

INSPECTION REPORT

EVERSLEY PRIMARY SCHOOL

Winchmore Hill, London

LEA area: Enfield

Unique reference number: 102025

Headteacher: Mrs Marion Hunter

Reporting inspector: Deborah Zachary
2940

Dates of inspection: 24th – 25th June 2002

Inspection number: 230721

Short 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 category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Chaseville Park Road Winchmore Hill London
Postcode:	N21 1PD
Telephone number:	020 8360 5159
Fax number:	020 8630 2502
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sharon Lee
Date of previous inspection:	2 nd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eversley Primary School is much bigger than average, with 448 pupils on roll. There are roughly equal numbers of boys and girls, and pupils come from a wide variety of ethnic backgrounds. About one third are from a white UK background, another third from a white European background and the remainder are from black, Asian, Chinese or other backgrounds. About seven per cent speak English as an additional language, with Greek and Turkish as the predominant first languages. This is more than most schools, but none of these pupils are at the early stages of learning English. A number of other pupils can speak another language, but speak English at home and consider it their first language. The pupils enter the school with a range of attainment that is above average compared to the national picture. Nine per cent of pupils are on the register of special educational needs, a low figure, and only one has a Statement of Special Educational Needs. Six per cent of pupils receive free school meals, which is below average, and the majority of the pupils come from comparatively advantaged economic backgrounds; however the intake is changing in this respect as there is new social priority housing within the school's catchment area. All teaching posts are filled, but there has been a significant turnover of staff since the last inspection including 7 teachers starting their teaching career at the school.

HOW GOOD THE SCHOOL IS

This is a very effective school that gives good value for money. It is so effective because the monitoring and support by the school's management have a big impact on teaching. During the inspection teaching was good or better in all the lessons seen. The other reason the pupils learn very well is because their progress is very carefully monitored and any faltering identified and supported. The school includes everyone and does its best to make them feel secure, so the pupils are happy and behave very well. Standards are rising, but the provision now in place has yet to have a full impact on achievement.

What the school does well

- The school management shows an outstanding attention to detail at all levels, and, following the excellent example set by the headteacher, all staff are committed to improvement.
- The teaching is of high quality, and is very well planned to take account of pupils' needs, and so learning is very good overall.
- An inclusive approach – one that seeks to involve and value all individuals - is deeply yet creatively embedded in the school ethos; this means that pupils learn to value each other and are very well involved in school life.
- The pupils consistently achieve very well in mathematics because teaching and the curriculum provision are very strong.
- Pupils with special educational needs achieve very well, because they are very well taught, many staff show great commitment to them and the provision is very well managed.

What could be improved

- The school has no areas of weakness significant enough to be raised here.

As there are no areas for improvement there is no requirement for specific issues to be covered in a governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then it has improved very well, much better than would be expected. The standards seen during the inspection are higher now and there has been a huge improvement in teaching quality. There were seven key issues in the last inspection report and the school responded to these with commitment, resulting in significant improvements in all seven areas. In some, such as assessment and planning, which particularly support good teaching, the improvement has been outstanding. The improvements to teaching have been the key to the developments in the

school, and these have been due to the support and monitoring of all staff, initially by the headteacher and deputy headteacher but now by a wider range of teachers in management positions.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	B
mathematics	A	A	A	A
science	D	B	B	C

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

The standards seen during the inspection of Year 6 pupils broadly match the standards of last year's results - they are well above average overall. Though the national results for 2002 are not yet available the indications are that the science result will be graded A in 2002, which is an improvement. The improvement reflects the work the school did on the subject in the last academic year. The other two subjects are likely to show improvement, but probably not enough to change the grade (currently 'A' as above). The target for the percentage of pupils reaching level 4 plus, the national expectation, was exceeded last year in both mathematics and English. This year's challenging targets are likely to be met. The current Year 6 pupils are achieving very well when their Year 2 results are taken into consideration. Overall results have improved in the last 4 years, in line with the national trend, even though standards were already high, and the trend of improvement is continuing.

