

INSPECTION REPORT

CAGE GREEN PRIMARY SCHOOL

Tonbridge, Kent

LEA area: Kent

Unique reference number: 118574

Headteacher: Mrs Sue Miller

Reporting inspector Mr Paul Evans
20737

Dates of inspection: 4th – 5th March 2002

Inspection number: 230838

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 - 11
Gender of pupils:	Mixed
School address:	Cage Green Road Tonbridge Kent
Postcode:	TN10 4PT
Telephone number:	01732 354325
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Graeme Charters
Date of previous inspection:	November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cage Green Primary School and Centre for Autism is a larger than average primary school that provides education for a total of 369 children, aged 4 to 11 years. 167 boys and 176 girls attend the main school and there are 21 boys and 5 girls in the Centre for Autism. The majority of pupils live within the local area, which is made up of private and local authority housing, although some travel longer distances from various parts of Kent in order to attend the Centre for Autism. The proportion of pupils who are on the school's register of special educational needs is well above the national average, as is the proportion of pupils with a Statement of Special Educational Need. This is because all pupils in the Centre for Autism have a Statement. The proportion of pupils identified as being eligible for free school meals is below average, as is the proportion of pupils who are at the early stages of learning English. The overall attainment of pupils on entry to the school is broadly in line with expectations for their age.

HOW GOOD THE SCHOOL IS

The overall effectiveness of Cage Green Primary School is good. The overall quality of teaching in the main school is good. The promotion of very good personal development and good attitudes among pupils leads to the well above average standards, which they are achieving when they leave the school. There are a good range of extra-curricular activities and visitors to the school, which contribute well to pupils' learning. The leadership and management of the school are good.

The level of inclusion in all that is provided by the school is good both in the main school and in the Centre for Autism.

Pupils in the Centre for Autism reach standards that are in line with their individual levels of ability. Some become fully included in mainstream schools and achieve standards that are appropriate for their age as they leave primary education. There are problems of staff recruitment in the Centre, which is presently without a teacher in charge. The quality of teaching in the Centre is satisfactory. There is limited specialist knowledge amongst teachers and job-sharing arrangements are not enabling continuity. In spite of the good work done by the headteacher in managing the unit and the very hard work done both by teachers and learning support assistants, the leadership and management of the centre are less than satisfactory.

Considering its context, the standards that it achieves, the level of education it offers to all its pupils and the money that it spends, the main school provides good value for money. Because of inadequate and poorly maintained buildings, the lack of space and of information and communication technology resources, the value for money provided by the Centre for Autism is less than satisfactory.

What the school does well

- The leadership and management of the school provide good vision and clear educational direction for the school.
- The school includes all its pupils in all aspects of its provision.
- The school raises pupils' self-esteem and self-confidence, promoting their skills as independent learners.

What could be improved

- The prioritising of targets in the school development plan is not fully developed.
- The accommodation, staffing and resources for the Centre for Autism are less than satisfactory.
- The leadership and management of the Centre for Autism are less than satisfactory.

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 November 1997, when several issues were raised in order to build on the quality of work undertaken by the school. These included the quality of curricular planning, improving assessment practice, the teaching of music and improving the strategic planning in the school. The school has addressed all these issues. In addition, the standards achieved at the end of Year 2, in English, mathematics and science, have been analysed and action has been taken to improve them. Overall, satisfactory progress has been made since the last inspection.

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

Key

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

The majority of pupils in the Foundation Stage reach standards that are in line with expectations for their age in all six areas of learning by the time that they enter Year 1.

In the 2001 national tests for 7-year-olds, the school's results were below average in writing and well below average in reading and mathematics. Standards in science, according to teacher assessments, were close to the national average. When this group of pupils joined the school their attainment was below average. In the years 1998 to 2000, the trend in all three subjects was one of steady improvement up to tests in 2000, when standards were almost in line with national averages. In 2001, standards fell again due to the large number of pupils with special educational needs in the year group. Inspection evidence shows that the school has analysed the test results and implemented strategies to further improve standards in 2002. Evidence also shows that the school is in line to meet its targets for this year.

The school's national test results for 11-year-olds in 2001 were well above average in English, mathematics and science. Since 1998, the improvement in the school has exceeded the national average improvement in all three subjects.

