

INSPECTION REPORT

**ST ANDREW'S CHURCH OF ENGLAND PRIMARY
SCHOOL**

Southgate

LEA area: Enfield

Unique reference number: 102030

Headteacher: Mrs Susan Chambers

Reporting inspector: Mrs Jayne Clemence
22629

Dates of inspection: 22 – 24 April 2002

Inspection number: 230727

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary, Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: 297 Chase Side
Southgate

Postcode: London
N14 6JA

Telephone number: 0208 886 3379

Fax number: 0208 886 1231

Appropriate authority: The governing body

Name of chair of governors: Revd Paul Hunt

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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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	10
WHAT COULD BE IMPROVED	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's is a Church of England, Voluntary Aided primary school in Southgate, in the London Borough of Enfield. There are 220 pupils between the ages of 4 and 11; 108 boys and 112 girls. This is a broadly average size school. Seventy per cent of pupils are from White ethnic backgrounds, and twenty-five per cent are from Greek Cypriot ethnicity. A very small proportion of pupils come from Black Caribbean, Black African, Indian, Bangladeshi and Chinese backgrounds. Pupils' attainment on entry is broadly average. Almost twenty five per cent of the pupils has English as an additional language, and nine pupils are supported through additional funding. Eleven per cent of the pupils are known to be eligible for free school meals. Eleven per cent of the pupils are identified with special educational needs, and most of those are at the earliest stages of support. No pupils have Statements of Special Educational Needs. These figures are lower than those found nationally. One quarter of the teaching posts were covered by supply teachers at the time of the inspection, and, due to recruitment difficulties, the headteacher and deputy headteacher shared the teaching in Year 5.

HOW GOOD THE SCHOOL IS

St Andrew's is a highly effective school with many strengths. The school has sustained high standards over many years, and the quality of teaching is very good overall. The headteacher's excellent leadership, supported by very effective senior managers, provides clarity of vision, purpose and direction. The strong emphasis upon maintaining high standards, and evaluating the impact of actions on all aspects of school life, is bringing about continuous improvement. Many pupils start school with average attainment and leave well above average in many areas. A significant proportion reach standards far above those found nationally. The school provides very good value for money.

What the school does well

- The headteacher's leadership is excellent; senior managers are highly effective, and priorities are aimed clearly towards further improvement.
- The high proportion of good, very good and excellent teaching is having a direct and positive impact on standards and pupils' achievements¹.
- Standards are high and pupils achieve very well in relation to their starting point; high standards have been sustained over many years.
- Procedures for assessment are excellent; pupils' learning is tracked rigorously throughout the school, and work is well matched to their wide ranging needs.
- The very positive atmosphere for learning, and strong provision for pupils' spiritual, moral, social and cultural development ensure that pupils are very well prepared for life in a multi cultural society, follow the principles of good citizenship, and learn very effectively.
- The pupils' very good attitudes and behaviour, and the excellent relationships between pupils and with adults mean that they are ready to learn.

What could be improved

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

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

¹ Inspectors make two key judgements related to how well pupils are doing academically. Standards refers to how well pupils are doing compared to others of the same age nationally. The other judgement, "achievement" is like progress, a judgement about whether standards are high enough for the particular pupils involved, given their starting point.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been very good improvements since the previous inspection in 1997. Key Issues identified at that time have been addressed systematically and rigorously. Weaknesses reported in the quality of teaching have been eradicated, curriculum guidelines completed for all subjects, and monitoring strategies firmly established. The school has developed further its provision for information and communication technology. The school's many strengths have also been sustained, and in some instances improved even further, including leadership, standards, pupils' behaviour and provision for their spiritual, moral, social, and cultural development.

