

## INSPECTION REPORT

### **ST LUKE'S C OF E PRIMARY SCHOOL**

Kingston upon Thames

LEA area: Kingston upon Thames

Unique reference number: 102604

Headteacher: Mrs Sandra Baxter

Reporting inspector: Mrs Rowena Onions  
18354

Dates of inspection: 3 – 5 March 2003

Inspection number: 253275

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:	Foundation
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Acre Road Kingston upon Thames Surrey
Postcode:	KT2 6EN
Telephone number:	02085460902
Fax number:	02098748997
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Roger Ford
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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1311	Mr Barry Wood	Lay inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Luke's CE Primary is a school of average size, with 253 pupils on roll, 52 of whom attend the nursery class part time. It caters for pupils between the ages of three and eleven years, with a broadly equal number of boys and girls. Seventy-six percent of pupils are of white United Kingdom heritage. Other pupils have a wide mix of different cultural heritages. There are 13 pupils for whom English is not their mother tongue and this is high when compared with the national average. Many of these pupils join the school in Years 3 to 6, with a significant number joining in Years 5 and 6. Currently, 12 pupils (6 per cent) are identified as being entitled to free school meals, which is below the national average. The pupils enter the nursery class with a range of attainment but, overall, it is above average. Twenty-seven pupils (13 per cent) have been identified by the school as having special educational needs. This is below the national average. Very few pupils have a Statement of Special Educational Needs. The school has pupils with a range of special needs. Most have mild learning or communication difficulties. The school is situated in central Kingston upon Thames. It is a popular school. As well as drawing from the surrounding area, it attracts a proportion of its pupils from outside its catchment area. A greater than average number of pupils leave or join the school, particularly in Years 3 to 6. The school has 'Investor in People' status and national gold standard 'Activemark' and 'Artsmark' awards to show the quality and range of its curriculum in arts and in physical education.

### **HOW GOOD THE SCHOOL IS**

St Luke's is a very effective school. Pupils achieve very well overall and are attaining well above average standards by the end of Year 6 and very high standards in mathematics. The overall effectiveness is achieved by the complementary mix of a number of different factors. The overall quality of teaching and the leadership and management of the school are very good. Pupils are given the advantage of a very broad range of experiences in a warm, caring environment. They work very hard and behave very well. Parents and the local community make a significant contribution to the education provided. The school provides very good value for money.

#### **What the school does well**

- Pupils achieve very well overall. As a result, standards are very high in mathematics and well above average in English, information and communication technology and art and design.
- The quality of teaching in the school is very good overall.
- As a result of excellent provision for spiritual, moral, social and cultural education, relationships and pupils' levels of personal development are excellent. Pupils' behaviour and their attitudes to work and to school are very good.
- The curriculum provided is very wide, exciting and relevant to the pupils' needs. It actively promotes very successful learning.
- The overall quality and impact of the leadership and management of the school very good. The leadership and management of the headteacher are excellent. She is very well supported by the governors, the deputy headteacher and subject co-ordinators.

#### **What could be improved**

There are no significant areas of improvement for the school to address.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has shown very good improvement since the last inspection in 1998. Standards have risen significantly in English, mathematics, science and in information and communication technology. Pupils' attitudes to the school and their relationships have further improved, as have rates of attendance. Pupils'

personal development has improved, in particular in their ability to work and learn independently. The overall quality of the teaching has improved from good to very good. The curriculum has improved and is now very good. There has been improvement in all aspects of spiritual, moral, social and cultural education. The overall leadership and management of the school has remained very good and governors are now playing a full part in the strategic development of the school. All areas for improvement identified in the last inspection report have been very successfully addressed. The school sets realistically high targets for its pupils and is on course to meet them.

## 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
	2000	2001	2002	2002
English	C	C	B	C
mathematics	C	A	A	A
science	D	C	A	B

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

Children enter the school with above average attainments. They achieve well over their time in the nursery and reception classes. By the end of the reception year, most exceed the goals set for their age in their communication, language and literacy, mathematical and creative development, as well as in their personal, social and emotional development.

