

INSPECTION REPORT

**COULSDON CHURCH OF ENGLAND
PRIMARY SCHOOL**

Old Coulsdon

LEA area: Croydon

Unique reference number: 101792

Headteacher: Mrs H Grainger

Reporting inspector: Mr J Donnelly
23637

Dates of inspection: 1 – 3 July 2002

Inspection number: 249999

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Bradmore Green Old Coulsdon Surrey
Postcode:	CR 5 1ED
Telephone number:	01737 554789
Fax number:	01737 551579
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S May
Date of previous inspection:	27 April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23637	Mr J Donnelly	Registered inspector
14347	Mrs J Lindsay	Lay inspector
8696	Mr A Maula	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coulsdon Church of England Primary School caters for 205 pupils, 105 boys and 100 girls aged four to eleven years. The school's catchment area is wide and includes a variety of favourable private residential housing. The building is situated close to a local shopping area on the outskirts of Croydon. The number of pupils who claim free school meals is well below the national average at 2 per cent. The number of pupils with special educational needs at 11 per cent is also below the national average. At 1.5 per cent, the proportion of pupils with statements of special educational needs is below the national average. The pupils are mostly of a white UK heritage. There are 24 ethnic minority pupils, but they are fluent in English. Pupils' overall attainment upon entry into Year 1 is close to national averages.

HOW GOOD THE SCHOOL IS

Coulsdon is a good school with many very good features. The school's good ethos for learning, high expectation of pupils and commitment to improvement reflect the effective leadership and governance of the school. The leadership by the recently appointed headteacher is highly effective. Overall, the teaching observed during the inspection was good with some very good features. As a result levels of attainment by the time pupils leave at eleven years of age are well above those found nationally. The school provides good value for money.

What the school does well

- Most pupils make consistently good progress. By the end of Year 6 standards in English, mathematics and science are well above average.
- Pupils' very good attitudes to learning, behaviour and relationships with each other and the staff make a significant contribution to their learning and achievement.
- Teaching of a consistently high quality for most pupils ensures that effective learning takes place.
- The headteacher, supported by the governing body and key staff, provides highly effective leadership and management.
- The school has a very clear awareness of its strengths and weaknesses, based on evidence gained through careful evaluation of its performance. This leads to very effective action to secure improvement.
- Learning through moral and social provision is very good.
- Support for pupils with learning difficulties is very good.

What could be improved

- Standards in writing in Years 1 and 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in March 1998, the school has made very significant improvements in addressing the key issues. Very high standards have been maintained for pupils age 11. However, standards for pupils in the infant classes have not improved, particularly in writing. The quality of teaching has now improved and is of a good standard overall. Planning in all subjects has the necessary elements to ensure that pupils' prior learning is built upon in a systematic way. The school's improvement plan clearly identifies what needs to be done.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	A	A	B
Mathematics	A	A	A	B
Science	A	B	B	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Children in the reception class make very good progress and are likely to achieve the nationally expected standard when they leave the class. Many pupils demonstrate high standards in their social and personal development.

Pupils make steady progress in Year 1 and good progress in Year 2 in the lessons observed. Overall, the standards attained in the 2001 national tests by pupils aged 7, though still above the national average, have dipped slightly in reading, writing and mathematics. Compared with the performance of similar schools, pupils' performance is below average in reading and writing and well below average in mathematics. Inspection evidence indicates that standards are rising, however, scrutiny of younger pupils' work indicates that some pupils with average ability make insufficient progress, for example, a lack of attention to writing skills.