When compared to the results in similar schools, the results for 7-year-olds were below average in writing and well below average in reading and mathematics. Results for 11-year-olds compared to those in similar schools were well above average in English, mathematics and science. Inspection evidence confirms these high standards and shows that the school is in line to achieve its targets for 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. All pupils enjoy attending school and have a positive attitude to the work they undertake.
Behaviour, in and out of classrooms	Good. Behaviour of all pupils both in and out of classrooms is good.
Personal development and relationships	Very good. They undertake the responsibilities offered to them very well. There are very good relationships between pupils and between pupils and their teachers.
Attendance	Good. Attendance is above the national average.

Pupils learn to behave very well and show a very positive attitude to any responsibility they undertake. They acquire good manners and are welcoming to visitors to their school. They show care and concern for pupils who attend Cage Green Centre for Autism as well as to those in the adjacent school for pupils with severe learning difficulties. They develop very good relationships with each other and with their teachers.

TEACHING AND LEARNING

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

During a short inspection few lessons are observed. Overall judgements are based not only on teaching in lessons, but also on evidence gained from looking at pupils' past work. Teachers plan lessons well, often including the use of information and communication technology. The marking of pupils' work is consistently good and is used well to guide pupils on how to improve their work. A total of ten lessons were observed, five in the main school and five in the Centre for Autism. In the main school, lessons were seen in English, mathematics and music. The quality of teaching was very good or excellent in all except one, which was satisfactory. In the Centre for Autism, five lessons were observed, the quality of teaching was very good or good in two and satisfactory in three. Both teachers and learning support assistants in the Centre use praise well to raise pupils' levels of self-esteem and self-confidence. No unsatisfactory teaching was seen either in the main school or in the Centre for Autism. Overall, the judgement based on inspection evidence is that the quality of teaching is good in the school and satisfactory in the Centre for Autism.

The school's strategies for teaching literacy and numeracy are very effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The statutory curriculum is fully in place and is enriched by a good level of extra-curricular activities.
Provision for pupils with special educational needs	Good. The provision for pupils with special educational needs is good in the main school and satisfactory in the Centre for Autism. The support given to pupils in the main school and the Centre for Autism by learning support assistants is very good.
Provision for pupils with English as an additional language	Good. The school has good systems in place to support pupils who are at the early stages of learning English. Support in lessons is very good.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good. Provision for pupils' moral, social and cultural development is good. Pupils' spiritual development is at least satisfactory.
How well the school cares for its pupils	Good. Procedures for monitoring and supporting pupils' academic progress are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear educational direction for the school. There are difficulties in recruiting suitably qualified staff for the Centre for Autism. In spite of the best efforts of the headteacher and the staff of the Centre, the leadership and management are areas for development.
How well the governors fulfil their responsibilities	Good. The governors make a good contribution to shaping the educational direction of the school. They fulfil their statutory duties well and have a good understanding of the strengths and weaknesses of the school. The governors are working closely with the headteacher to resolve the weaknesses identified in the Centre for Autism.
The school's evaluation of its performance	Good. The school has good procedures for identifying the effects of its decisions on the learning of pupils.
The strategic use of resources	All resources available to the main school are used well. Because of the difficulties in recruiting staff for the Centre for Autism and the less than satisfactory buildings and learning resources, particularly in information and communication technology, the use of resources in the Centre is less than satisfactory.

The match of teachers and support staff, and the adequacy of the accommodation and learning resources in the main school, are good. However, the lack of a teacher in charge of the Centre for Autism, the building where the centre is housed, and the number of learning resources, are less than satisfactory. The accommodation is cramped and the distance from the main school makes it difficult for pupils in the centre to move between the two in bad weather. The school has advertised for a teacher in charge on several occasions, but as yet no appointment has been made. Overall, the school applies the principles of best value well.

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 fact that their children like attending school • The high expectations the school has of their children • They are comfortable about approaching the school with any questions or concerns • The good teaching in the school • The good progress their children are making • The behaviour of children in school 	<ul style="list-style-type: none"> • The range of extra-curricular activities offered by the school • The partnership between the school and parents • The information they receive about their child's progress

Inspection evidence supports the positive views of the great majority of parents. The range and quality of extra-curricular activities are good and have a positive effect on the learning of pupils who take part. The school's links with parents are very effective, as is the information given to parents about their children's progress. There were some concerns on the part of a small minority of parents of pupils in the Centre for Autism about the accommodation, learning resources and level of communication with the main school. Inspection evidence supports their concerns over accommodation and resources, particularly in information and communication technology. In the more general matter of communication, inspection evidence shows that this is satisfactory overall. However, the school is aware that it has not maintained a satisfactory level of information for parents about the development of a new building for the Centre for Autism.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school provide good vision and clear educational direction for the school.

