

INSPECTION REPORT

PERRYMOUNT PRIMARY SCHOOL

Forest Hill

LEA area: Lewisham

Unique reference number: 100715

Headteacher: Mrs L Miller

Reporting inspector: Anne Elizabeth Kounnou
30810

Dates of inspection: 8 and 9 July 2003

Inspection number: 246078

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: 3 - 11

Gender of pupils: mixed

School address: Sunderland Road
Forest Hill
London

Postcode: SE23 2PX

Telephone number: 020 8699 4522

Fax number: 020 8291 9502

Appropriate authority: Governing Body

Name of chair of governors: Mr S Turner

Date of previous inspection: 26 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
30810	Liz Kounnou	Registered inspector
19660	Deborah Pacquette	Lay inspector
30705	Graham Stephens	Team inspector

The inspection contractor was:

Full Circle - Division of Parkman
35 Trewartha Park
Weston Super Mare
Somerset
BS23 2RT

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This popular school is about the average size for a primary school, and is oversubscribed. There are 235 pupils on roll aged from three to eleven years in eight classes, from nursery to Year 6. Around thirty-two per cent are entitled to free school meals, this is above the national average. Thirteen pupils are refugees. There is a spread of ability but most children enter the school at age three with levels of attainment that are well below average. More than seventy per cent of pupils are from a very wide range of minority ethnic backgrounds, and thirty-one per cent are from homes where the first language is not English. About four per cent are just beginning to learn to speak English. Sixteen per cent of pupils have special educational needs [SEN], which is lower than the national average. These are mainly specific or moderate learning difficulties, and emotional and behavioural problems. A small proportion of pupils have multi-sensory impairment or physical needs. Almost four per cent, nine pupils, have a statement of special need – this is an above average proportion. A much higher proportion joined or left the school during the year than is typical in primary schools nationally.

HOW GOOD THE SCHOOL IS

Perrymount Primary School is excellent; pupils make very rapid progress so that by the time they leave the school they achieve high standards, particularly in English, mathematics and science. This is due to the excellent leadership of the headteacher who has created a very strong team of staff and governors. As a result, teaching and learning are very good and the school is managed very well. The school provides very good value for money.

What the school does well

- Pupils achieve exceptionally well due to the excellent care and consideration that removes barriers to learning and addresses the needs of individual pupils
- The outstanding leadership of the headteacher has created a very strong team of staff and governors who constantly seek to improve the school
- Art and other work displayed around the school is of very high quality and reflects the very rich learning opportunities provided for all pupils
- Parents have very high opinions of the school, they are very appreciative of the efforts made to ensure that their children enjoy school and develop self confidence and respect for others

What could be improved

- There were no major weaknesses identified during this short inspection

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement. Standards of work and behaviour are higher and pupils' progress more rapid throughout the school. Teaching and learning have improved still further due to very good systems for analysing what is effective and improving quality whenever possible. Learning opportunities have improved due to considerable improvements in planning for pupils' personal development. Leadership and management have also improved significantly. The school improvement plan is now an effective long-term document. Staff and governors use it regularly to bring about changes and check how effective they have been. Teachers link information and communication technology [ICT] to other subjects and work effectively in a well-equipped ICT suite. As pupils tend to use the Internet widely for research, the amount taking place in the library has reduced. The school has addressed this very well by introducing regular library sessions for all classes, and ensuring that the library is accessible and used by pupils at lunchtime for pleasure and after school to support homework.