In 2001 the Year 2 results were well above average in reading and mathematics, average in science and below average in writing, down on the previous two years' results in writing. The school took immediate action and this particular year group greatly improved in Year 3. This year's Year 2 pupils are reaching above average standards in writing and overall. Achievement is good for the pupils in Year 2.

The current Year R pupils are also achieving well. They are reaching standards that exceed what is expected; a significant number are reaching standards at the first level of the National Curriculum, which is not usually reached until Year 1.

Pupils with special educational needs are doing particularly well at all stages in the school, and their achievement is very good. Pupils with English as an additional language achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes and are keen to contribute to lessons.
Behaviour, in and out of classrooms	Very good. They come in from the playground sensibly and quietly and start work quickly. There have been no exclusions in the last year.
Personal development and relationships	Very good. Pupils of different backgrounds and genders work and play together well. They are involved in their own learning and contribute well to the school through activities such as the school council.

Attendance	Well above average.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

All of the teaching seen during the inspection was at least good. The pupils' work that was studied demonstrated that marking is of high quality, with comments to help the pupils improve. One of the key features of the high quality teaching is the way teachers make sure pupils understand what it is that they are trying to learn. The pupils also record this learning aim (outcome) when they are writing work down. Planning is very good, with almost all lessons well structured to take account of the different needs of pupils of different levels of attainment, so that all move on very well in their understanding. They learn very well, and as the impact of this very good learning builds through the school achievement should improve in all year groups and there should be higher standards year on year. Teaching assistants make a strong contribution to the success of the teaching.

English and literacy are taught well and mathematics and numeracy taught very well, sometimes outstandingly so. Literacy and numeracy lessons are structured according to the advice of the National Literacy and Numeracy Strategies, and resources are often used particularly well to stimulate pupils' interest. The setting – teaching pupils in groups chosen according to their attainment so far – is very effective in mathematics in ensuring that teachers can target the work that is presented more easily.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All statutory requirements are met and there is a good balance to the time spent on the different subjects. There are opportunities to start to learn French and to have teaching from specialist sports coaches. Planning supports teaching very well, and it takes very good account of the detailed information the school collects about pupils' progress.
Provision for pupils with special educational needs	Very good. It is well organised and monitored, and individual education plans take very good account of pupils' needs.
Provision for pupils with English as an additional language	Specialist support is provided by a visiting teacher who speaks some of the community languages. She not only teaches children directly but also studies teachers' plans and gives advice on lessons and resources. This arrangement is operating very well but has only been running this year so has not yet had a full impact on pupils' achievement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Outstanding for pupils' cultural development, and particularly their awareness of Britain's multicultural society. Very good for moral and social development. Satisfactory for pupils' spiritual development; requirements for corporate worship are met and pupils are encouraged to reflect, but opportunities for further development are sometimes not exploited.
How well the school cares for its pupils	On a personal level the school cares very well for its pupils. Procedures for child protection are very good and procedures for health and safety are satisfactory. Formal risk assessments are carried out but some have

	limited detail. The site is well maintained.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership and great attention to detail. The deputy head also shows very strong leadership and management skills. They are well supported by the senior teacher and co-ordinators. The school promotes race equality very well.
How well the governors fulfil their responsibilities	Very well. All statutory requirements are met and the chair of governors has a very good understanding of the school's strengths and weaknesses. Governors with particular responsibilities take up their roles well.
The school's evaluation of its performance	Excellent. Monitoring strategies are very well thought through and applied, and staff are well supported. The school's results are carefully examined, and pupils' progress tracked in detail. Effective action is quickly taken where weaknesses are identified.
The strategic use of resources	Very good. The use of the school budget and grants is tightly monitored, and costs and results reviewed carefully. The principles of best value are applied very well, not only through the obtaining of competitive quotes for supplies or work to be done but also through consultation with parents and pupils (the latter is a regular part of the monitoring process).

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • Parents feel comfortable about approaching the school with questions or a problem. • They feel the school expects children to work hard and achieve their best. • They think the school is well led and managed. • They feel the school is helping the children become mature and responsible. 	<ul style="list-style-type: none"> • Homework. However, comments revealed that some parents wanted more homework and some less.

