceptable behaviour. All these aspects are reflected in the school 'creed', written by staff and pupils, which is recited at whole school assemblies as a reinforcement of the school's philosophy of working and playing hard together.

The very good care taken of pupils

8. The school follows very good procedures for health and safety and the welfare procedures were seen to be put into practice at lunchtime when small accidents occurred and the slight injuries immediately seen to. Procedures for child protection are satisfactory. Parents very much appreciate the well thought out induction procedures, meeting the headteacher with their children for several afternoon sessions before children join the reception class. Staff know their pupils well and make very good use of a variety of assessment strategies to make ongoing observations of pupils' progress. This assists them in their planning of lessons which take account of what has gone before and what is to follow. Teachers analyse results very carefully by gender and this shows that there is no significant difference between the attainment of boys and girls.

Partnership with parents

9. Parents' views of the school are overwhelmingly positive and almost all of them have signed a home-school agreement. Although newsletters are not sent out on a regular basis, parents are very happy with the quality and volume of information provided by the school to enable them to help their children make good progress, for example, the termly information sheets from teachers which outline the work to be covered. The headteacher sees the parents themselves as a positive resource for offering more out of school activities, building on their very good support for parent-teacher events. Those who are involved in the Parent Partnership Group have had the opportunity to discuss changes in school uniform, fees for a course in information and communication technology for parents and the home-school agreement. When issues arise, parents receive a questionnaire from the school to enable them to make their views known. Parents have enthusiastically attended evenings organised by the school to give them a greater understanding of the school's organisation, the literacy and numeracy, and the behaviour and health education policies. Several parents help in classrooms and, for the school's Silver Jubilee, two of them organised and supervised the making of two quilts celebrating the school's achievements, which subsequently won a national award.

Leadership and management of the headteacher and governing body

10. The headteacher, her deputy head and senior staff have a very clear idea of where the school is heading and how their hopes for the future can be achieved. Their leadership and management are very good. Their policy for special educational needs and for pupils with

English as an additional language ensures social inclusion and good integration for all. The school's rigorous approach to monitoring and evaluating the quality of its provision means that the headteacher, staff and governors are clear about what is going well and also about what action is needed to bring improvement where things are not as good. The governing body meet all statutory requirements and use the resources available to them very well. As 'Investors in People', policies and practices in appraisal and performance management have resulted in well-considered professional development so that staff keep up to date with their subject knowledge and classroom assistants are properly trained. All staff and governors have a shared commitment to improvement and the capacity to succeed. Governors make prudent financial decisions and apply the principles of best value to their purchases or hiring agreements.

WHAT COULD BE IMPROVED

Standards in religious education and information and communication technology could be higher if they were given more time within the curriculum

11. The school achieves very highly in the core subjects, as has been noted, but the concentration on these areas results in literacy and numeracy sessions which are overlong, especially in Key Stage 1. As standards are so high, there is scope to allow more time for other subjects such as religious education and information and communication technology, thus ensuring that all subjects have sufficient time to teach in full all areas of the National Curriculum and the Agreed Syllabus. In particular, teachers have difficulty covering all strands of the locally Agreed Syllabus for religious education in sufficient depth, particularly for the older children and the highest attainers, and pupils' knowledge and understanding of religions is not extended and deepened. Although information and communication technology skills develop well in dedicated lessons, in many lessons there is insufficient time for teachers to cover the relevant programme of study and incorporate computer skills at the same time.

Provision for pupils' spiritual and multicultural development

12. Opportunities have been increased for developing the aesthetic and creative dimension of pupils' education and thus improving the contribution to spiritual development. For example, some opportunities for reflection through prayer and music and using a lighted candle as a focus in assemblies, signifying to pupils the 'specialness' of this time, are provided. There is still scope to improve this area of provision, for example, opportunities for pupils to express their thoughts and feelings freely through dance and drama, rather than on the instructions of the teachers. Few visits are made to museums and art galleries and there are not enough opportunities for pupils to work with established artists, authors, poets and musicians. Religious education lessons do not make their full contribution because pupils have a limited knowledge of world faiths other than Christianity. There is an audit which recognises areas within the curriculum where spiritual development could be included and some further improvements have been made, but these again have been limited.