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	A*
Mathematics	B	A	A	A
Science	A	A	A*	A*

Key	
highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in the 2001 National Curriculum tests at the end of Year 2, were above average in reading and mathematics, and well above average in writing when compared to all schools nationally. When compared to similar schools, results were above average in mathematics, and well above average in reading and writing. Teachers' assessments in science showed pupils reaching standards in the highest five per cent nationally. By the end of Year 6, pupils reached standards that were at least well above average, and in science, standards were in the top five per cent nationally. A high proportion of pupils are reaching the higher levels (Level 5) in English, mathematics and science by Year 6. In English and science, for example, more than twice the national average of pupils reached the higher level in 2001. Inspection evidence and scrutiny of the pupils' work confirmed these high standards. Pupils achieve well in Years 1-2, and very well in Years 3-6 overall.

Standards on entry to the school are average. Children achieve satisfactorily by the time they leave the Reception class. Past work and lesson observations indicate that children are on course to meet the early learning goals in all areas of the curriculum for their age. They achieve satisfactorily rather than well because teaching in the Reception is more sound than good. Standards since the last inspection have risen more rapidly than the national trend. This has been recognised by an achievement award from the Department for Education and Skills for the last two years in succession. The school sets realistic, but challenging targets for the pupils and is likely to meet those for this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are enthusiastic and keen to do well.
Behaviour, in and out of classrooms	Very good; pupils are considerate, and courteous to one another and adults.
Personal development and relationships	Very good; pupils understand the impact of their actions on others and the wider community; relationships between pupils and with adults are excellent.
Attendance	Good.

The pupils' very good behaviour and attitudes make a strong contribution to the quality of school life. They understand the importance of effort and hard work, and develop very positive work habits as they move through the school. There is a clear sense of order and discipline throughout the school, and pupils learn self-discipline from an early age. Pupils learn the principles of right and wrong, as well as the importance of considering others. There are many genuine acts of kindness, and pupils show respect for one another as an every-day feature of school life. Pupils take pride in their achievements and strive to surpass their personal best, for example in academic targets. Many pupils have a well developed understanding of good citizenship, and they are thoroughly well prepared for life in a multi cultural society. The many strengths in this area ensure pupils make best use of their time at school for the purposes of learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.

The high quality teaching is having a very positive impact upon standards. As a consequence, pupils learn very effectively and achieve very well over time. The quality of teaching observed was very good overall. The teaching and learning in literacy and numeracy is good overall in Years 1-2, and very good in Years 3-6. Teaching in English and mathematics is similar to that in literacy and numeracy, and results in pupils reaching high standards in both subjects by the end of Year 2 and Year 6. In otherwise satisfactory teaching in Reception and Year 1, there were missed opportunities to focus on the pupils' learning at the end of lessons, and the management of pupils' behaviour was inconsistent, leading to lost time for learning. Teaching in Years 2, 5 and 6 is very effective. Teachers ensure work is well matched to pupils' wide ranging needs. Pupils with special educational needs have work that is modified appropriately, and higher attainers are challenged with work of a higher order. Any pupils with specific educational needs such as those gifted and talented have additional opportunities, for example in music. The most effective teaching was characterised by high expectations for pupils academically and socially. The clear explanations and brisk pace ensured pupils were involved actively throughout the lesson and there were useful summaries at the end to clarify the key learning points.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; the curriculum is rich and varied in class and outside lessons; this provides high quality educational opportunities for the pupils.
Provision for pupils with special educational needs	Very good; pupils are very well supported and achieve very well over time.
Provision for pupils with English as an additional language	Very good; pupils are supported systematically and sensitively and achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' moral, social and cultural development, and excellent provision for their spiritual development.
How well the school cares for its pupils	Very good procedures for ensuring the well being of all pupils; procedures for assessing the pupils' attainment and achievements are excellent.