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				Key
	all schools			similar schools	
	1999	2000	2002	2002	
English	D	D	C	A	well above average A above average B average C below average D well below average E
Mathematics	D	C	D	B	
Science	D	C	B	A	

The results of the tests taken at the end of 2003 arrived in school just before the inspection. There is no comparative data available at this time. Nevertheless, the results indicate that standards are even higher this year. Pupils in Year 6 have made excellent progress, as standards are likely to be well above the national average in English and mathematics; and much higher than those achieved by pupils in similar schools. In Year 2, standards are also rising. Pupils have made much more progress than expected since they began school. In the Foundation Stage children make very good progress due to the excellent way that activities are organised. Throughout the school, staff are particularly good at helping the very large number of pupils who arrive during the school year to settle down very quickly. Standards are continuing to rise due to the very high expectations that permeate the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very confident in lessons and have very mature attitudes by the time they leave the school. They think the school is excellent.
Behaviour, in and out of classrooms	Very good. In most lessons, pupils behave very well because they are interested in the work. When playing outside pupils are polite and show a great deal of care and consideration for each other.
Personal development and relationships	Excellent. Teachers and pupils show a tremendous amount of respect for one another. Pupils' response, to the trust they are shown and to their responsibilities around the school, is outstanding.
Attendance	Good. The school actively promotes good attendance and punctuality.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

The school meets the needs of all its pupils exceptionally well due to the inclusive ethos promoted by the headteacher. Teachers, nursery nurses and teaching assistants are all committed to this approach. The most outstanding feature of their teaching is the desire to continually improve their practice. Consequently, teachers are skilled and knowledgeable and use high level questions and techniques to promote learning in their classrooms. This is evident throughout the school. Teachers are careful to plan lessons that will motivate all

their pupils and build on their existing skills. Lessons are interesting, active and often fun. A number of lessons were excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is a very wide and varied range of activities for all pupils, with an outstanding distinctive curriculum in the Foundation Stage.
Provision for pupils with special educational needs	Excellent. Provision for all these pupils is exceptional, including that for those with multi-sensory impairment and physical needs.
Provision for pupils with English as an additional language	Very good. The constant focus on enriching the spoken vocabulary of all pupils ensures that those learning to speak English are supported very well in lessons and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The memorable curriculum enables pupils to appreciate and enjoy learning. The rich cultural heritage of the pupils is celebrated and explored. Pupils' social and moral skills develop exceptionally well in a challenging atmosphere of complete trust.
How well the school cares for its pupils	Excellent. The care and consideration shown to all pupils and their families is outstanding and leads to exceptional levels of achievement. Teachers know what each pupil needs to learn next.

Parents are strong ambassadors for the school. They very much appreciate the efforts made to ensure that their children enjoy all aspects of school life, and the hard work that teachers have given to prepare their children for the next stage of learning. Teachers reflect the headteacher's open approach. They welcome parents, and listen and respond to their concerns and ideas. Parents say the school just gets better all the time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a calm and responsive style. She has created a challenging and supportive ethos so that senior staff constantly seek improvement. Teamwork is very strong.
How well the governors fulfil their responsibilities	Very good. Governors and staff work very well together and are part of the team. Governors ask challenging questions of staff.
The school's evaluation of its performance	Very good. There are very good systems for this so that governors and senior staff know the impact of their decisions.
The strategic use of resources	Very good. There are very good systems in place to ensure the school uses financial resources to raise standards for all pupils.

The principles of best value guide all decisions very well. Consultation is particularly strong.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The great majority of parents say:</p> <ul style="list-style-type: none"> • The teaching is good • Their children like school • The school helps children to become mature • There is a wide range of activities • Their children have to work hard 	<p>A few parents say they are unhappy about:</p> <ul style="list-style-type: none"> • Homework • Information about children's progress

Over forty two per cent of parents replied to the questionnaire, and eighteen parents attended the meeting before the inspection. Parents' views are overwhelmingly supportive. The inspection fully endorses these views. There is some disagreement about homework, with some parents thinking there is too much, and others that it is too hard. A few want more. The inspection found that older pupils frequently ask to carry on with their work at home because they are enjoying it so much. Homework set is relevant and of good quality, and helps pupils to achieve higher standards. Information about pupils' progress is very good because, in addition to the annual reports and termly meetings, there is an open door policy. If parents are working and cannot be at school at the end of the day creative alternative arrangements are made to keep them informed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve exceptionally well due to the excellent care and consideration that removes barriers to learning and addresses the needs of individual pupils