Most of the written comments sent in with questionnaires were very positive. Only seven questionnaires raised criticisms but these were individual rather than repeated points. The inspection team agreed with the positive points made. They felt that the homework set was appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school management shows an outstanding attention to detail at all levels, and, following the excellent example set by the headteacher, all staff are committed to improvement.

1. The headteacher leads with enthusiasm and commitment. She is demanding of the staff, but supportive of improvement and aware of the pace of change that staff can accept. She and the deputy head form a strong team that is reflective and evaluative. At the time of the last inspection, following the amalgamation, the monitoring of teaching was only just beginning, and was carried out primarily by the headteacher with support from the deputy. They have now ensured that subject co-ordinators carry out essential management functions such as in class observation, monitoring of plans and samples of work and talking to pupils about their work. As a result the management base is much wider than it was and staff at all levels are involved in improvement. Further development of the co-ordinators' role in monitoring teaching is planned. Governors, too, have strong systems for ensuring they are well informed and that they understand how the school is developing; for example, the use of 'link governors' with particular interests and a responsibility to report back to the full body is well established.
2. One of the strengths of the monitoring systems that have been set up is that the school makes sure the focus and the purpose of monitoring are understood by all. This makes staff more confident but also enables management to take the school forward quickly along an agreed path. Once staff had agreed on the importance of identifying learning outcomes, for example, plans were monitored to ensure these were in place and staff monitoring pupils' work looked for identification of these in pupils' books. Discussions with pupils followed up the idea of whether they understood what they were trying to learn, and during this inspection this identification of learning outcomes was a key feature of some strong teaching. The school's formal performance management strategy is well linked to wider school development planning. Individual teachers' targets tie in to school priorities, which are clearly indicated in the detailed school improvement plan. The strength of the systems for monitoring and improving teaching are evident in the huge improvement to the quality of teaching between the last inspection and the current one.
3. The performance of pupils in national tests is rigorously analysed. Pupils are tested in statutory or optional assessments each year from Year 2 to Year 6, and progress is reviewed for each individual. It is also analysed by class and by ethnicity and gender. The progress of pupils is also tracked on a more frequent basis through the exemplary 'pupil progress' files. Records are wide ranging in terms of subjects and also in types of assessment, with teacher and assistant's comments as well as more formal records such as baseline assessments or reading tests. The assessment files fulfil a dual purpose. They enable the school to track a cohort or an individual to see if progress is as good as it should be, and also provide formative information that helps teachers to adjust what is taking place in lessons.
4. A good example of the commitment of the school management and the staff to improvement is the response made over the last year to the results for Year 2 National Curriculum writing tests in 2001. The results had deteriorated from above average in 1999 and 2000 to below average in 2001, standards that reflected unsatisfactory achievement for the cohort in that aspect of literacy. A detailed analysis of results identified particular underachieving pupils and the programme of work was reviewed. As a result of this a variety of steps were taken. For example a literacy adviser worked with staff on modelled writing and on drama to extend vocabulary. Writing progress was examined across the school, not just in Year 2. In fact it is typical of the management's concern for individuals that activities were aimed at benefiting all year groups not just the year group whose results would next appear. The current Year 3 pupils, whose achievement had been weaker, were particularly monitored to ensure they caught up. Assessment files indicate that they have made very good progress. This year's preliminary results indicate very significant improvements for Year 2 pupils as well. All are reaching the nationally expected levels and standards overall are above average again. Preliminary indications are that this year's Year 6 English results have also risen.

5. School finances are very well controlled and reviewed. Development planning is well linked to the financial cycle and plans are appropriately costed and evaluated. The 2002 audit report found only minor areas for improvement and action has been taken on these. Although there was a significant amount of money (seven per cent) carried forward at the end of the 2001-2 financial year, this was appropriate as it was earmarked for electrical and roofing work. The carry forward for 2002-3 is projected to fall to four per cent.

The teaching is of high quality, and is very well planned to take account of pupils' needs, and so learning is very good overall.