1. The dedicated headteacher provides good educational direction and vision for the school. This is well documented and very clear to all. All staff are encouraged to accept responsibilities, which they do willingly, knowing that support is available if required. This leads to a good level of teamwork throughout the school. An audit of staff strengths has been undertaken, ensuring that all staff are happy and confident with the responsibilities that they have undertaken. The partnership between the headteacher and the deputy headteacher is very good. A clear programme of staff meetings is fully in place to provide a constant review of the school's provision. Performance management has been undertaken. All staff have been set targets, which are based on the monitoring of their teaching by the headteacher or the deputy headteacher. Targets also include the implementation of national strategies, the priorities of the school development plan and the school improvement plan, and the particular needs of individual members of staff. The good programme for staff development is aimed at meeting these requirements.
2. The strength of the teamwork amongst all members of the school's management is a major factor in the standards that pupils achieve by the time that they leave the school. Each teacher undertakes subject-co-ordination responsibilities and supports other colleagues in their subjects. The planning of the curriculum offered to pupils is undertaken in the atmosphere of true teamwork which underpins the work of the school. This has a positive effect on pupils' learning.
3. The governing body is a strong group of dedicated people, who bring particular expertise to the management of the school. Their monitoring of the school's budgets and spending is good. All spending decisions are based on consideration of the options available. When appropriate, a number of quotations are sought and final decisions are made to consider what is best for the learning of pupils, not on the basis of cost alone. Overall, the governors are good at supporting and monitoring the work of the school. The governing body ensures that it fulfils its statutory duties. The governors are invariably fully involved in making important, strategic decisions that affect the future direction of the school. The relationship between the headteacher and the governors is very good. Within the performance-management programme, the headteacher has targets set by the governors. Governors have a very clear understanding of the strengths and areas for further development of the school. For example, they have worked in close partnership with the senior management team to address the problem of lower than expected standards, when compared to those of similar schools, at the end of Year 2. The analysis of test results and the strategies, which were introduced to improve areas of weakness, have brought about improvements in pupils' standards over time. The school has responded satisfactorily to the previous inspection and all the key issues have been addressed successfully. Frequent contact with the school is a notable feature of the governors' strategy.
4. Since the last inspection, the school has made a considerable improvement in its school development planning. There is a very clear ten-year 'vision' showing how it is intended that the school will be improved during the years 2001 to 2011. This is followed by a five-year strategic plan, which clearly states the priorities and targets that the school has set itself in all areas of the school's provision. Within this planning there are high, but attainable, targets for standards at the end of both Years 2 and 6. The two-year operational plan for school improvement contains four clear priorities. These are the raising of standards in literacy and numeracy across the school, particularly in Years 1 and

- 2, increasing parental involvement and further improving the environment for inclusion and equal opportunities. There is a separate Improvement Plan for the Centre for Autism. This includes the building of a new Centre for Autism on the main school site.
5. The monitoring strategies of the school are good and a significant factor in the quality of education that it provides for all its pupils. The headteacher, deputy headteacher and governors regularly monitor the quality of teaching and the delivery of the curriculum. When areas for development are identified, they become part of the staff development programme and are included in the school development plan and the school improvement plan. The priorities for development are well matched to the needs of staff and pupils. Monitoring pro-formas are successfully used to evaluate how effectively pupils are taught and learn. Assessment and performance data show that, overall, the school is performing well. When pupils leave the school, at the end of Year 6, a significant number are successful in national standard assessment tests and in the Kent selection tests for entry into grammar schools. The school makes good use of its financial resources, grants and other funding. Educational priorities are supported through the school's good financial planning. The senior management team and the governors ensure that financial administration systems are good. Many staff are aware of, and familiar with, new technology to support administration and pupils' learning. This was seen both in lessons and in the work of the good school secretary.
 6. The school ensures that specific grants are used for their designated purposes. It monitors the effectiveness of its spending well in almost all areas and governors are fully informed. The principles of best value are applied well to further the opportunities open to all pupils. An example of this is seen in information and communication technology. Some years ago the school considered the effectiveness of using computers in the classroom as against setting up an information and communication technology suite. After consultations with several suppliers, the decision was made to provide pupils with access to computers in classrooms. The supplier chosen was not the cheapest, but the one judged to be providing the most effective systems to raise pupils' levels of learning. School evaluation shows this to have been successful. However, the school has now identified money that will provide an information and communication technology suite in addition to its present provision and the assessment exercise has begun again.
 7. The match of teachers and support staff to the demands of the curriculum is good. The school's accommodation is good. Classrooms are enhanced by the good quality of the pupils' work, which is displayed in many areas. Resources for teaching and learning are good overall. Resources for literacy and numeracy have been extended to meet the needs of the national projects in these subjects. The resources for information and communication technology are satisfactory in number, comprising three computers per class, and this will be further improved in the foreseeable future. These elements have a positive effect on pupils' levels of achievement.
 8. The level of communication between the main school and the Centre for Autism is good. However, there are a small minority of parents of pupils in the Centre, who feel that they are not fully valued as a part of the main school. Inspection evidence does not support the concerns of these parents. However, the senior management team and the governing body recognise that even more could be done to keep parents informed about issues concerning the development of the Centre for Autism.
 9. The overall effectiveness of Cage Green Primary School is good. Considering its context, the level of education that it provides, the standards that it achieves and the money that it spends, the school gives good value for money.