The curriculum is broad and well balanced and meets statutory requirements. The school is very effective in providing a wide range of educational opportunities, whilst maintaining a strong focus on the core subjects of English, mathematics and science. There are many useful links that enhance the

pupils' skills in literacy and numeracy across other subjects, and information and communication technology is used increasingly across the curriculum. The pupils' wide ranging needs are met very effectively. Pupils with special needs are included sensitively, and work is well matched to their individual needs. Higher attaining pupils are challenged consistently, and work of a higher order is organised to further their skills. The school's meticulous methods for tracking pupils' learning ensures that any underachievement or variation in trends, with individuals or groups, is identified swiftly, and action taken accordingly. There is a good partnership between the school and parents that provides a high level of support for the pupils at home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Highly effective overall; the headteacher's leadership is excellent and the deputy headteacher has strong and complementary management skills; the senior managers and others with key areas of responsibility are highly effective.
How well the governors fulfil their responsibilities	The governing body is ably led; governors play an active role in the school and have a clear understanding of the school's relative strengths and weaknesses.
The school's evaluation of its performance	Excellent; there are well established procedures whereby the school evaluates its performance; trends are analysed meticulously, ensuring priorities are aimed towards raising standards further.
The strategic use of resources	Very good; resources are used very efficiently at every level.

The leadership and management is a strength of the school. The headteacher provides clear educational direction, and senior managers understand their strategic roles and contribution. The stability brought about by the headteacher and deputy headteacher's long service over many years has added to the continuity for pupils and their families, and ensured that high standards have been sustained over time. All staff with responsibilities ensure that the pupils' achievements are scrutinised closely, and priorities identified to raise standards further. The governing body is effective, and provides a good balance between support for the school and challenge to its work. The school follows the principles of best value in all its work, to ensure efficient use of time, personnel, resources and finances.

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 quality of teaching High standards of behaviour The school helps children to do their best and become mature and responsible They would feel comfortable approaching the school The quality of leadership and management 	<ul style="list-style-type: none"> The amount of homework The amount of information on their children's progress The opportunities to work more closely with parents Insufficient activities outside lessons

The inspection team fully supports the parents' positive views. Inspectors considered the amount of homework to be appropriate, though there is some variation between classes. There are many opportunities scheduled throughout the year where parents and teachers may talk about the children's progress, and the school also operates an open door policy where parents may come in between those more formal times. Written reports to parents are thorough, though there is scope to add further detail about how well the pupils are doing. The inspection team consider it would be beneficial for the school to liaise further with parents, in order to clarify expectations of what is realistic, particularly in relation to homework, information about their children's progress and activities outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher's leadership is excellent; senior managers are highly effective, and priorities are aimed clearly towards further improvement

1. The leadership of the school is strong and highly effective. The headteacher provides clear vision and educational direction, with improving standards central to the school's work. There are well-established and excellent routines for reviewing the school's effectiveness. The rigorous strategies for evaluating the impact of the school's actions upon standards, the quality of teaching and pupils' achievements ensures continuous school improvement. The headteacher's meticulous strategies for analysing trends in standards and pupils' achievements means that the school's priorities are sharply focused on a drive to raise standards further.
2. The headteacher and deputy headteacher, who are both longstanding members of staff, have sustained high standards and provided great stability to the staff, pupils and parents alike. This has ensured significant continuity for the school, and standards have moved from strength to strength. The strong leadership and management team has managers who understand their roles and responsibilities, and the relative strengths and weaknesses of the school. Teachers with responsibilities for English, mathematics, science and information and communication technology, for example, carry out their roles very effectively. They track standards and ensure priorities in their respective areas are relevant. The leadership of special educational needs is very effective, and ensures pupils with special educational needs are identified swiftly and supported very well.
3. The governors maintain a suitable balance between support for the school, whilst providing challenge, and holding the school accountable for its actions. Resources are used prudently, and the carry forward from the previous year's budget has been due to an under spend from a building programme. This has been allocated appropriately for the current year. The school development plan is thorough and comprehensive. It is reviewed regularly, and used as a working document, ensuring all staff and governors know the priorities and expectations of what is to be accomplished over time. There is a systematic schedule for monitoring teaching and learning that ensures teachers and pupils alike understand areas for further improvement.
4. The leadership and management of the school is both supportive, yet challenging, striving successfully towards achieving excellence in its work and that of the school. The many strengths in leadership, and the highly effective management procedures, ensure that the school works as a united team with a clear sense of direction and common purpose.