1. An exceptional inclusive approach pervades all aspects of the school. All pupils are welcome and very well cared for. Staff see potential barriers to learning as a challenge to overcome for each child and family in a positive way. There are no problems in this “can do” school, only issues that might need particularly creative thinking before they are resolved. The only certainty is that the school will make every effort and seek any support to resolve them.
2. This is particularly evident in the way the school has welcomed pupils with multi-sensory and physical needs. At the end of the school day the corridor outside the staffroom is lined with specially adapted walkers and wheelchairs. In lessons these few pupils are completely absorbed in their classes, enjoying learning and sometimes, as all the others, being a little bit naughty. They are completely relaxed and happy. The school views their presence as a gift. Staff talk a lot about what the children have brought to the school and never about the difficulties that might have been a focus. There is a strong philosophy that the school will provide whatever each child needs. When a new pupil is registered, staff discuss together how they will resolve all the new issues that arise. There is great creativity in these discussions and an absolute certainty that no obstacles will prevent the child from taking part in all of school life.
3. Thirty-one per cent of pupils are learning to speak English as an additional language, a significant proportion at the very early stages. A few are refugees arriving suddenly. The school is very successful in supporting this large group because the same inclusive approach is used. The first consideration for staff is the needs of the individual child, when these are clear the staff respond to address them. For example, no books or translations are available to support a pupil who arrived speaking only Korean. In the absence of support from elsewhere the school has embraced the support of the child’s parents, who have produced signs and notices and translated books to help their child. This school relishes the diversity that the pupils bring.
4. The active curriculum planned provides an exceptional range of opportunities for pupils to develop skills in talking and listening, both to adults and to each other. This structure is particularly helpful to those learning to speak English as it helps them to increase their vocabulary very effectively. For other pupils it provides a means to express themselves. This is particularly important for some children who are in crisis due to circumstances outside the school. The special educational needs coordinator plays a strong role in supporting pupils in this situation, helping those who find it difficult to conform to the demands of working cooperatively with others. Each Friday staff meet together and briefly discuss any pupils who are causing concern so that as a team they are all aware of the most effective way to support each child. This is a small example of the outstanding care and consideration given to all pupils.
5. This high level of care begins in the nursery and extends to an accurate assessment of pupils’ academic ability so that teachers plan lessons at the right level to help each child make progress. In the nursery this is seen in the individual books of photographs that form a record of children’s achievements. Children write in these books themselves as they are out in the classroom for all to share. This is where the school’s policy to encourage self-assessment begins. By the time pupils are ready to leave school they make a sophisticated assessment of their own work and effort. In Year 5, pupils preparing to move into Year 6, assessed how well they had achieved the targets the teacher had set for them, and how well they had achieved the targets they had set for themselves. Senior managers have very good systems for keeping

a track of pupils' achievements over time so that they know the level each could reach when they leave school.

6. The targets set for this are challenging. This year eighty per cent of pupils were expected to achieve Level 4 or above in English tests at age eleven, and seventy seven per cent in mathematics. [Level 4 is the average level achieved at the end of Year 6.] These are challenging targets when it is considered that forty five per cent of the pupils in this year group did not attend the nursery class, and when the majority began school their achievement was well below the average levels achieved at age five. Sixteen per cent of pupils joined the school after Year 3, and a third speak English as an additional language. The results of this year's tests exceeded the school's early predictions. In English, ninety three per cent reached at least Level 4, and forty eight per cent of pupils achieved the higher Level 5. In mathematics, eighty three per cent reached the expected level, and forty five per cent of pupils achieved the higher Level 5. These are very high proportions. In science, ninety per cent achieved Level 4 or above, and again forty eight per cent achieved the higher Level 5. This is a very considerable achievement for the school. In all these subjects, pupils have made excellent progress. The overwhelming focus on teaching them how to use their skills, and how to learn, is a significant factor in their success. In science, the consistent use of investigations to help pupils understand and remember facts is very successful. In English Year 6 pupils use their skills to create poetry, one girl writes:

The Blue Dolphin

The blue dolphin
An intelligent creature of the deep
Powerful, swift, smooth
Like an angel soaring and leaping up to the heavens
Like a sparkling, glistening blue crystal surfing the waves
It makes me feel transfixed with awe
Like a glittering ball wanting always to swing and leap
The blue dolphin
Reminds us of how we are just a small part of a very big world.

7. This is a school where learning is at the heart of all its work.

The outstanding leadership of the headteacher has created a very strong team of staff and governors who constantly seek to improve the school

8. The headteacher has a calm and responsive style that brings out the best in staff and pupils. Her outstanding leadership lies behind the school's success in raising standards and providing so well for all the pupils regardless of their needs. She has created an ethos of very high expectations in the school and a very strong staff team. The strong-minded senior management team support her very well in this, frequently bringing their ideas to meetings and following these up with action that leads to further improvement. They are encouraged to develop these ideas; consequently, staff are investigating the impact of using "accelerated learning" techniques, and developing pupils' "thinking skills". This forward thinking approach to learning means that the school continues to improve all the time.
9. Parents are clear about this, and made their views known forcefully to the team. The headteacher is especially careful to ensure that families are involved in the school and their children's learning, as much as possible. She does not wait for parents to seek her out, but makes a conscious effort to seek out parents and raise any concerns immediately, so that parents are fully involved in finding the solutions along with staff. This approach has been particularly successful in ensuring that parents fully understand the need for punctuality and good attendance. If parents are unable to talk to the headteacher about this at the end of the day she telephones them at home at the weekend so that any issues can be resolved. This is a small example of the dedication to ensuring that all pupils have every chance to succeed.

10. The headteacher places a great deal of emphasis on professional development for staff. As a result, teaching staff are knowledgeable and secure in leading and managing the subjects for which they are responsible. They examine the teaching methods they use and adapt these very well to meet the needs of all the pupils. There are also very well trained teaching assistants and nursery nurses. There is a tremendous commitment to ensuring that staff have the skills necessary to support children who have very individual needs due to their multi-sensory disabilities, or emotional requirements. The very high expectations extend to all aspects of care for these pupils and to ensuring that they achieve high standards along with all other children.
11. The very high expectations that permeate all aspects of the school are the reason for the very good quality of teaching and learning. Teachers adapt their approach to meet the needs of the pupils they are teaching to ensure that their methods are effective. For example, some teachers have changed the way they set out their tables to improve pupils' concentration. Teachers are committed to constantly improving their practice, and the very strong teamwork is a significant support to them. Teachers regularly observe one another teaching and provide valuable feedback, discussing together how to iron out any problems or improve techniques. This openness has been a key factor in improving the quality of teaching and learning over time. Teachers make very good use of planning schemes available on the Internet from the Qualifications and Curriculum Authority website. They use the framework this provides as an outline plan and adapt lessons very well to meet the needs of pupils. Pupils find the most outstanding lessons absorbing. For example, when the Year 6 teacher announces in a mathematics lesson that they will be playing "bingo" the class cheer. When they go on to work on function machines three boys sing a rap they have devised to explain how it works. Children in the reception and nursery classes work in an excellent environment that promotes very high standards of personal and social development. They organise a lot of their own time and learn very well due to the high quality activities that promote learning everywhere. Sharp writing and drawing pencils are available all around the rooms to promote early writing skills. In the reception class, the teacher provides many simple forms so that pupils can; for example, make up their own party invitations or postcards when playing in the writing corner. In literacy lessons teachers structure the work very carefully each day so that pupils improve their skills over the week. For example, in Year 2 pupils learning how to write a poem had to think hard about the elements of the poem on one day, making notes to help them create a masterpiece at the end of the week. They had fun listening to and learning "Please Mrs Butler" before they began.
12. Governors are very supportive of staff; they are frequent visitors to the school and know the strengths of their staff team. Governors work hard to help staff resolve difficulties that impede learning. For example, they reorganised the layout of the ICT suite to ensure access for pupils in wheelchairs. Governors were fully involved in the development of the Japanese Garden, and fully support the school council in their efforts to improve resources at playtime. Their very effective management of resources enables the school to provide very well for the needs of all the pupils. They frequently ask challenging questions of senior staff because, together with all the staff, they are constantly seeking ways to improve the school.