Year 2 pupils attained well above average standards in reading, writing, mathematics and science in the 2002 national tests. Inspection evidence shows that standards remain well above average. Achievement is good. The school's extensive data and inspection evidence show that Year 6 pupils, including the many who have joined the school in Years 3 to 6, have achieved very well over their time at St Luke's. Results in Year 6 national tests in English, mathematics and science have risen steadily over the last four years and continue to rise. The school has set accurate and demanding targets for future improvement. Currently, standards are very high in mathematics. Pupils work quickly and accurately. Their skills in problem solving are particularly strong. They talk and think mathematically. Because of very effective school improvement, standards in English are rising and are currently well above average. Pupils achieve as well as they do in mathematics. Most Year 6 pupils write to a very high standard. They spell and punctuate accurately and presentation is often exemplary. Pupils are able to vary the way that they write according to purpose and bear in mind the needs of their reader as they write. Many read to a very high standard and are able to analyse a text to identify, for example, how an author has developed his characters. They read easily and fluently when seeking information. The school has a high percentage of pupils with English as an additional language and these pupils make very good progress. Their attainment in English is naturally affected by the time they have been learning the language and it is this that makes results in the national tests in English lower than those in mathematics, where the language factor is not as significant. Throughout the school, pupils with special educational needs achieve very well and make very good progress against the targets set for them.

Standards in information and communication technology and in art and design are well above average. Although in a short inspection there is not time to collect sufficient evidence to make firm judgements about standards in other subjects, it is clear that pupils respond very well to the very broad curriculum offered and that they achieve well in many other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils like school. They are very keen to join in with all the activities that are offered to them. They work hard and want to succeed.
Behaviour, in and out of classrooms	Very good. Pupils are well mannered, friendly and polite. They behave very well in class and in the playground.
Personal development and relationships	Excellent. Pupils become increasingly mature. They show very good attitudes towards their work and are able to work very well independently. Pupils are perceptive about the needs of others and are able to show understanding of differing ways of life and of differing beliefs. Relationships between adults and pupils and between pupils are excellent. The atmosphere in the school is relaxed and good-humoured.
Attendance	Very good. Attendance is well above the national average. The level of unauthorised absence is well below the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.*

Teaching and learning are very good overall. As the table shows, there is some variability over the school. Although teaching is good overall for the younger pupils in the school, there is some very good teaching evident, particularly in the nursery and in Year 2. Teaching in Years 3 to 6 is very good overall, but there is a significant amount of excellent teaching, particularly in Years 5 and 6. The teaching of English, including literacy, and mathematics, including numeracy, is good overall in Years 1 and 2, and is very good in Years 3 to 6.

Throughout the school, pupils are very well managed. Teachers have high expectations of their pupils and the excellent relationships that exist between teachers and pupils mean that most strive hard to meet them. Pupils are expected to work hard. As a result, pupils are able to complete a very good amount of work in the time available. Lessons are very well planned and teachers use their assessments well to ensure that appropriate levels of work are identified for pupils of differing levels of attainment. This means that all pupils are appropriately challenged. Pupils with special educational needs and those of higher attainment learn very well. These pupils and those for whom English is an additional language, receive very good quality extra support to ensure that they make as much progress as possible. Teaching assistants are very well trained and their very good quality work adds significantly to the success of the teaching. Teachers are very aware of the different ways in which pupils learn and ensure that there are a wide variety of types of activity available. Particularly good use is made of practical activity and this helps pupils learn by putting their learning into a meaningful context. In the best lessons, very good use is made of the time available. Teachers ensure that pupils do not sit for too long listening to explanations and have the opportunity to reflect upon what they are learning. This enables pupils to become thoughtful learners. Where lessons are good rather than very good, it is because teachers do not make such creative use of the time available. This is particularly the case with the younger pupils where the teaching teams are relatively new and there is not the same degree of consistency of approach as there is for older pupils. All marking is of high quality and when linked with