The school includes all its pupils in all aspects of its provision.

10. The equality of provision for all its pupils, and the thought and planning that go into the inclusion of all pupils in all areas of the school's work, are good and a strength of the school. This is equally good in both the main school and the Centre for Autism.
11. The school has very good policies to ensure that no pupil is disadvantaged because of race, creed, gender, background or ability. Pupils are taught to value and celebrate difference. An example of this was seen during the inspection when Year 6 pupils visited the adjacent school for pupils with Severe Learning Difficulties during their lunchtime - a practice that takes place most days of the week and one for which most pupils in Year 6 volunteer. Pupils show great maturity in the way that they support their less able peers.
12. The provision for pupils with special educational needs is good. Teachers and learning support assistants give pupils very good support in lessons. The targets set in individual education plans are suitably focused and attainable in a short time. On those occasions when support is required for pupils with English as an additional language, it is very well organised and enables pupils to take their full part in lessons. There are times when pupils with special educational needs are withdrawn from lessons for specialist teaching. When this takes place it is planned so that it matches what is taking place in the classroom. Consequently, pupils' full entitlement to the school's curriculum is safeguarded.
13. The Centre for Autism provides each pupil with an Individual Plan for Inclusion. This plans, monitors and reviews each pupil's suitability and development for inclusion in mainstream education. At present a number of pupils are partly or fully included in the main school for all lessons, while other pupils are included in other schools for a part of their education. In addition to this, the Centre for Autism monitors and supports approximately 90 autistic pupils, who are placed in mainstream schools in various parts of the county. Records show that there are occasions when, following inclusion in the main school, some pupils reach standards in national tests that are in line with expectations for their age.

The school raises the self-esteem and self-confidence of pupils', thus promoting their skills as independent learners.

14. Throughout the school, there is an atmosphere of celebration of the achievements of all pupils. This is evident in the high standard of displays of pupils' work, for example, in art, science and literacy. Pupils' achievements in citizenship and environmental care are amongst the areas that are celebrated in assemblies when award badges are presented. All pupils value these awards highly and are proud to wear them.
15. The school has developed a good approach to teaching elements of two or more subjects in the same lesson, right across the curriculum. Rather than using the National Literacy Strategy solely to teach English, the school uses it as a teaching medium for other subjects. A scrutiny of pupils' work shows that the subject matter in literacy lessons in all classes includes science, religious education and history. In a very good literacy lesson with pupils in Year 3 on writing instructions, a historical theme linked with the class study of the Romans was used. During the lesson, instructions were followed to make a Roman toga. This involved measuring lengths, drawing and cutting out a semi-circle and dressing a learning support assistant in the toga when it was finished. Thus, pupils made progress in their understanding of their history topic, aspects of mathematics and design technology, as well as improving their literacy skills. The use of information and communication technology was also shown in the teacher's planning. During the lesson, groups of pupils used computers to make lists of instructions using appropriate punctuation. Where this is at its best, information and communication technology is used

well as a tool for teaching and learning. This is a particularly effective way of using the skills of one subject in learning in other subjects. Pupils gain in self-esteem and self-confidence when using what they already know, understand and can do in some subjects to support their learning in others.