Pupils make good progress and reach standards well above average for their age by the time they are 11. Overall, the standards attained in national tests by pupils aged 11 have remained well above the national average in English and mathematics and above average in science. Compared with the performance of similar schools, pupils' performance overall has been above average. The results of the latest national test 2001 were well above average in English and mathematics and above average in science and in comparison to similar schools were above average. Standards of work seen during the inspection reflected these high standards. The skills of literacy and numeracy are developed well as pupils move through the school. Overall, the good progress made by both boys and girls of all abilities as they move through the school reflects not only their very good behaviour and attitudes but also the good and often very good teaching they enjoy. The rate of progress is particularly good in the junior classes as a result of the very good targeting of pupils particularly in Years 3 and 4. The school is making progress towards meeting the realistic and appropriately challenging targets it has set for pupils' academic achievement this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. Older pupils bring a particularly mature approach to their learning. Pupils are keen to learn and succeed.
Behaviour, in and out of classrooms	Pupils' behaviour is very good reflecting the consistently high expectation of all the staff. Pupils are courteous, friendly and helpful. Their behaviour contributes significantly to their rate of learning. There are no exclusions.

Personal development and relationships	Pupils' personal development and relationships are very good. Pupils happily accept responsibility for their learning. They work well together and display a confidence that equips them well for the next stage in their learning.
Attendance	Attendance is very good. Punctuality is very good.

TEACHING AND LEARNING

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

Overall, the quality of teaching is good, makes a significant contribution to effective learning and pupils achieve well as a result.

Teaching is very good in Years 3-6 and in the reception class. Teaching is satisfactory for pupils in Years 1 and 2 with some good features. There is no unsatisfactory teaching. The school has identified the teaching of writing as an area for further development. Most teachers have consistently high expectations of what pupils will achieve and as a result, pupils learn well in lessons. High quality teaching promotes effective learning and, as a result, pupils achieve levels of performance well above the national average by Year 6. The teaching of literacy skills is good overall but there are weaknesses in Years 1 and 2 with pupils not being taught the skills of writing creatively, and not improving their spelling, presentation and punctuation effectively. The teaching of mathematics and especially of numeracy skills is of a good quality. During the teaching of other subjects most teachers effectively develop pupils' literacy and numeracy skills. Pupils also enjoy their learning as a result of interesting activities and they settle down to work enthusiastically. The teaching of pupils with learning difficulties is very good. The school is effective in meeting the needs of its pupils, though there are a few inconsistencies in the quality of challenge and learning for higher attaining pupils. Classroom assistants are effective and they make a very positive contribution to the high standards pupils achieve by the time they leave in Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning opportunities provided by the school are good. Provision for children in the reception class is very good. The clubs before, during lunchtime and after school are of a high quality.
Provision for pupils with special educational needs	The systems and provision for pupils with learning difficulties are very good. All pupils enjoy the rich curriculum provided.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral, social and cultural development. Pupils' opportunities to make decisions and evaluate their own work are very good.
How well the school cares for its pupils	The school gives high priority to pupils' welfare and maintains good procedures and practices in relation to meeting statutory requirements and health and safety issues. It is a safe and secure environment. Child protection procedures are appropriate. Teachers know their pupils well

	and, as a result, provide good individual support and challenge.
--	--

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides highly effective leadership. The school's continuing success is based on a thorough knowledge of its strengths and weaknesses and how these can be built upon. The headteacher is particularly effective in developing a strong staff team. She is well supported by a hard-working and committed staff.
How well the governors fulfil their responsibilities	The governors provide very good support for the school and fulfil their statutory responsibilities well. They are very committed and provide a good balance of challenge and support to the work of the school. As a result, they are effective in helping to improve provision and maintain high standards.
The school's evaluation of its performance	Very good. The school knows its strengths and weaknesses. The school, as an area for development, identifies the observation of lessons with a view to improving their quality by some subject co-ordinators. The school makes good use of its finances and spends wisely.
The strategic use of resources	The school makes good use of its cramped accommodation and all other available resources. The outdoor play area for reception children is too small and is a weakness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The school expects children to work hard and achieve their best. • Teaching is good. • Children make good progress. • The needs of pupils with learning difficulties are well met. 	<p>Some parents feel that:</p> <ul style="list-style-type: none"> • There is not an interesting range of extra-curricular activities provided. • More challenging work for more able pupils.