the regular targets set for the pupils, this means that pupils are very well aware of what they need to do to improve their work.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a rich and extensive range of opportunities for pupils both in class and outside lessons. Very effective use is made of visits and visitors to broaden pupils' experiences. The way the curriculum is organised to sometimes focus on a particular subject for a length of time means that pupils are able to gain greater depth in their understanding of what they learn.
Provision for pupils with special educational needs	Very good. The provision is thoughtful and very well organised. Very good support is provided, largely in lessons, which ensures that pupils make very good progress.
Provision for pupils with English as an additional language	Very good. Pupils are helped to learn English as rapidly as possible. In other subjects, pupils are given very good support and teachers successfully ensure that pupils gain as wide a knowledge and range of skills as their colleagues.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school's ethos is such that great value is placed on the personal development of pupils. The education provided to assist pupils to develop spiritually, morally, socially and culturally is excellent. The example set by all adults in the school plays a particularly important part in this very successful provision.
How well the school cares for its pupils	Very well. The school is a safe, caring environment in which all can thrive and do well.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership and management for the school. This ensures that the school continues to actively develop and improve. The headteacher is very well supported by the deputy headteacher and subject co-ordinators as well as by the rest of the staff.
How well the governors fulfil their responsibilities	Very good. The governors fulfil their statutory responsibilities very well. They are very knowledgeable about the education provided in the school and are aware of how well pupils are, and should be, achieving. They are therefore able to be very supportive of the school and to play a full part in its strategic management.
The school's evaluation of its performance	Excellent. All aspects of the education provided are regularly and thoroughly checked by co-ordinators, the deputy headteacher and headteacher and by governors. Where necessary, action is taken promptly and successfully to improve. In addition, the school keeps abreast of national research and successfully introduces new initiatives where appropriate.

The strategic use of resources	Very good. Very good use has been made of funds in supporting school priorities for improvement. Money is very carefully allocated and the results of its spending monitored regularly. Additional grants are used very well. The school applies the principles of best value very well. Senior management and governors compare the effectiveness of the school with other similar schools and they consult with parents about their perceptions of how the school could be improved.
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#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That children like the school.</li> <li>• The progress the children make.</li> <li>• That children behave well in the school.</li> <li>• The quality of the teaching.</li> <li>• The approachability of the school .</li> <li>• That the school expects children to work hard.</li> <li>• The way the school helps children to become mature and responsible.</li> <li>• The way the school is led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• A very small number of parents are concerned about the information they are given about their child's progress.</li> </ul>

The inspection team agree with parents' positive views. They find that the school provides a very good amount of very good quality information for parents.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Pupils achieve very well overall. As a result, standards are very high in mathematics and well above average in English, information and communication technology and art and design.**

1. Most children enter the school at the age of three in the nursery class. Overall, they have above average attainments when they enter the school. In communication, language and literacy, both nursery and reception age children talk confidently about what they are doing. During the inspection, for example, older nursery children were able to explain what was happening in the borrowed incubator, saying, "The eggs will be hatching soon". Reception age pupils have good early reading skills, for example in using the link between letters and sounds (phonics) to read a new word. Pupils use their phonic knowledge well in helping them spell words and this, together with the knowledge of some basic vocabulary, means that they can write simple sentences, with a little help from their teacher. In mathematics, reception age children can count, add and subtract small numbers of objects and use mathematical words to talk about number, measures and shapes. Overall, by the end of the reception year, they have met, and in many elements exceeded, the early learning goals in communication, language and literacy and mathematical development. In these aspects of their development, they have achieved well.
2. By Year 2, pupils attain well above average standards in English. They achieve well. Pupils are confident and articulate in general conversation and when talking about their work. They have acquired a very good range of technical and subject vocabulary. When talking about their work in ICT (information and communication technology), for example, they were able to describe in detail the process for using the Internet to research for information, using such vocabulary as 'log on', 'search' and 'save' correctly to assist clarity. In reading, by Year 2, most pupils can read books independently, using skills such as the context of the word, as well as phonics, to help them. They can talk about what they have read, about the characters and the setting and can predict how a story might end. They have knowledge of non-fiction books and know how to use them to find information. They know where to find a book about a given subject in the library. In writing, pupils write for a number of different purposes, for example, stories, poetry based on the Christina Rossetti poem 'What is Pink?', instructions for making a paper Christmas tree and imaginary letters from the island of Struay. Most pupils write with good spelling of common and simple words. They use a range of punctuation including full stops, exclamation marks and speech marks with some accuracy and this helps the legibility of their work. Standards of handwriting are very high. Pupils write in controlled, regular, cursive script.
3. By Year 6, overall attainment in English is well above average and pupils, including the many who join the school during Years 3 to 6, achieve very well. Pupils use language for conversation, debate and the development of ideas. In an English lesson, for example, pupils used spoken language to describe how Stephen King had used language to create suspense in a short passage they were reading, thus forming and clarifying ideas in advance of writing themselves. In a school council meeting, pupils showed themselves to be able to control and contribute to a meeting. Year 6 pupils read fluently and, in the main, enjoy reading. They explain in more depth subtleties of character or plot with reference to the text they are talking about. They know how to research for information quickly and efficiently. They use their skills well when asked to read in other subjects, for example, when researching into child labour in Victorian times for their work in history. Many pupils' writing is of very high standard. They write with a clear purpose and audience in mind, for example, writing in formal language a letter of complaint for bad service, biographical accounts in the third person and autobiographies in the first, as well as using a less formal style, for instance, in diary extracts. Pupils' work contains a variety of sentence constructions, often correctly punctuated with commas as well as simple punctuation. Except for some of the more adventurous vocabulary used, spelling is usually correct. Handwriting and presentation are of exceptionally high quality.
4. In mathematics, standards in Year 2 are well above average and pupils achieve well. Pupils use mental calculations accurately. They are beginning to develop good mental strategies when solving