16. The school has a good inclusion policy and all pupils, including those with special educational needs, take part in all activities provided by the school. From the very earliest age, all pupils in the school are provided with experiences that broaden their view of the world around them. The range of visitors and visits provided by the school is good. For example, to support an annual topic on India in Years 1 and 2, an Indian musician visiting the school displayed Indian drums and played a wide range of music for pupils. After the concert, Indian food was provided for pupils to taste. Some teachers have visited India and they talk to pupils from personal experience. This has a positive effect on the learning and achievement of all pupils.
17. In Years 3 to 6 there is an annual geography study of Kenya. One of the staff used to work in Africa and Malaysia. She supplements pupils' African studies by talking to them about her experiences and by supplementing the school's artefacts with her own. The school is presently involved in a teacher exchange with a school in the United States of America. The teacher is constantly in touch with pupils in the school by e-mail, talking about her experiences. The American teacher at Cage Green has given an assembly on 'Thanksgiving' and is always available to talk to pupils, either individually or in groups, about America. Pupils' learning and achievement are enhanced by these experiences.
18. Pupils are encouraged to think and to express their thoughts and feelings from the time that they first enter the school. They develop confidence, initially because they recognise that they can try anything in the highly supportive atmosphere that surrounds them. This steadily builds into self-confidence, which is combined with good behaviour and self-discipline to produce highly motivated learners. The school has improved its provision for music since the last inspection and pupils enjoy listening to and creating their own music. The quality of singing is good throughout the school. Pupils listen to a good range of music in assemblies and take part in musical productions. This involvement in music and drama makes a good contribution to the self-esteem and self-confidence of pupils, which in turn have a very good impact on the standards that they achieve. Music also contributes well to pupils' spiritual development.
19. The school provides good opportunities for pupils to help others. Pupils are involved in raising funds for various charities. The more immediate support of other pupils has the effect of raising the self-esteem, both of those taking responsibility and of those who are cared for. This is seen during lunchtimes, when Year 6 pupils visit the adjacent school for pupils with severe learning difficulties. Pupils give high level support and friendship to their very needy colleagues. Older pupils volunteer as playground friends, giving good support to those who are alone or needing help. Pupils also visit the Centre for Autism to offer support and are very supportive of their peers from the Centre for Autism when they are included in mainstream classes. Within the Centre for Autism, staff raise pupils' self-image through the consistent use of praise. Behaviour is well managed and pupils gain in self-esteem and self-confidence when they are praised for following the clear rules for their behaviour. They respond well to the short-term attainable targets in their individual education plans and are clearly very pleased when they are able to achieve inclusion in main-stream classes, in line with the good planning in their individual inclusion plans.
20. Pupils are keen to attend the good range of extra-curricular activities that the school offers. These include drama, dance, board games, a homework club, a computer club, and booster classes for Year 6 pupils to raise their levels of attainment in national tests. A recent addition has been the Bible Club. It was very quickly over-subscribed, with more than 50 pupils wishing to join in the first two or three days after it was announced.

Sporting activities also have a high priority in the school's good programme of extra-curricular activities and the school is pleased that this has led to increased sporting achievement in local leagues and competitions. This in turn has a positive impact on their academic standards. The good range and quality of these extra-curricular studies, visits and visitors are a major factor in the standards achieved by pupils in the school. By the time that they leave the school, pupils grow to be confident and have high levels of self-esteem. They develop the confidence to perform in public, whether speaking or reading their own writing at assemblies, playing music, singing or acting before larger audiences. The range of activities is wide enough to enable every pupil to find a strength. This has a very strong impact on their personal development. Pupils develop high levels of maturity and skills as intuitive, independent learners, by the time that they are 11 years of age.

WHAT COULD BE IMPROVED

The prioritising of targets in the school development plan is not fully developed.

21. While the ten-year 'vision', the five-year strategic plan and the two-year operational plan are examples of good school development planning, the school has extended this planning further. The extension of the two-year operational plan for improvement contains 16 priorities for improvement. These cover most areas of the school's provision and are supplemented by 66 pages of detailed planning showing tasks, responsible persons, success criteria and costings where appropriate. The school has taken its planning this one step too far and this extension weakens the school's development planning as too many targets have been set for too short a time. The prioritising of these tasks to undertake the most important of them first must be established in order to make better use of the school's resources, particularly the strengths of the staff and governors.

The accommodation and resources for the Centre for Autism are less than satisfactory.