6. At the time of the last inspection, two per cent of teaching was very good, 90 per cent satisfactory or better, and ten per cent unsatisfactory. Although the sample was small during the current inspection, all the lessons graded were good or better and more than thirty per cent were very good or excellent. This outstanding improvement has been made through a concerted drive from management, primarily the headteacher and deputy. A coherent planning system is linked to a detailed assessment programme, and plans and classroom delivery are monitored well. The monitoring enables the specialist expertise of co-ordinators or of the English as an additional language teacher to be used, and also enables the senior management of the school to keep an overview and support teachers where needed.
7. The teaching is underpinned by a well thought through planning system. Long-term plans are taken from national schemes of work, to ensure coverage of the full National Curriculum, and teams of teachers turn these long-term plans into shorter units, working together to ensure that parallel classes are taught the same things. The planning together also means that the teachers can draw on each others' expertise. They largely plan for three part lessons, with a clear introduction, then a development part and a plenary session at the end, building on the numeracy and literacy lesson styles that have been very effective. They keep detailed records of progress of individual pupils and lesson plans show where adjustments have been made in the light of what individuals have learnt. This ensures that pupils are neither held back nor lost as the main class learns new work.
8. The school has had an effective drive to ensure pupils understand what it is that they are trying to learn. The teachers prepare a 'learning outcome' for each lesson, often more than one so that pupils of different attainment are covered. They write it up on a board or paper for pupils to see, and the pupils often use it as a header for their work. This means that pupils understand what they are trying to do, and are better involved in the lesson. Their interest is also stimulated by very good use of resources. Small whiteboards were very well used in a crisp mental starter to a Year 5 high attainers' mathematics lesson, for example. Here pupils used the boards to quickly write and hold up their own answer to a question, enabling the teacher and the other pupils to check what they thought. The small group teaching of pupils with special educational needs also demonstrated very well chosen resources. Here activities were individually related to learning targets, and the teacher varied the tasks through the lesson very well as well as ensuring that she spent direct teaching time with everyone. The pupils responded with very good levels of concentration.
9. Teaching assistants make a strong contribution to the success of the teaching. They support pupils in lessons and also teach small groups themselves. They are well prepared with stimulating resources, and take an active part. In a session an assistant led with Year 1 pupils, practising the letter 'g', her pleasant yet firm approach, combined with ongoing encouragement ensured that all remained concentrating. The assistants know the pupils well, taking an active part in assessment, and have very good relationships with them. In one lovely instant in an excellent lesson, the assistant momentarily could not locate a television programme on the printed list of channels and times. One of the pupils solicitously helped her find the right channel.
10. Teachers and pupils also have good relationships, and teachers work hard to ensure that pupils are well aware of their high expectations of work and behaviour. In a very well taught Year 1

literacy lesson focussing on “The fish who could wish”, the pupils were very enthusiastic during the preliminary discussion. The teacher channelled their enthusiasm into a determination to improve their performance, and as a result they settled quickly to work.

11. Marking is of high quality. The work is corrected and there are numerous comments to help the pupils improve. These can be brief, for example a succinct summary by a Year 4 teacher:

“Remember: North
 West East
 South”

12. Comments can also be more detailed, as in a Year 2 book: “This is not cutting the square into 3 equal parts. You have cut the square into 4 equal pieces and chosen 3 out of the four. You have shown me $\frac{3}{4}$ ”. The comments are also sometimes notes to aid assessment and to make sure that a problem is picked up in a future lesson. For example in a Year 1 book: “B often mixes the tens and ones when making 2 digit numbers”. In the Reception classes, these sorts of notes can be made as often as two or three times a week for an individual child, providing not only an up to the minute guide of what the child needed to do next, but also, in retrospect, a fascinating guide to how they developed.
13. Although most of the lessons observed were in English, mathematics or science, the display around the school and examples of past work show that other subjects are taught in stimulating ways. In Year 3 in music, for example, pupils learnt about ‘crescendo’ and ‘diminuendo’ by relating the words to the strength of a storm. A labelled world map is displayed in a classroom, encouraging pupils to identify countries in relation to where food comes from. The Reception classrooms are wonderful learning environments with attention to a wide range of areas of learning. Here and outside the Year 1 classrooms the ‘home corners’ are developed to be an integral part of a topic; in Reception there is a pirate ship making a journey to ‘Shark Island’, and in Year 1 a Victorian room.
14. Nearly a quarter of the teaching staff are new in the last two years, and the records of the headteacher show that the improvement of teaching has been a gradual process. Although the inspectors saw teaching and learning that they judged high quality overall, the indications are that there has not yet been time for the high quality teaching and learning to have had a full impact on standards. Achievement is good in most of the school, and very good in Year 6, but some of the best progress, such as the improvements to writing in Year 3, is very recent.