a range of number problems. They use addition and subtraction when solving problems involving money, for example, calculating change. They have good knowledge of both two and three-dimensional shapes and begin to identify more complex properties, for example, symmetry. They use a range of measures to describe objects. They showed themselves capable of applying their mathematical knowledge to practical situations, for example, when ordering a variety of groceries by their weight.

5. Standards in mathematics in Year 6 are very high and pupils' achievement is very good. Pupils are able to compute speedily and accurately both mentally and on paper. They are aware of different methods for calculating and are able to talk about their work. They understand the language of mathematics and are able to use this when solving problems and when thinking about methods to use. Pupils have good knowledge of other aspects of mathematics, for example, of statistics in calculating the mean, mode and range of a set of data and in using a wide range of standard units of measurement.
6. Pupils of differing levels of attainment do very well in the school. The small number of pupils with special educational needs are very well supported and almost all reach the nationally expected level (Level 4) by the time they leave the school. Pupils of higher attainment, including those who are identified as being gifted and talented, also do very well. The school is very successful in assisting these pupils to attain very high standards in English and mathematics by the end of Year 6. Pupils who have English as an additional language make very good progress. Most attain Level 4 in mathematics and science by the end of Year 6. Their attainment in English is naturally sometimes lower but still represents very good achievement.
7. By the time they reach Year 6, pupils attain well above average standards in ICT. Pupils achieve well throughout the school. Year 2 pupils can, for example, use computers to write, edit, change, present and save their work. Pupils use ICT for research purposes, for example, when researching about the Great Fire of London. They can use the Internet as well as CD-Roms for this research. By Year 6, pupils have well above average skills that they use in a variety of different subjects, for example, using graphs and tables when working on thermal insulation in science, e-mail to communicate with their twinned school in South Africa, researching in history and geography and data handling in mathematics. Pupils are currently engaged in developing a PowerPoint based quiz about their work on rivers. When doing this, they are able to use many of the facilities the program allows, for example, hyperlinks and sound.
8. Attainment in art and design throughout the school is well above average and pupils achieve well. Because skills are very carefully taught in the nursery, children quickly begin to show the ability to make recognisable representations, for example, of zoo animals. Skills are carefully nurtured throughout the schools and pupils gain experience in using a wide range of techniques in a wide variety of media. Work displayed around the school shows that the quality of much of the work is very good, with Year 6 pupils making, for example, high quality detailed drawings of snakes and other reptiles, painting in the style of Van Gogh and drawing sensitive representations of feelings such as 'shock', 'tranquillity' and 'outrage'.
9. There are a number of reasons for the quality of work and standards seen and these are detailed in the paragraphs below.