22. The accommodation for the Centre for Autism is less than satisfactory. It is situated some 300 metres from the main school and is not easily accessible in poor weather. The building itself is in a poor state of repair and lacks sufficient space for the provision of individual workstations for pupils and there is no water area. The provision for information and communication technology in the Centre for Autism is less than satisfactory. There is a lack of sufficient equipment to fully develop pupils' skills of communication. While there are many positive aspects to the Centre for Autism, the areas mentioned above are all less than satisfactory.

The leadership and management of the Centre for Autism are less than satisfactory.

23. The School's Centre for Autism has suffered and continues to suffer from staffing problems. At present there is no teacher in charge. The school is presently awaiting applications for this post in answer to the third advert since September 2001. The headteacher works hard at managing the Centre for Autism in addition to the main school, meeting with all staff several times each week and making herself available at all times for consultation. However, this does not compensate for the absence of an experienced teacher in charge and the leadership and management of the Centre for Autism are presently less than satisfactory. The quality of teaching in the Centre is satisfactory overall. However, teachers do not have the depth of training or experience in dealing with autistic children that are desirable. A further difficulty is the necessity to have some classes taught by two teachers sharing the role, which causes problems of continuity for these pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards even further, the headteacher, staff and governors should:

- (1) review the prioritising of tasks in the school development plan so that the school's resources are fully focussed on the most important targets first (paragraph 21);
- (2) together with the authority responsible for the accommodation of the Centre for Autism, undertake a thorough review of the building and quickly implement the improvement plan for the Centre (paragraph 22);
- (3) work closely with the county authority, in order to appoint a suitable teacher in charge of the Centre for Autism and to improve the leadership and management of the Centre (paragraph 23).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

10

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

17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	4	1	4	0	0	0
Percentage	10	40	10	40	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 ten 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)	369
Number of full-time pupils known to be eligible for free school meals	35
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	35
Number of pupils on the school's special educational needs register	144
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.7
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	24	21	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	19
	Girls	17	18	18
	Total	36	39	37
Percentage of pupils at NC level 2 or above	School	80 (92)	87 (92)	82 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	22
	Girls	19	17	19
	Total	39	36	41
Percentage of pupils at NC level 2 or above	School	87 (94)	80 (89)	91 (96)
	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	27	22	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	22	26
	Girls	20	16	21
	Total	45	38	47
Percentage of pupils at NC level 4 or above	School	92 (78)	78 (80)	96 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	25
	Girls	19	20	20
	Total	41	42	45
Percentage of pupils at NC level 4 or above	School	84 (66)	86 (63)	92 (78)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	317
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	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)	19.6
Number of pupils per qualified teacher	23.5
Average class size	26.2

Education support staff: YR – Y6

Total number of education support staff	26
Total aggregate hours worked per week	1126

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	918,694
Total expenditure	919,075
Expenditure per pupil	2,589
Balance brought forward from previous year	33,868
Balance carried forward to next year	33,487

Recruitment of teachers

Number of teachers who left the school during the last two years	7.3
Number of teachers appointed to the school during the last two years	6.5

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)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 37.6%

Number of questionnaires sent out	367
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	4	0	1
My child is making good progress in school.	52	40	4	0	4
Behaviour in the school is good.	36	56	4	0	3
My child gets the right amount of work to do at home.	34	56	4	2	2
The teaching is good.	52	41	3	0	3
I am kept well informed about how my child is getting on.	42	45	9	2	1
I would feel comfortable about approaching the school with questions or a problem.	57	35	7	1	0
The school expects my child to work hard and achieve his or her best.	57	36	1	0	4
The school works closely with parents.	31	51	10	3	4
The school is well led and managed.	48	41	3	1	5
The school is helping my child become mature and responsible.	41	46	4	0	8
The school provides an interesting range of activities outside lessons.	22	43	12	6	15

Please note that not all columns total 100 due to rounding and the fact that not all parents responded to every question.

Inspection evidence supports the positive views of the great majority of parents. The range and quality of extra-curricular activities are good and have a positive effect on the learning of pupils who take part. The effectiveness of the school's links with parents is good, as is the information given to parents about their children's progress. There were some concerns on the part of a small minority of parents of pupils in the Centre for Autism about the accommodation, the learning resources and the level of communication with the main school. Inspection evidence supports their concerns over accommodation and resources, particularly in information and communication technology. In the more general matter of communication, inspection evidence shows that this is satisfactory overall. However, the school is aware that it can further improve the level of information given to parents about the development of a new building for the Centre for Autism.