The inspection team endorses the positive views of parents. Inspectors consider that the school is committed to working closely with parents and has a very good range of procedures in place to facilitate this. Information on pupils' progress is good. The arrangements for more able pupils are satisfactory although there are inconsistencies in some teaching. The range of extra-curricular activities is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils of all ages and abilities make good progress during their time at school. By the age of eleven, standards in English, mathematics and science are well above average.

1. Children in the current reception class make good progress as a result of high quality teaching and learning by the staff. The quality of support by the classroom assistant is very good and makes a very positive contribution to the very good progress the children make overall. Most children are likely to achieve the learning targets in many areas. Some children however have underdeveloped literacy skills, particularly writing skills.
2. By the end of Year 2, pupils have made satisfactory progress. In the 2001 national age related tests, standards were broadly in line with all schools nationally, but in comparison with similar schools were below average overall. This is a dip on previous years when standards were very high. Inspection evidence indicates that the trend is improving and the school's focus on improving the standards of pupils' writing as well as the overall quality of teaching and learning has not yet had an impact on the standards pupils achieve.
3. By the end of Year 6 pupils have made good progress, due to the high standard of teaching which pupils experience. This has had a significant impact on the standards they attain. Over the last four years, standards in English, mathematics and science in national assessments of pupils aged eleven have remained very high compared with the national average. In the Year 2001, results in English, mathematics and science were well above the national average. Most pupils gained the Level 4 expected nationally in each subject. Many pupils achieved the higher Level 5. Compared with the performance of similar schools, the school's standards were above average in English and mathematics and average in science. The work of the current Year 6 pupils indicates that these high standards are being maintained. For example, pupils now in their final year use vivid images, "her blood-red cloak", "the trees sighed and moaned as she crept through the forest" to create character vulnerability and an atmosphere of suspense.

Pupils' very good attitudes and behaviour are directly responsible for the overall good progress they make and the high standards they achieve by the time they leave the school.

4. Pupils have a positive attitude to their work. They work well, showing maturity and confidence. When they find tasks difficult they remain on task and keep trying, for example in a Year 4 mathematics lesson where the material taught was very challenging; all pupils responded to the very high expectations of the teacher and learned well.
5. Behaviour in and around, school is very good with teaching and learning time being maximised as pupils move efficiently between classrooms and activities. At playtime behaviour is orderly with no instances of inappropriate behaviour. Ball games are allowed and those playing them take account of the needs of others and do not dominate the use of the area. Although staff expect good behaviour, they do not take it for granted and give praise readily to support these expectations and usually at the end of the lesson during the summary of learning.
6. Pupils are given, and readily take, opportunities in lessons to demonstrate their personal development. In literacy, Year 4 pupils give mature responses in discussion, which reflect their development as critical readers. Year 6 pupils use their target and evaluation books to reflect thoughtfully on their work and demonstrate a desire to improve it further, explaining how the setting of targets support this learning. Pupils are taught to reflect on questions before answering them and to take pride in the presentation of their work. This ensures pupils are on task and learning well.

Teaching of a consistently high quality ensures that throughout the school effective learning takes place.