The high proportion of good, very good and excellent teaching is having a direct and positive impact on standards and pupils' achievements

5. The quality of teaching in half the lessons observed during the inspection was very good, and occasionally excellent. All teaching was judged to be satisfactory or better and in just under one third of lessons, teaching was good. As a result, pupils are achieving high standards and learning very effectively. Teaching was satisfactory in Reception, good overall in Years 1-2 and very good in Years 3-6. The most effective teaching was observed in Years 2, 5 and 6.
6. There were many examples of teachers setting high expectations academically and socially, providing clear explanations, and ensuring challenging tasks for the pupils' wide ranging needs. The brisk pace and sense of urgency led to lively learning, with pupils thoroughly engaged and absorbed in the activities. Many pupils demonstrated a genuine enjoyment in their learning as they discovered new information and knowledge during lessons. In a Year 5 history lesson, the excellent teaching helped pupils to discover that many English words have a Greek origin. Higher attainers used more complex dictionaries as they searched for meanings and definitions, and were given additional pre-fixes such as pent, mega and physio to add to words. Planning made clear reference to the needs of higher attainers, pupils with special needs and bi-lingual pupils. The activity drew successfully from those pupils who speak Greek fluently as they prepared their own materials for others to use. There were many useful references to literacy

and numeracy as the teacher drew pupils' attention to mathematical vocabulary of a Greek origin. Pupils sustained genuine interest, motivation and delight as they discovered new words and their meanings, for example psychotherapy and psychology, and one pupil exclaimed that it's all to do with feelings!

7. In almost all lessons, activities were matched closely to the pupils' different needs. Higher attaining pupils were challenged with work of a higher order, and pupils with special educational needs had work modified for them, whilst still taking part in the overall activity. The school places strong emphasis upon including all pupils regardless of the different backgrounds or attainment. There were many examples where pupils offered their ideas and observations, for example at the end of lessons, when teachers summarised the learning, pupils of all levels of attainment contributed their thoughts, and everyone learned from one another. In Year 6, the highly effective teaching in mathematics ensured that pupils' previous learning was built upon systematically and the precise use of mathematical vocabulary enabled all pupils to understand and use tests of divisibility accurately.
8. There were clear differences between satisfactory and good teaching. In Year 1, the management of pupils' behaviour was not always consistent, and there were missed opportunities to summarise the pupils' learning. In Reception, there were missed opportunities to focus on the children's learning that had taken place during the lessons, and the activities themselves were sometimes underdeveloped, for example for the purposes of building on the children's speaking, listening and language and communication skills. The senior managers and other teachers ensure pupils catch up where necessary to compensate for these relative weaknesses. The strengths in teaching in Years 2, 5 and 6 are built upon consistently through Years 3 and 4. This helps pupils to build on their previous learning systematically and make rapid gains as they move through the school.

Standards are high and pupils achieve very well in relation to their starting points; high standards have been sustained over many years

9. The school has a long history of pupils attaining standards above and often well above those found nationally. Pupils enter the school with average attainment. They leave with standards that are at least well above average in many areas, and a significant number attain standards that are very high. Children are on course to meet the early learning goals by the time they leave the Reception, and achieve satisfactorily. By the end of Year 2, many pupils reach standards that are at least above the national average, and some attain standards that are well above average. A high proportion of the pupils reach the higher levels in National Curriculum test results in English, mathematics and science by the end of Year 6. In English and science, for example, more than twice the national average number of pupils reached the higher levels in 2001. By comparison with similar schools, pupils attain standards that are very high and in the top five per cent nationally in English and science. The standards in mathematics are high and close to those in English and science.
10. Inspectors' findings during the inspection, based on pupils' current and recent work, and evidence in classrooms, showed high standards being sustained throughout the school. Scrutiny of the pupils' work showed carefully presented work with much thought given, for example in the quality of writing and poetry produced. In English, pupils in Year 6 write with genuine feeling for subjects such as fox hunting, and produce well reasoned arguments for their preferences and opinions. There is emphasis upon the quality of handwriting and presentation, and pupils strive to surpass their personal best in many areas. In mathematics, pupils are able to give suitably detailed methods for their working, and in science, many pupils use their previous scientific knowledge when conducting unfamiliar investigations and experiments. The school has well established routines and work habits for dating work, displaying headings prominently and using appropriate writing implements. These routines add further support to the high expectations of pupils and standards.
11. Many pupils develop a genuine enjoyment for learning. They demonstrate an appreciation of literature and poetry, and express their views in a considered and articulate manner. Pupils