Art and other work displayed around the school is of very high quality and reflects the very rich learning opportunities provided for all pupils

13. Visitors arriving at Perrymount for the first time find themselves in a reception area surrounded by astonishing examples of the pupils' artwork. These create a curiosity and admiration in the observer that tempts them further into the school to see what else is on display. Visitors are not disappointed. The whole school provides a vibrant learning environment that values the efforts of all pupils and celebrates their rich cultural mix. Learning is not dull in this school; it is an exploration enriched by staff who are determined to open the world of learning to as many children as possible.

14. The journey for children begins in the Foundation Stage, where lessons in both the nursery and reception class are based on an exciting, active and thought-provoking curriculum that is a model of outstanding practice. Both rooms are packed with high quality experiences for children. During the inspection week children arriving in the nursery were delighted to explore a table covered in blue and green tissue paper strips in which boats, fish and shells were nestling. Models of lighthouses completed the scene. All the activities prepared have a challenge written out on the table. Parents are encouraged to use these to ask questions as they work with their children first thing in the morning. The whole room is a hive of activity, and yet more exciting activities are waiting outside once the register has been taken. In the reception class children can choose to play in a magic tent that will take them wherever they want to go. The rest of the class are busy exploring activities across all the areas of learning. The Three Little Pigs are a constant theme this week. There is a farmer's market open where each child can buy a piece of fruit to eat. Real coins are available but fruit can only be bought when a shopkeeper has opened the market. Other children are buying bundles of sticks to make a house. Another group is dressing up and using masks to act out the main characters. Many of these activities are set up outside so that children are surrounded by stimulating experiences that help them to learn all the time. Teachers, nursery nurses and teaching assistants in both classes use their time very wisely with small groups and individuals, planning their work very carefully each day to ensure that all the children have access to very well focused teaching. Even when working with the whole class teachers try to inspire children; for example, by dressing up as the wolf so that children can try to find out how it feels to be bad by asking questions, and to make them wonder if there is another point of view.
15. The fun does not stop when pupils begin to work on the National Curriculum. In Year 1 pupils rise to the challenge of learning cricket skills with great enthusiasm. In Year 2 pupils are set a challenge, working in groups in the hall they have to puzzle out how to move a floor turtle with great precision from one marked place to another. In Year 3 pupils start to learn to speak Italian, they continue with this until they leave the school. In Year 4 pupils work with great confidence in the ICT suite. They have already investigated "A snail's favourite food" and are now set the challenge of creating a branching database with the information they gathered in a science lesson. The quality of artwork in Year 5 is outstanding, due to the very good skills of the coordinator who teaches this year group. The walls in this room, as in other year groups, are packed with pupils' work; there are umbrellas the pupils designed using newspaper and black sacks, and displays celebrating the life and work of black scientists. There is also a hot air balloon; four others are displayed in the hall. Pupils had great fun trying to make these rise up to the hall ceiling. In an excellent lesson, Year 6 pupils were absorbed in creating poetry after playing "Name That Tune" – first they had to read some lyrics and try to place them. Then they were played snippets of the well-known pop songs that had provided the words, gasping, groaning and moaning with pleasure as they recognised the now familiar tunes. Year 6 art work includes a series of pictures to represent people in action. This difficult topic was tackled first by sketching a partner before creating the finished work which combines very good use of colour and paint techniques with excellent composition. Throughout the school, the curriculum is taught through this active approach that gives pupils the chance to use and improve the skills they have learned.
16. The wide range of cultures is celebrated throughout the school. Religious education lessons help pupils to understand each other's traditions. Parents and the community are proud and pleased to be involved. A Caribbean feast was provided for each class by a local shop during a special week to celebrate the achievements of the black community. Other parents have helped to write signs and translate books in their own languages when no translation service is available. The whole school provides a vibrant showcase of cultural diversity and uses every opportunity to broaden pupils' understanding of the rich cultural heritages they share. A tranquil Japanese garden was created outside by parents, pupils, governors and staff with the support of the Japanese Embassy. The school is looking forward to the formal opening ceremony, which an embassy official will attend. The garden is managed by pupils, who have decided on a rota system for access so that the garden is not overcrowded, Year 6 pupils are responsible for putting up the sign each day to say which class has access.