7. Overall, teaching and learning in the lessons observed is good with some very good features. The very good teaching occurs in the reception and junior classes. This is directly responsible for much of the good practice in the school, such as high quality learning and good progress. In the limited time available, inspectors focused on the teaching of English and mathematics, and of the skills of literacy and numeracy. Although teaching was observed in only some of the other subjects of the curriculum, this sample does provide a clear picture of the overall quality of teaching in the school. Pupils' work shows the very good progress which has occurred, because of the very good levels of planning by teachers.
8. Teaching seen was of a good quality overall. Just under a half of all lessons were very good or excellent. No teaching seen was judged to be unsatisfactory. The quality of teaching for pupils in Year 1 and 2 is satisfactory with some good features, yet very good for children in the reception and those in Years 3 – 6. The teaching for pupils in Years 1 and 2 although satisfactory, slows down the overall rate of progress and this is reflected in the 2001 Year 2 national age related tests where standards in comparison to similar schools are low. The headteacher observes teaching throughout the school to ensure that teachers' practice reflects the guidance and support made available. This process has been very effective in developing a common understanding of what makes effective teaching. Most teachers have consistently high expectations of what pupils will achieve. Most of the very good or excellent teaching of pupils occurred in Years 4-6 and the reception class. This high quality teaching promotes very effective learning and, as a result by Year 6 pupils achieve levels of performance well above the national average.
9. The teaching seen of English and literacy skills was good overall but varies from satisfactory for pupils in Years 1 and 2 and sometimes good, to very good in the reception class and Years 3-6. The teaching of mathematics, and especially of numeracy skills, was of similarly good quality. During the teaching of other subjects, teachers effectively develop pupils' literacy and numeracy skills. Teachers in Years 3 and 4 give particular attention to speaking and listening skills. Teachers show enjoyment in, and enthusiasm for their work, and are rightly confident in their subject knowledge and ability to offer pupils a range of strategies for learning. The teaching of pupils with learning difficulties is very good, and ensures that some achieve nationally expected levels of performance. The challenges offered to pupils of average and higher ability, particularly in Years 4, 5 and 6 enable many of them to attain standards that are well above average. The school is effective in meeting the needs of all pupils.
10. Teachers plan their teaching to a common format that includes very precise lesson objectives and activities well chosen to achieve the lesson's purpose. Thanks to teachers' very clear explanations, pupils are equally clear about not only what they have to do but also why they are doing it. For example, the teacher made very effective use of the final ten minutes in a Year 4 English lesson, when pupils explained to each other what they had been doing and what they had learned as a result. Constant repetition and review of learning targets ensure that effective learning takes place. Through their skilled use of questions, teachers challenge pupils' thinking, never accepting less than a thoughtful and considered response. The subject knowledge of the teachers of Year 4 to 6 is used well. They are able to help some pupils acquire knowledge, skills and understanding at a level normally expected in the early years of secondary school. This promotes pupils' understanding. Teachers regularly refer to work done in other subjects and link pupils' learning experiences in a way that gives extra meaning to what pupils do. For example, in an art and design lesson, assessment of what pupils have learned was used very skilfully to plan pupils' future learning opportunities, and enabled the teacher to provide suitable challenge for pupils of all abilities.
11. The teaching of information and communication technology (ICT) is good and an improvement since the school was previously inspected. Of particular value is the teaching of basic ICT skills

in the purpose built suite For example; in Year 2 pupils were learning very well as a result of the pace and challenge demanded by the skilful teacher.

The headteacher, supported by the governing body and key staff, provides highly effective leadership and management.

12. The newly appointed headteacher provides highly effective leadership. The aims and values of the school are exemplified in her supportive approach, which focuses on high quality education for all pupils. The special needs co-ordinator provides very effective support and makes a positive contribution to all aspects of school life.
13. The headteacher's vision for the continuing success is based on a thorough knowledge of the school's strengths and weaknesses, and how these can be built on. She is a source of ideas and initiatives intended to promote effective learning and maintain high standards. She provides clear educational direction for the development of the school, successfully combining the demands made by national and local initiatives with the school's own identified priorities.
14. The headteacher is particularly effective in managing the staff, developing a strong sense of team and a commitment to improvement. Her thorough knowledge of the particular talents of each member of staff enables her to make best use of the expertise within the school, to the benefit of pupils and the staff as a corporate group.
15. In the previous inspection, the school was judged to have insufficient focus on the challenge for more able pupils. There has been good progress in relation to this issue and both the senior management team and subject leaders now evaluate the quality of teachers' planning and evaluate standards in pupils' books. However, they do not consistently observe the quality of teaching and learning in the classroom, in order to raise standards further. Inspection evidence indicates there is some inconsistency in the challenge offered to some more able pupils.
16. The detailed planning for the school's improvement provides considerable information about developments planned for the next academic year but does not yet focus sufficiently on long-term, financially based priorities. The headteacher is currently seeking to adapt the plan further to ensure that governors and the senior management team can be provided with the information needed to analyse the cost-effectiveness of planned developments, thus improving the school's approach to its already wise use of its budget.
17. The governors provide very good support for the school, and fulfil their statutory responsibilities well. Established systems of communication ensure that they have an appropriately up to date overview of the school's work and achievements. This information, together with their wise use of the budget enables them to make informed decisions on the school's behalf. Within the governing body, there is a good breadth of expertise and experience that places governors in a strong position to support the headteacher and staff in improving provision and maintaining standards. Governors respect the headteacher's professional knowledge and integrity, her flair for leadership and strong management ability. They recognise that she and the staff are crucial factors in the school's achievements.
18. There is good use of the school's budget to support pupils' attainment and personal development; for example, the deployment of part-time support staff for the focused tuition for mathematics and English under the management of the special needs co-ordinator.
19. The budget has also been well used to improve the building and the additional teaching spaces set up for group work in literacy and numeracy ability groups have helped to raise standards through focused teaching. The school has made good use of the cramped accommodation.