There are insufficient opportunities for pupils, particularly at the end of Key Stage 2, to reflect on their work and discuss their own views on religion because teachers miss opportunities for these activities. Similarly, pupils have a good knowledge and appreciation of their own culture but a limited awareness of the diversity of ethnic minority groups. The school welcomes visitors from international charities and takes part in providing parcels for children in Kosovo, but pupils have yet to fully grasp the concept of being good citizens of the world.

Opportunities for pupils to take responsibility for their own learning, especially in devising their own experiments in science

13. Most learning activities are directed by teachers and there are few opportunities for pupils to ask their own questions or select their own resources. This means that progress in the personal development of pupils is restricted by the lack of independent use of search and retrieval skills both in the library and using computers. In the same way, scientific hypotheses are set by teachers who then suggest the experiment to test them, instead of pupils asking their own questions and devising their own investigations to allow them to apply their good scientific knowledge to best effect. Building upon the work done in earlier years, by the age of eleven pupils at the school are confident, mature young people who are well able to take on these responsibilities.

Outdoor provision for children under five

14. This issue was identified in the previous inspection report and the school acknowledges that its plans in this area of provision have had to be changed since financial resources have been diverted because of recent national emphases on literacy and numeracy. Children under five have some opportunities for physical exercise through physical education lessons in the hall. However, the lack of an outdoor play area with regular planned opportunities for working and playing out of doors has an adverse effect on attainment and progress. Their progress in physical development is restricted by the lack of large climbing and balancing equipment outdoors, and of large construction apparatus.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve further pupils' attainment and the effectiveness of the school, the governors, head teacher and staff should:

- (1) Review the balance of the curriculum to ensure that sufficient time is given to religious education and information and communication technology in order to raise standards further. (*Para. 11*)
- (2) Implement more fully the well-prepared audit on spiritual development across the curriculum (*Paras. 2, 12*)
- (3) Extend the range of opportunities for pupils to appreciate and celebrate the diversity and richness of cultures represented in the world. (*Para. 12*)
- (4) Increase opportunities for pupils to take responsibility for their own learning in devising their own experiments in science, and making independent use of the library and information and communication technology. (*Paras. 2-4, 13*)
- (5) Make provision for outdoor facilities and large play equipment for children under five. (*Para. 14*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	91	5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-6
Number of pupils on the school's roll (FTE for part-time pupils)	0	211
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-6
Number of pupils with statements of special educational needs	0	3
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	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.4
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	16
	Girls	13	13	12
	Total	27	25	28
Percentage of pupils at NC level 2 or above	School	87 (87)	81 (94)	90 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	13	12	13
	Total	27	28	29
Percentage of pupils at NC level 2 or above	School	87 (86)	90 (83)	94 (80)
	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

	Year 2000	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		14	15	29
National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	15	15	15
	Total	29	29	29
Percentage of pupils	School	100 (100)	100 (97)	100 (97)

at NC level 4 or above	National	75 (71)	90 (69)	85 (78)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	15	15	15
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	96 (83)	100 (97)	100 (100)
	National	75 (67)	72 (69)	85 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	4
White	204
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	23.7
Average class size	30.1

Financial information

Financial year	2000
----------------	------

£

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	115

FTE means full-time equivalent.

Total income	471,472
Total expenditure	466,661
Expenditure per pupil	N/A
Balance brought forward from previous year	28,751
Balance carried forward to next year	33,542

Results of the survey of parents and carers**Questionnaire return rate**

Number of questionnaires sent out

211

Number of questionnaires returned

103

Percentage of responses in each category

My child likes school.

Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
56	38	4	1	1

My child is making good progress in school.	50	46	4	0	0
Behaviour in the school is good.	59	35	3	0	4
My child gets the right amount of work to do at home.	33	49	16	2	1
The teaching is good.	64	33	2	0	1
I am kept well informed about how my child is getting on.	44	46	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	52	42	4	2	0
The school expects my child to work hard and achieve his or her best.	80	17	3	1	0
The school works closely with parents.	49	44	7	1	0
The school is well led and managed.	63	36	0	0	1
The school is helping my child become mature and responsible.	51	38	9	0	2
The school provides an interesting range of activities outside lessons.	29	35	17	4	15