An inclusive approach – one that seeks to involve and value all individuals - is deeply yet creatively embedded in the school ethos; this means that pupils learn to value each other and are very well involved in school life.

15. The displays of work around the school are an explicit testament to the way the teachers weave a multicultural perspective into the curriculum. At the top end of the school pupils have studied how English words are derived from a wide variety of other languages, and have set a quiz for other classes to attempt. There are a wide variety of paintings and sculptures in the entrance hall, with Chai designs, hand puppets from Ghana and paintings from the Italian Renaissance all represented. Pupils study Greek legends and worldwide creation stories, and write Haiku poems. The ‘Meeting Grandpa’ challenge exploited the wide variety of cultural backgrounds present in the school in a way that all could benefit from. There is a big display of Indian life, drawing on rural and city life in India, the Indian film industry and on lives of people in this country. The younger pupils have produced ‘promises’ such as ‘I promise to play nicely with my friends’ and ‘I promise to smile’, displayed in a variety of languages. There is also work on the local environment, and local culture is not forgotten. The school uses visits to places of interest and visitors are invited into school to support pupils’ understanding of a variety of backgrounds. The impact of all this was evident when inspectors talked with pupils about the different cultures

in the school. The pupils were well aware of the benefits they gained through living in a culturally diverse society.

16. A sense of the common human experience is also conveyed more subtly. In Year 2 pupils are studying similarities and differences in science. The teaching stressed the similarities between people as a starting point, such as 'two arms', a head, teeth, hair etc, making the point that there is far more that is similar than different between people. When it moved on to characteristics that some people have but not others, the teachers chose a variety of characteristics that run across racial groups, such as 'brown eyes' and 'similar height' as well as shades of skin colouring. The point was not overstressed, but nevertheless the sense of the lesson was that skin colour is just one of the factors that may be similar or different between different individuals. As a result the pupils in the lesson confidently spoke of skin colour just as they did eye colour or height.
17. The fact that there are two separate blocks of classrooms on site could be divisive, but the school goes to great lengths to ensure that all feel part of one school. Year 2 pupils attend assemblies with Years 3 and 4, and eat with Years 3, 4 and 5. Year 6 pupils eat with Y1 and YR, and are able to help the younger ones. Year 5 pupils are paired with Year 2 before they move to the old junior school building. The transition from home to school is also well managed for the very young children involved, with a toy library providing early contacts with the school.
18. The whole atmosphere at the school encourages both moral awareness and social development. Assemblies develop these aspects well, with good relevant content during the inspection including David Beckham as a modern hero, recovering from his 1998 world cup experience. When an inspector spoke to Year 1 pupils about their experiences at school, and particularly about their roles as school council representatives, they stressed that in this school 'You have to be kind to each other' and "You've always got friends" and "Don't leave people out when you're playing something". They were very clear that the school council discussed things that "we want to change" and felt important about their role on it. They felt that the school rewards them well when they do something really well, with house points (and also "ice creams" in one case, which might have been wishful thinking!) being seen as important. Year 5 pupils were able to give concrete examples of how the school council was effective – for example the provision of mirrors in the toilets, and soap machines.
19. There are formal mechanisms to ensure that all pupils get a turn with responsibility, such as being 'pupil of the week', and to ensure that pupils get the help and support they need either because of special educational needs or because they speak English as an additional language, or because they are gifted or talented. However, teachers are also careful to include all individuals in their lessons. They ask questions to a wide variety of pupils. In a Year 2 lesson a pupil had misbehaved and had to sit at a table rather than the carpet. The teacher was particularly careful to ask him several interesting questions so that he could still take part and show what he knew.
20. During the inspection the pupils behaved with courtesy and were welcoming to visitors. They were keen to show what they could do and were also anxious to praise the school. The atmosphere in classes and in the playground is happy, and behaviour is very good. Boys and girls often sit together in class and pupils from different backgrounds mingle with no signs of tension. Pupils play confidently together and share resources. All demonstrate that they are an integral part of the school.