**The quality of teaching in the school is very good overall.**

10. The very good overall quality of teaching and learning in the school is characterised by a number of different factors, many of which are characteristic of all lessons seen and are evident in completed work. Overall, pupils are very well managed and relationships are excellent. Teachers have clear, high expectations of the way that pupils will conduct themselves in lessons and actively promote these by the way that they talk and relate to the pupils. Respect for the ideas and efforts of all pupils is clearly evident and this encourages pupils to respect themselves and others. Teachers have time to give their pupils and this is greatly valued by them. One pupil commented that she had not enjoyed the inspection week because, "My teacher has not had as much time for us as she usually has". As a result of these excellent relationships, pupils believe that they can succeed

and are prepared to put in extra effort when they find an activity hard. This actively and very effectively promotes their ability to learn and make progress.

11. Teachers also have high expectations of the standards that pupils will achieve. Teachers know their pupils very well and use this and more formal assessments to finely tune what they expect of each. Pupils are expected to work hard and most lessons are conducted at a very good pace. This means that pupils are able to complete a very good amount of work in the time available. In a Year 5 science lesson, for example, pupils were expected to undertake a short observation of the way air is released from a sponge when it is immersed in water, and write notes about what they saw, all within a five-minute period. The majority of pupils were able to do this, and a few managed to draw diagrams as well! Pupils' books show that this pace of working is common and that a good deal of work is completed in lessons and over time. The amount of practice that this gives pupils in gaining and consolidating skills and knowledge clearly has a very positive impact on their overall learning and the standards they attain.
12. In order to ensure that the maximum use is made of the time available, teachers plan their lessons carefully and very well. Outline planning for each unit of work is fully adapted as lessons progress and teachers use their assessments very well when they set work for the differing needs of pupils. Work is structured for pupils of lower attainment and those with special educational needs to enable them to work at an appropriate level and to learn very well, equally, pupils of higher attainment are fully stretched. Teaching assistants are used well to support both these groups of pupils. These assistants are very well trained and demonstrate very good teaching skills, for instance when supporting Year 5 higher attaining pupils in their bid to prove that air exists. The school has a number of pupils for whom English is an additional language. Many of these pupils enter the school in Years 3 to 6 with little or no English. Very good support is provided for these pupils, mostly within the class setting. Teachers are sensitive to the fact that many are potentially higher attaining and care is taken to ensure that work set for them is intellectually challenging. This ensures that interest levels are maintained, that pupils find their work stimulating and that they learn, both English and the subject matter in hand, rapidly.
13. Most teachers have good knowledge of the subjects they teach and the best ways to teach them. As a result, they teach confidently and with great enthusiasm. This enthusiasm for subjects and learning is very effectively communicated to the pupils who, in their turn, are enthusiastic learners. Staff have spent time considering and putting into practice research about the different ways in which children learn. When planning lessons, they give very good consideration to the way that they will teach the matter in hand as well as what they are going to teach. In the best lessons seen, there is a wide variety of types of activity and a rapid change from one type of learning to another. In a Year 6 English lesson, for example, the teacher used tape recorded sound effects to stimulate thought, and encouraged pupils to discuss, to make notes and to show their feelings by using their hands expressively, as well as by teaching them directly. The variety not only ensured that each had an opportunity to learn in the way he or she did best, but also made the lesson interactive and fun! This aspect of teaching is not, however, as consistent across the school as are most other aspects. Where teaching is good rather than very good, it is often because time is not as creatively used. On occasions, pupils are talked to for too long by teachers, and on others the actual lessons themselves are rather too long for the age of the pupils. More of this less effective use of time is seen in lessons for the younger pupils than in lessons in Years 3 to 6.
14. In many lessons, particularly good use is made of practical activity and this helps pupils learn by putting their learning into a meaningful context. In a Year 2 mathematics lesson, for example, pupils gained great enjoyment from weighing a wide range of groceries so that they could learn to read a metric scale. The activity underlined the reasons why pupils were learning to weigh objects and such relevance enhanced learning and understanding very well. The wide range of practical activities is a strong feature of the nursery class. Children are given opportunities to learn through direct experience. These opportunities are carefully set up and supported to ensure that the children gain the skills and understanding identified in the teacher's planning.
15. Pupils are made very aware of the quality of their work and the actions they need to take to improve it. Marking is used very well for this purpose. Books are full of positive but helpful

comments such as 'I have put an \* where an adjective may have developed the sentence a little'. Such indications, kindly phrased, give a pupil real insight into how improvements can be made. Pupils from the reception class upward are set a small number of targets for the improvement of their work in English and mathematics. Pupils understand their targets and are keen to meet them. This improves learning and speeds progress. Homework also makes a real contribution to learning, both through the day-to-day work set and through projects that are set from time to time. Parents are very supportive of project work, as is evidenced by the wide range of Second World War information and artefacts in the diaries of evacuees completed by Year 3.