The school has a very clear awareness of its strengths and weaknesses, based on evidence gained through evaluation of its performance. This leads to very effective action taken to secure improvement.

20. This is a school that knows its strengths and weaknesses well. It has effective arrangements for getting a detailed and accurate picture of its performance for pupils in Years 2-6 and for analysing the information. Challenging but realistic targets for individual pupils and for the whole school, based on this evaluation, are supported by well-designed plans for action to ensure these targets are met.
21. The school has focused on developing whole-school procedures for the analysis of its performance data collection and the regular examination of pupils' work. The evidence gained is put to good use in evaluating how well the school is performing in relation to the national picture, the performance of similar schools and, most importantly, its own previous achievement. The school makes good use of all available information to inform these assessments. The examination of pupils' work in other subjects, carried out effectively on a yearly basis, provides similarly focused evidence of standards across the curriculum.
22. Alongside this process, the school has successfully begun to establish a programme for the regular observation of teaching and the examination of teachers' planning and record keeping procedures. The headteacher ensures that all staff have a clear, corporate view of the strengths and weaknesses in the school's teaching. This new climate reflects mutual professional respect and confidence in the school's leadership. All staff are determined to improve the pupils' performance. Some staff have yet to be given the appropriate opportunities to raise standards in their own subject areas by observing their colleagues teach.
23. There is a clear sense of purpose in the school: teachers, pupils, non-teaching staff, governors and most parents take pride in the school. Although results in national tests compare favourably with other schools, staff, are not complacent and there is a clear commitment to continued development.
24. Comparisons with pupils nationally and locally are used to inform data analysis which is very thorough for pupils aged 7 to eleven and is used to inform target setting. This is planned to be extended for younger pupils. Pupils' performance over time is carefully tracked and there is a clear focus on pupils achieving their potential. The school makes good use of the information it gathers on pupils' performances in national tests as well as locally.
25. There is clear acknowledgement of areas of strength but also of targets for development. Lesson observation in pairs is planned so teachers can benefit from seeing other colleagues at work. Pupils' work is regularly assessed and pupils are beginning to be involved with their teacher in setting their targets for development. This is working well in literacy and will be extended to include mathematics in the next academic year.

Provision for pupils' moral and social development and for pupils with learning difficulties is very good in enabling pupils to learn very effectively.

26. Provision for moral education is very good. There are very high expectations of good behaviour and teachers provide very good role models. The introduction of work on citizenship into the curriculum is enabling pupils to have good opportunities to discuss issues such as 'choices and consequences'.
27. Provision for social education is very good. Pupils understand the need for school rules and treat each other well. Many lessons provide opportunities for pupils to work together in pairs or in groups to share ideas and solve problems. For example, pupils in Year 2 co-operate productively during science investigations. The personal, social and health education programme, which includes drugs awareness education and sex education, provides a good programme for pupils to consider a range of relevant issues about taking responsibility in society. The residential visit in Year 6 provides a different environment for pupils to work together. The school's developing

programme of self-evaluation seeks out pupils' views on the progress they make against their targets; for example in literacy and this is an extremely effective way of raising pupils' self-esteem. . Pupils grasp readily the opportunities given them to take on additional responsibilities within the school, such as helping in assemblies and providing musical accompaniment. By the time pupils leave the school at the end of Year 6, they are confident, articulate, self-assured young people, well prepared for the next stage in their learning.