achieve very well over time in relation to their starting points. Those pupils with special educational needs achieve very well because of the well structured support in lessons and group activities. Higher attaining pupils achieve very well as they have activities that challenge their thinking. They have work of a higher order and do not simply produce more work at the same level. Pupils from ethnic backgrounds achieve very well as the school monitors closely the standards they reach in order to ensure they make the expected progress. At one point, there were concerns that girls from a Greek background were less confident than the boys. The school addressed this issue successfully by organising activities designed to help the girls assert themselves more.

12. The school sets suitably ambitious targets for the pupils and is constantly seeking to exceed them wherever possible. There is a careful balance between challenging the pupils to strive for higher standards, and ensuring they have a well balanced education both personally and socially. The school is justifiably proud to have been recognised nationally by receiving an achievement award from the Department for Education and Skills for the past two years in succession.

Procedures for assessment are excellent; pupils' learning is tracked rigorously throughout the school and work is well matched to their wide ranging needs

13. The school has developed excellent procedures for assessing pupils. Information about the pupils is clearly organised, and used strategically to track their achievements over time. There are wide-ranging strategies for charting the achievements of any group, for example by ethnicity and gender. In addition individual pupils' achievements are tracked meticulously, thus indicating any variations or changes in their rate of their learning. Teachers have a common understanding of the levels expected of the pupils. This ensures a high degree of consistency about what is expected. Pupils themselves understand their own personal targets, and many recognise what they must do in order to improve further. This strategy is managed sensitively, and results in many highly motivated pupils, with high aspirations and personal ambition.
14. Assessment information is used very effectively to plan for present and future work. Where necessary, swift action and intervention is taken to ensure any individual pupil has specific support to enable them to move forward effectively in their learning. Teachers have a thorough knowledge of the pupils, and use informal assessment during the lessons to ensure understanding. The headteacher and senior managers have a comprehensive understanding of the pupils' relative strengths and weaknesses. This means that the pupils' achievements are being followed closely both by their teachers, and strategically by the leadership and management. Any concerns about the pupils' standards, achievements or rate of progress are noticed at an early stage, ensuring necessary intervention is rapid and focused. This strategy minimises the possibility of pupils falling behind and losing momentum in their learning.

The very positive atmosphere for learning and strong provision for pupils' spiritual, moral, social and cultural development ensure that pupils are very well prepared for life in a multi cultural society, follow the principles of good citizenship, and learn very effectively

15. There is a strong and positive atmosphere for learning. The school is very well ordered, purposeful and productive throughout. All pupils, regardless of their backgrounds or differences, are included fully into school life, and there is a high degree of social and racial harmony. Pupils are thoroughly well prepared for the challenges and opportunities of life in a multi cultural society as they learn the importance of tolerance, respect for themselves and others, and the principles of being good citizens.
16. The very good provision overall for pupils' spiritual, moral, social and cultural development has a very positive impact on their personal development. Pupils reflect thoughtfully about matters such as conservation, justice, peace and conflict. They often express their ideas eloquently and with passion, showing much thought about life issues. Their sensitive singing during assemblies, for example, demonstrated joy and a sense of reverence for the occasion as they took part in a meaningful and relevant act of collective worship. There was a real sense of

collective enjoyment as pupils learned to sing in rounds, listening to one another, and harmonising and complementing each other's contributions. These features were skilfully led by the headteacher who took the opportunity to link such values with peace, and to pray for troubled areas of the world. The provision for pupils' spiritual development is excellent as the school considers carefully the opportunities to celebrate life and learning beyond academic success alone. Pupils reflect maturely upon life, showing increasing insight into their beliefs and personal values, as well as considering others' world views. The school has a well established reputation for music and there are many opportunities through the week and over the school year where pupils play instruments, sing, enter festivals and celebrate special events, with music as a central theme. This adds further to the pupils' awareness and appreciation of spirituality.