**As a result of excellent provision for spiritual, moral, social and cultural education, relationships and pupils' levels of personal development are excellent. Pupils' behaviour and their attitudes to work and to school are very good.**

16. The school places great importance on the personal development of the pupils. Pupils are encouraged to be reflective, both in lessons as they think about work before it is begun and after it is completed. They are expected to be self-evaluative and this gives them a developing insight into their own ways of working as well as their personal strengths and weaknesses. Pupils are taught to consider the needs of others, both in a day-to-day way around the school and through work such as the links with a South African primary school. The success of such activities is evident in small ways, such as a pupil who thought carefully about where to sit in order not to obscure the view of an inspector, as well as larger ones, such as the pupils' fundraising to assist the development of the South African school. Excellent relationships are evident throughout. Respect for views is clearly demonstrated by teachers in all lessons, for example, when pupils with special educational needs are given opportunity to formulate thoughts into words without being hurried. Work in religious education ensures that pupils have information about the beliefs of others and respect for these is expected and given. Pupils are given opportunities to see and value objects of beauty, both natural, for example, seeing and handling snakes and reptiles, and man made, for example, when they visit art galleries. Pupils respond very well to these, and even the youngest children in the nursery show a sense of excitement and anticipation as they wait for their eggs to hatch into ducks and chickens.
17. Pupils are encouraged and taught to be socially aware. The school day, although focused on work, is also a social occasion. Pupils mix very well. Behaviour in and around the school is very good. The very good behaviour of pupils in the very crowded skipping club is evidence of this. Pupils conversed happily and waited their turn patiently. They showed tolerance and empathy for those who had only just joined the club and were finding the activity difficult. The attendance at this club, of nearly 50 pupils at 8.30 in the morning, is clear evidence of pupils' enthusiasm for school. Other clubs are equally well attended and pupils show great enthusiasm for all that is provided for them. In lessons, pupils work well in pairs, in groups and as a whole class. Teachers are careful to ensure that pupils mix in different groups and this they do happily and well. Social understanding of some more complex issues, such as human rights, is taught through subjects such as history and geography and through dedicated personal, social and health education lessons. There is a clear moral and social code by which all in the school live. Examples set by adults are, once again, a key factor in the provision for both moral and social education. As a result, younger pupils demonstrate the ability to take responsibility for their own actions and the impact they have on others. Older pupils demonstrate considerable insight when they write about the role of Nelson Mandela in the fight for equality in South Africa. Citizenship is taught through such activities, through the links with other schools, and through school activities such as the school council. School council members take their role seriously and are proud of the changes that have been made as a result of their activities, for instance in the playground.
18. The school makes excellent provision for pupils' cultural education. The breadth and quality of arts education is evidenced by the award of a national gold standard 'Artsmark' award. Pupils are given wide and varied opportunities to see the work of artists and craftspeople through 'focus' days, in which pupils work with visiting artists on a common theme. The work done recently by each class of pupils on the theme of 'animals' ranges from large three-dimensional elephants to small clay models of sea creatures, from line drawings by Year 6 to paintings in the nursery. Pupils have frequent opportunities to visit galleries, such as the Royal Academy and The National Portrait

Gallery, to enlarge their experiences. Music is a fundamental element of life in school, being put on as staff arrive in the morning and used as part of many lessons during the day, as well as in dedicated music lessons. The quality of the teaching of English ensures that pupils learn about a wide range of literature. Good advice is given to more fluent readers on how to broaden the range of their personal reading. Throughout all subjects, teachers ensure that pupils get the opportunity to study a range of cultural traditions. The link with the South African school, for example, is currently being used for the pupils in the two schools to find out about playtime games and pastimes in both cultures. In recent weeks, the school has been visited by a Chinese artist who helped Year 4 pupils to make Chinese masks and last term by two Japanese ladies to talk about traditional and modern life in Japan. Pupils in the school from different cultural heritages are encouraged to share their experiences to the benefit of all. Through this, and through work on a wider plain, for example, the rights of the child, the school actively promotes racial equality. Pupils are being very well prepared for life in multicultural Britain.