The pupils consistently achieve very well in mathematics because teaching and the curriculum provision are very strong.

21. By the time pupils leave the school standards in mathematics are well above average. The current Year 6 are maintaining these standards, and they have been demonstrated by the last three years' National Curriculum test results. The test results show that the standards are well above average on all measures. The number of pupils gaining at least the national expectation, level 4, is high, as is the number reaching the higher level 5. This suggests that pupils of all attainment levels are doing equally well, a view supported by the inspection. They also show that Eversley is doing very well in mathematics compared to schools with similar numbers of pupils on free school meals. On this measure mathematics results are better than English results, though these too have been high against the national picture. Last year's Year 6 results can also be compared with other schools whose Year 2 results were similar in 1997. Eversley's results were well above the average of these schools whose pupils started from the same point. Inspection evidence indicates that this pattern of very good achievement compared to pupils' starting points is being maintained for the current Year 6.
22. In Year 2, the current pupils are achieving very well in the subject. Standards are above average and a study of pupils' work indicates at least good progress for all pupils. Progress is excellent for the pupils who are attaining the lowest levels. All of the year group are reaching what is expected, level 2 of the National Curriculum, including those who have special educational needs. This was also the case last year. In the Reception classes the standards of work seen in mathematics were high. These pupils entered the school with standards that were already above average, but they have made very good progress through the year.
23. A key reason for the high results is the very strong teaching of mathematics. The teaching is very well supported by detailed curriculum planning. Examples of how mathematics may be used and applied are woven into the teaching of knowledge and understanding. In Year 2 there was an example of this in the context of money. Pupils' books showed that they had successfully found different ways of making 45p from different coins. This enabled them to develop problem-solving skills while consolidating knowledge of money. In Year 5 pupils were working on the 12 and 24-hour clocks, and teachers had prepared copies of that day's television timetable to put the mathematics into a truly relevant context. Planning for the teaching of how mathematics is used and applied was a key issue at the time of the last inspection, and it is much improved.
24. The teaching is also well supported by the careful setting of pupils in Years 5 and 6. This enables the work to be more easily taught at the right level for the pupils in each set. There can be dangers in this, in that the lower attainers might not be sufficiently stimulated without the higher attainers in the same group. However, a study of pupils work and assessment records showed that the majority of the lowest attaining sets are reaching national expectations. The books of pupils in the highest set in Year 6 show a variety of examples of work normally studied in Years 7 to 9, for example formulating equations and using algebra to solve problems. The learning of pupils was at least good in all the mathematics lessons observed. In the lowest attaining Year 5 set both teaching and learning were outstanding. Here the pupils' attention was held by a very lively presentation from the teacher, and this was followed up by very well chosen activities to keep the pupils very interested. The teacher provided constant challenge and demanded constant involvement from the pupils with well-chosen interventions such as "You don't need to write that down – I know you can do it in your head!"
25. In a very good lesson seen in a Reception class, the teacher used skilful questioning to encourage children to think about what they were doing. Questions such as "Can you tell us how you did that?" or "Do you want to show us on the number line", ensured that the children were reflecting on what they were trying to learn. The children showed that they could count 'on' and 'back' from 20 or 30, Some children showed great confidence in writing and ordering the numbers as well as speaking them.

Pupils with special educational needs achieve very well, because they are very well taught, many staff show great commitment to them and the provision is very well managed.