17. All pupils are involved in the many visits that are planned. In Year 6 not all pupils attend the Arethusa Adventure Centre for a residential visit, as some parents are anxious about safety. Those that do not attend take part in specially planned activities at school and around the local area so that they, too, have the benefit of a week to develop personal skills. The premises manager has recently trained to drive a bus, so that pupils who use wheelchairs can more easily be included in the many visits to London museums and galleries. This has reduced the previously prohibitive costs and is another example of the school's approach to resolving all issues that affect children at school. His achievement [ninety eight per cent in the driving test!] was made known to parents on the Good News page that has begun to accompany school newsletters. Five stars contain information about individual or team achievements. One star, for example, celebrates a pupil's achievement in a public dance and drama performance. The teacher who went to watch tells everyone that the child was brilliant. This is just a small part of the work the school does to raise pupils' self esteem and confidence.

Parents have very high opinions of the school; they are very appreciative of the efforts made to ensure that their children enjoy school

18. Parents at the meeting and those spoken to during the inspection could not have been more positive about the school. They believe it is improving all the time. They gave example after example to illustrate the very high expectations, and complete support for all pupils. Some gave examples of how their children had been excluded from other schools and were now settled and happy due to the creative way they had been encouraged and supported through difficult times. Others talked about the way the school maintains regular contact with them by email, when they had concerns about their child and could not be at school to collect them and talk to staff. There were plenty of examples highlighting the benefit of working together with children from many other cultures and circumstances. Children had learned a lot from working and playing with refugees from war-torn parts of the world. Parents were most vociferous in their descriptions of how the school expects their children to work hard. One parent joked that he needed more help with the homework because he could barely keep up. Others talked about the wide range of activities enjoyed, one father saying how astonishing it was that both his children could now talk a little in Italian.
19. Parents described the self-confidence their children had gained from being at the school. This was very evident during the inspection. The fairly new school council confidently make suggestions to staff. Other pupils used the suggestion box to ask for more things to do at playtime. In response, the headteacher gave the council their own budget, and they quickly got down to choosing some equipment from the catalogues and sending off their orders. They now have their sights set on improving the toilets. A group of Year 6 pupils described the school as excellent. They spoke confidently to an inspector about the school. No one, they say, is afraid to make a suggestion in class, because the teachers like you to make a mistake so that they can teach you something new and help the rest of the class. The teachers are kind and fair, so that you can ask any question and they always help you. They believe that no-one is left out, and talk a lot about the children with special mobility needs, describing how they join in everything. They are clearly very proud of their school, but are confident enough to make a few criticisms. These are mainly about the space available on the playground, and suggestions for painting the school walls in brighter colours! These are confident young people who happily say that they have outgrown the school; they feel ready to go the secondary school and are looking forward to it. This is an excellent achievement for the school.
20. In lessons pupils have plenty of opportunities to work together in pairs and groups or on their own, and quickly learn to take responsibility for their work. Year 6 pupils made their own revision notes using their own initiative, so that they could remember the teacher's explanations when they were revising for the national tests. In Year 1, much younger pupils made models of the road outside the school in small groups selecting for themselves features that would improve road safety, and trying to reach agreement in the group. They were given an excellent opportunity to review the work of other groups, walking around the classroom