Support for pupils` with learning difficulties is very good.

28. Pupils with learning difficulties are very well supported and make good progress towards the targets set for them, some achieving standards similar to pupils of average ability. Learning is a priority within a fully supportive atmosphere in classrooms. Staff know the pupils well as individuals and as a result, the pupils learn well and move forward at a good rate towards attaining the high standards the school maintains. There is a climate of mutual respect; pupils collaborate well together on tasks; for example, in discussing the words they might use in order to improve the quality of a short passage they are drafting together. On such occasions, they listen carefully to each other and are sensitive in the way they suggest improvements. They work hard for teachers whom they know are working equally hard for them.
29. The teaching of pupils with learning difficulties is very good, and ensures that some achieve nationally expected levels of performance. The challenges offered to pupils of average and higher ability, particularly in Years 4, 5 and 6 enables many of them to attain standards that are well above average. The school is effective in meeting the needs of all pupils.

WHAT COULD BE IMPROVED

Standards of writing for pupils in Years 1 and 2.

30. Evidence including work sampling and provisional results of 2002 national age related tests, indicates that pupils` writing skills are not as high as they should be particularly in Years 1 and 2. There are insufficient planned opportunities to extend and consolidate their skills of handwriting, spelling and presentation across the curriculum, including information and communication technology. The initiative to use assessment and target setting to identify and address aspects of writing which needs improving is very positive but has yet to have a full impact on the standards achieved in Year 2. The lack of opportunities for observing the quality of teaching and learning by some subject co-ordinator across the school inhibits further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to raise standards further the headteacher, senior management team and governing body should:
 - (I) Improve standards in writing in Year 1 and 2.
(see paragraph 30.)

PART C: SCHOOL DATA AND INDICATORS

Number of lessons observed

20

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

25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	6	4	4	0	0	0
Percentage	30	30	20	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.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll	205
Number of full-time pupils known to be eligible for free school meals	5

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	24

English as an additional language

No of pupils

Number of pupils with English as an additional language	6
---	---

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	12	13	12
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	90 (97)	90(100)	90 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	13	13	14
	Total	27	28	30
Percentage of pupils at NC level 2 or above	School	90 (97)	93 (97)	100(93)
	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	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	15	15	16
	Total	28	27	30
Percentage of pupils at NC level 4 or above	School	93 (100)	90 (100)	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	14
	Girls	14	13	16
	Total	27	26	30
Percentage of pupils at NC level 4 or above	School	90 (83)	87 (97)	100 (100)
	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	0
Black – other	6
Indian	5
Pakistani	1
Bangladeshi	0
Chinese	0
White	144
Any other minority ethnic group	6

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, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	29.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	107

FTE: Full time equivalent

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	514634
Total expenditure	504572
Expenditure per pupil	2415
Balance brought forward from previous year	4601
Balance carried forward to next year	14663

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	0	1
My child is making good progress in school.	42	52	4	1	0
Behaviour in the school is good.	32	62	1	0	4
My child gets the right amount of work to do at home.	19	36	35	6	4
The teaching is good.	43	51	4	0	1
I am kept well informed about how my child is getting on.	26	57	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	65	25	9	1	0
The school expects my child to work hard and achieve his or her best.	45	45	7	1	1
The school works closely with parents.	32	58	9	0	1
The school is well led and managed.	54	39	4	0	3
The school is helping my child become mature and responsible.	46	48	1	3	1
The school provides an interesting range of activities outside lessons.	19	32	23	20	6