17. There are many opportunities for pupils to take responsibility. By the time they leave school, there is a genuine understanding of what it means to be a good citizen, where pupils take responsibility for their own actions, and look to support one another. The very effective emphasis upon moral provision ensures that pupils understand clearly the differences between right and wrong, and develop a sense of self-discipline over and above simply following the school's rules. The school's rich diversity of cultures represented by the pupils and their families is celebrated regularly. Many pupils, for example, learn Greek dancing, and develop musical skills including singing and playing instruments that reflect the cultural backgrounds of the families.

The pupils' very good attitudes and behaviour and the excellent relationships between pupils and with adults mean that they are ready to learn

18. Many pupils show great enthusiasm for school. They are eager and willing to learn, and, as they move through the school, understand increasingly the importance of effort and hard work in order to improve. Pupils realise the impact of their actions, behaviour and words upon one another. This makes for a caring and considerate atmosphere, where kindness and thoughtfulness are seen as routine features, and often expressed spontaneously by the pupils as they mature. The many excellent relationships between pupils and with adults reflect features such as trust and respect. Pupils and adults alike manage to strike a healthy balance between respect, consideration and friendship with one another. These characteristics mean that many pupils are ready to learn, gain confidence in offering their ideas, and realise that school is a safe place to make mistakes in the process of learning.

WHAT COULD BE IMPROVED

In the light of the school's many strengths, there are no key issues to address

19. During the inspection, a small number of minor weaknesses were discussed with the headteacher and senior managers in order that they might further raise the already high quality of what the school does. The school has identified appropriate areas for improvement in its school development plan, and the inspection confirms the priorities that have been chosen.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	6	4	0	0	0
Percentage	10	40	30	20	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 four 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)	220
Number of full-time pupils known to be eligible for free school meals	23

Special educational needs

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

English as an additional language

	No of pupils
Number of pupils with English as an additional language	52

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.5

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	15	15	16
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	97 (91)	97 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	15	15	16
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	97 (88)	97 (94)	100 (94)
	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	17	14	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	17
	Girls	13	13	14
	Total	29	27	31
Percentage of pupils at NC level 4 or above	School	94 (90)	87 (97)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	13	13	13
	Total	26	26	29
Percentage of pupils at NC level 4 or above	School	84 (93)	84 (93)	94 (93)
	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	6
Black – African heritage	4
Black – other	1
Indian	4
Pakistani	0
Bangladeshi	1
Chinese	2
White	155
Any other minority ethnic group	18

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	23
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	127

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.3
Number of teachers appointed to the school during the last two years	6.0
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

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	00/01
	£
Total income	623,775
Total expenditure	619,429
Expenditure per pupil	2,765
Balance brought forward from previous year	45,672
Balance carried forward to next year	50,018

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	6	0	0
My child is making good progress in school.	47	45	5	2	2
Behaviour in the school is good.	63	36	1	0	0
My child gets the right amount of work to do at home.	39	45	15	1	0
The teaching is good.	58	38	3	0	2
I am kept well informed about how my child is getting on.	43	41	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	59	36	4	2	0
The school expects my child to work hard and achieve his or her best.	54	40	3	1	3
The school works closely with parents.	50	32	17	1	0
The school is well led and managed.	64	31	3	0	3
The school is helping my child become mature and responsible.	56	40	3	0	2
The school provides an interesting range of activities outside lessons.	28	46	20	3	3