independently for a few minutes looking critically at other models. The teacher judiciously asked questions to promote high quality evaluations of the work. In other classes older pupils were observed several times asking to take work home, or returning work to school. They want to carry on with it because they find it interesting.

21. There are many opportunities for children to share their work with other classes. Children in the reception class talked animatedly about the books that Year 2 had written for them about the Three Little Pigs. They had thoroughly enjoyed the lesson when Year 2 pupils came to read the books to them, and were now busily making their own books. Year 5 pupils created special story telling tents in the hall and told stories inside them to younger pupils after they had worked in the same way with an African storyteller. These and many other excellent opportunities ensure that throughout the school pupils personal development is a very high priority. Activities are often extended in this way so that pupils gain more from the experiences. Consequently, they develop excellent personal skills. They take part in memorable experiences that are wide-ranging, interesting, challenging and very often fun.

WHAT COULD BE IMPROVED

22. There were no major areas of weakness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. There are no key issues for the governors and staff to address.

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

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	5	2	0	0	0
Percentage	20	45	25	10	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	210
Number of full-time pupils known to be eligible for free school meals	0	75

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	72

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence	%
School data	5.26
National comparative data	Not available

Unauthorised absence	%
School data	0.26
National comparative data	Not available

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
	2002	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	10	10	10
	Total	17	16	17
Percentage of pupils at NC level 2 or above	School	68 [97]	64 [97]	68 [86]
	National	84 [84]	86 [86]	90 [91]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	6
	Girls	11	12	11
	Total	18	19	17
Percentage of pupils at NC level 2 or above	School	72 [97]	76 [90]	68 [83]
	National	85 [85]	89 [89]	89 [89]

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
	2002	19	10	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	15
	Girls	8	6	8
	Total	22	18	23
Percentage of pupils at NC level 4 or above	School	76 [83]	62 [76]	79 [90]
	National	75 [75]	73 [71]	86 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	17
	Girls	8	8	8
	Total	22	22	25
Percentage of pupils at NC level 4 or above	School	76 [76]	76 [69]	86 [86]
	National	73 [72]	74 [74]	82 [82]

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	68	0	0
White – Irish	0	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	15	1	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	4	1	0
Black or Black British – Caribbean	26	0	0
Black or Black British – African	30	0	0
Black or Black British – any other Black background	6	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	3	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	10.6
Number of pupils per qualified teacher	19.2
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	279

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	3
Total aggregate hours worked per week	51
Number of pupils per FTE adult	8.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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.

Financial information

Financial year	2002-2003
	£
Total income	874,058
Total expenditure	898,442
Expenditure per pupil	3,719
Balance brought forward from previous year	65,466
Balance carried forward to next year	41,082

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	231
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	23	4	1	1
My child is making good progress in school.	61	34	5	0	0
Behaviour in the school is good.	45	50	4	0	1
My child gets the right amount of work to do at home.	39	44	9	3	5
The teaching is good.	69	27	1	0	3
I am kept well informed about how my child is getting on.	62	30	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	19	4	1	0
The school expects my child to work hard and achieve his or her best.	64	31	3	0	2
The school works closely with parents.	50	41	5	1	3
The school is well led and managed.	61	39	0	0	0
The school is helping my child become mature and responsible.	63	33	1	0	3
The school provides an interesting range of activities outside lessons.	57	39	1	0	3

Other issues raised by parents

Parents made many comments praising the racial and cultural harmony at the school. They believe their children have gained immeasurably from the school's approach, and gave many examples.