19. It is as a direct result of this excellent provision that pupils show enthusiasm for learning, very good behaviour and excellent personal development. These qualities not only play an important part in promoting learning, but also prepare pupils very well for their future lives.

**The curriculum provided is very wide, exciting and relevant to the pupils' needs. It actively promotes very successful learning.**

20. The school provides a very wide, stimulating curriculum in which all subjects of the National Curriculum and personal and social education are very well represented. Thought has been given to the organisation of the curriculum and, as well as opportunities to learn in subjects on a weekly basis, work is sometimes organised into blocks so that pupils can develop a greater understanding in a particular subject. Year 3 work on evacuees, for example, illustrates the depth of learning and understanding that pupils develop from their work. In addition, careful attention is given to the links between subjects and these are exploited wherever possible. Pupils use reading and writing skills to enhance learning in many subjects and there are many examples of this being successfully done, for instance in a Year 2 history lesson, when pupils wrote good quality eye witness accounts of the Great Fire of London. Mathematics skills are used in subjects such as science and design and technology, where pupils used careful measuring skills in their manufacture of slippers. ICT too is used in a very cross-curricular way. All of this cross-curricular work has two major benefits that result in raised standards. Firstly, the pupils are presented with a coherent curriculum and this means that they understand why they are learning, for example, to write a letter, because they use this knowledge in their work in geography. Secondly, pupils are given numerous chances to practise and perfect skills.
21. The curriculum is very successfully further enriched in a number of ways. There are termly trips to places of educational interest to promote interest and widen experiences. Year 3, for example, have recently visited a local mosque to further their studies in religious education, whilst last term, Years 1 and 2 visited Weald and Downland Museum to learn more about Saxon life. Pupils in Year 5 have an opportunity to join a school residential trip on an outward-bound course. These opportunities are greatly enjoyed by the pupils and add to their social maturity as well as to their learning. As well as the curriculum provided in lesson time, the school has a wide range of extra-curricular activities encompassing, amongst others, football, music, chess, ICT and skipping.
22. As identified above, the curriculum for education in the arts is very wide. As well as the aspects identified above, pupils have opportunities for drama in lessons and through the very well thought of school productions. These productions are not only performed by the pupils, but pupils are also involved with making scenery and costumes. There are a number of visiting teachers who offer pupils lessons in a range of instruments and there are opportunities to make music together through, for example, singing and playing recorders. As well as its 'Artsmark', the school has a national gold standard 'Activemark' to show the quality and range of its curriculum in physical education.
23. Where there is a need, the curriculum is very well adapted to ensure the full inclusion of all pupils. Provision for pupils with special educational needs, for the gifted and talented, and for pupils with English as an additional language, are all very good and ensure that each pupil has full access to

the curriculum provided. Governors and staff place a high priority on this successful inclusion and it is evident in all the work of the school.

24. The school staff are very good at seizing opportunities to broaden the curriculum through the use of the local community and the skills and interests of parents. A large number of parents give valued and valuable support in school, for example, by supporting individuals and groups in class and by assisting with trips and residential visits. The skills of governors too are utilised to extend work in school. One governor, for example, runs an ICT club that is available only to pupils who do not have access to a computer at home. This helps these pupils to make better progress in class. Links are made with the local secondary schools and the expertise of a specialist teacher in ICT, for example, is being very effectively used to help to raise standards.
25. The pupils are consequently provided with a curriculum that is lively and fun, meets the needs of each and engenders an enthusiasm for learning that is well beyond that normally seen.