26. The results of external tests give a clear indication of how well pupils with special educational needs are doing. This year in Year 2 all seem likely to reach nationally expected standards in writing and in mathematics, and almost all in reading. This is even better than last year when all reached it in mathematics. In Year 6, though few pupils with special educational needs reach nationally expected levels all are at the level immediately below this, level 3, so none are out of touch with what is expected for their age. Records of progress show that achievement is very good. Pupils are sometimes removed from the special needs register altogether as they move up the school, because they are no longer experiencing difficulty. Others improve so that they are identified as having reduced needs.
27. Pupils are identified at an early stage, and the accuracy and detail of the assessment arrangements in all year groups support the process of identification well. Individual education plans are drawn up as needed; these are well focussed on what pupils need to learn next, and teachers reflect pupils' targets in their class planning. Parents are invited to attend when a plan is reviewed, and are sent copies. A number of parents commented very positively on the help their child with special educational needs was receiving.
28. Teachers are well aware of pupils' needs, and the teaching assistants who often work closely with pupils with special educational needs know their pupils very well. They are very committed to their charges, keep detailed records of the work done and the progress made, and use these in planning. The school has invested in at least one teaching assistant for every year group up to and including Year 4, and one assistant shared between Year 5 and 6. They not only support pupils in class but work closely with outside specialists to ensure that pupils who need it have a coherent programme of therapy provision. For example, an assistant gives daily physiotherapy to a pupil, working from printed instructions, modelling some exercises herself and involving the pupil well in keeping records of what has been done.
29. The teaching of pupils with special educational needs is of high quality. They are treated sensitively and have very good relationships with their teachers. They are often given tasks directly related to their individual needs and respond with interest and enthusiasm. The special educational needs teachers have a high level of expertise.
30. The special educational needs provision is monitored very well. It is marked, as is the other monitoring in the school, by an attention to detail. The management of this area has a high profile because the co-ordinator is also the deputy headteacher. She monitors daily provision for pupils with more complex needs, and tracks progress of all pupils with special educational needs through the use of the school's assessment systems as well as their individual education plans and reviews. She ensures that the timetable for withdrawal from the classroom does not hinder the National Curriculum provision for pupils, because the withdrawal content is the same subject as the lesson from which pupils are withdrawn. This is an improvement from the last inspection. Pupils are catered for imaginatively. There is a quiet lunchtime club for those who are having difficulties coping in the playground, for example. An innovative use of 'circle time' enables pupils to meet as a small group in order to support specific individuals' social skills and raise their self esteem.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. There are no areas for improvement significant enough to be included here. During the inspection a small number of minor weaknesses were discussed with the headteacher and deputy, in order that they might further raise the already high quality of what the school does.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
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
Number	1	4	11	0	0	0	0
Percentage	6	25	69	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	448
Number of full-time pupils known to be eligible for free school meals	26

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	30

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	29	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	29	33
	Girls	27	26	29
	Total	59	55	62
Percentage of pupils at NC level 2 or above	School	95 (98)	89 (97)	100 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	32	32
	Girls	27	29	28
	Total	56	61	60
Percentage of pupils at NC level 2 or above	School	90 (94)	98 (92)	97 (89)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	34	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	28
	Girls	33	33	34
	Total	59	61	62
Percentage of pupils at NC level 4 or above	School	94 (94)	97 (93)	98 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	27
	Girls	32	34	33
	Total	57	61	60
Percentage of pupils at NC level 4 or above	School	90 (93)	97 (94)	95 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	3
Black – other	3
Indian	19
Pakistani	4
Bangladeshi	1
Chinese	4
White	279
Any other minority ethnic group	66

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)	17.8
Number of pupils per qualified teacher	25.2
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	365

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	2001-2
	£
Total income	1,178,597
Total Expenditure	1,156,496
Expenditure per pupil	2,570
Balance brought forward from previous year	56,708
Balance carried forward to next year	78,809

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	448
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	47	51	2	0	0
Behaviour in the school is good.	49	44	1	2	3
My child gets the right amount of work to do at home.	33	44	19	2	2
The teaching is good.	52	44	3	0	1
I am kept well informed about how my child is getting on.	37	47	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	71	25	3	1	0
The school expects my child to work hard and achieve his or her best.	53	43	2	0	1
The school works closely with parents.	45	46	6	1	2
The school is well led and managed.	76	18	1	2	2
The school is helping my child become mature and responsible.	54	38	7	0	1
The school provides an interesting range of activities outside lessons.	34	44	15	1	6