**The overall quality and impact of the leadership and management of the school are very good. The leadership and management of the headteacher are excellent. She is very well supported by the governors, the deputy headteacher and subject co-ordinators.**

26. The headteacher provides excellent leadership in developing a very self-evaluative and very effective school. Through very strong leadership, she ensures that all that is done in the school is of the highest quality possible. The school's mission statement is clearly worded and its impact can be seen in all aspects of school life. Relationships are excellent and are central to the success of the school, many staff having been employed there for a number of years. The deputy headteacher leads by example, being a strong teacher, and through the relationships she forges with adults and children alike. Subject co-ordinators are keen to raise standards and engage in appropriate and thoughtful development planning. The leadership of the provision for pupils with special educational needs and for pupils with English as an additional language is very good. All the work of the co-ordinators and senior staff is very well organised and geared towards the raising of standards. Each member of staff, including teachers, teaching, administration and mealtime assistants and the cleaning staff play a full role in ensuring the quality of education provided.
27. The governing body is a very effective and supportive group. Since the time of the last inspection, they have strengthened their strategic role. They have very good systems for gaining first-hand information about the school and are able to use this to discuss and help draw up plans for improvement where necessary. They ensure that their statutory duties are met and take very seriously the work they undertake. They are justly proud of their school, but are aware of the role that they need to play in maintaining their stance as a 'critical friend'. Financial matters are very well managed and the impact that spending has had is very well evaluated, both in terms of the school's cost in relation to other similar schools, and in terms of the standards attained. Parents are regularly consulted, for example, the headteacher has a termly meeting with parents for the express purpose of gaining their views. Parents report that these are listened to, and where appropriate acted upon. The school currently has a small reserve of capital gained from the sale of school property when it was a grant maintained school. This money is being gradually and sensibly spent on capital projects.
28. A self-evaluative approach is part of the ethos of the school and is evident from strategic action taken by headteacher and staff with regard to pupil self-assessment. The monitoring and evaluation of the work of the school and the action taken as a result are excellent. Teachers regularly observe each other teaching, books are scrutinised, planning is collected by co-ordinators and checked, learning is discussed with pupils and work regularly assessed. Data is used very well to identify areas of weakness and strategies are put in place to improve these. Recently, work to improve pupils' problem solving skills and to improve writing through the development of vocabulary has been successfully undertaken as a result of such monitoring. Data is also used very well to track the progress of individual pupils and this progress is regularly discussed by the class and headteacher. As a result of such discussions, targets are set for individual pupils and whole-school targets are then set based on this precise information. In addition, the headteacher and staff keep abreast of new research and initiatives in education



nationally and internationally. This information is used when the work of the school is monitored and evaluated and new strategies that have proved useful in other schools are trialled and, where they prove successful, integrated into the school's work.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**There are no significant areas of improvement for the school 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

12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	8	1	0	0	0
Percentage	15	40	40	5	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 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)	26	222
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	27

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4

#### Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	21	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	97 (87)	97 (100)	94 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	29	28	31
Percentage of pupils at NC level 2 or above	School	94 (90)	90 (97)	100 (87)
	National	85 (85)	89 (89)	89 (89)

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

*The separate details for boys and girls have been omitted as there were fewer than 11 boys in the year group.*

**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	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	12	12	12
	Total	23	24	24
Percentage of pupils at NC level 4 or above	School	92 (83)	96 (87)	96 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	12	10	12
	Total	22	22	24
Percentage of pupils at NC level 4 or above	School	88 (83)	88 (87)	96 (86)
	National	80 (57)	76 (67)	83 (76)

*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	147	0	0
White – Irish	0	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	2	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)	8.8
Number of pupils per qualified teacher	23
Average class size	29

**Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	126.5

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	65

**Financial information**

Financial year	2001/2002
	£
Total income	63,7604
Total expenditure	65,3421
Expenditure per pupil	2,562
Balance brought forward from previous year	68,367
Balance carried forward to next year	52,550

Number of pupils per FTE adult	26
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*FTE means full-time equivalent.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	225
Number of questionnaires returned	123

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	1	0	0
My child is making good progress in school.	63	36	0	0	2
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	46	46	4	1	3
The teaching is good.	81	15	1	0	2
I am kept well informed about how my child is getting on.	41	50	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	67	30	2	0	1
The school expects my child to work hard and achieve his or her best.	78	20	0	0	2
The school works closely with parents.	66	31	2	1	0
The school is well led and managed.	81	18	0	0	1
The school is helping my child become mature and responsible.	75	24	0	0	1
The school provides an interesting range of activities outside lessons.	75	23	1	0	1