

# INSPECTION REPORT

## **BOURNVILLE INFANT SCHOOL**

BOURNVILLE, BIRMINGHAM

LEA area: Birmingham

Unique reference number: 103446

Headteacher: Mrs P Cunningham-Dexter

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 27th - 28th March 2000

Inspection number: 181809

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Linden Road Bournville Birmingham
Postcode:	B30 1JY
Telephone number:	0121 472 0996
Fax number:	0121 472 2411
Appropriate authority:	The Governing Body
Name of Chair of Governors:	Mrs R J Cadbury
Date of previous inspection:	September 1994

## INFORMATION ABOUT THE INSPECTION TEAM

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Mr B Harrington	Lay inspector
Mr B Cooper	Team inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Bournville on the outskirts of Birmingham. It is a voluntary aided non-denominational infant school which is steeped in history. It was originally built for the children of workers at the nearby Cadbury factory and is a very popular school. The nature of the school's intake has changed over past years as the Trust which owns the school is now a Housing Association. At present there are 279 pupils on roll between the ages of 4 and 7. Most pupils are of white ethnicity, and seven have English as an additional language. Thirty four pupils are eligible for free school meals. This figure represents twelve per cent of the school's population and is below the national average. In total, sixty-seven pupils are on the school's special educational needs register, including four pupils who have statements. The percentage of pupils who have special educational needs is twenty-four per cent, and is above the national average. The percentage of pupils who have statements is just over one per cent and is similar to the national average. The Trust now houses a number of disadvantaged families and the headteacher states that there is a growing number of unsupported single families. Nearly all pupils come to school with some pre-school experience, but each year the school takes pupils from over thirty different nurseries and playgroups and the quality of pre-school experience differs greatly. Most pupils start school with well developed language skills, and their attainment on entry to the school is above average.

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

The school is extremely effective. Pupils attain very high standards in English, mathematics and science, and make good use of information technology to support their learning across the curriculum. The teaching is good overall, and there are some very good features in the teaching of Reception and Year 1 pupils. The school provides a rich curriculum which fully meets the needs of all pupils, including the highest attaining pupils, and those who have special educational needs. The headteacher provides excellent leadership for the school and has a very clear view for its future development. She is very well supported in her work by the senior management team, the Governing Body, and the parents, with whom there are excellent links. The school gives good value for money.

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

- Standards in English, mathematics and science are well above average at the end of Key Stage 1, and pupils make good use of information technology to support their learning across the curriculum.
- Teaching is very effective in the Reception and Year 1 classes, and enables pupils to make very good progress.
- The school provides a rich curriculum that stimulates pupils' learning.
- The school is extremely effective in promoting all aspects of pupils' personal, spiritual, moral, social and cultural development.
- The leadership and management of the school are very effective, and school development is thoughtfully planned and paced.
- The school's partnership with parents is excellent and has a very positive impact on pupils' learning.

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

Some features of the teaching in Year 2 could be improved even further.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1994. Since that time, the school has improved at a good rate. Standards in English, mathematics and science are high, and have been consistently maintained for the last three years. Provision for the highest attaining pupils is good, and this is reflected by the percentage of pupils who attained the higher Level 3 and above on the basis of the 1999 end of key stage test results. Opportunities for pupils to develop their creativity across the curriculum have been extended, although there are still occasions when over-direction by teachers constrains pupils' individuality. Pupils now have many good opportunities to plan and evaluate their work in physical education lessons, and some very good examples of this were seen during the inspection. The headteacher, senior management team and staff have worked particularly hard over the last few years in developing and implementing very effective assessment and recording procedures. The school is well placed to maintain the current very high standards in many aspects of its work, and for continued development.

## STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	B	A	A	A
Writing	A	A	A	A
Mathematics	A	A	A	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The table shows that pupils' attainment at the end of Key Stage 1, on the basis of the end of key stage National Curriculum test results, is well above the national average in reading, writing and mathematics. In comparison with similar schools, the pupils' performance is well above average. The school has maintained consistently high standards in reading, writing and mathematics for the past three years, and the inspection findings confirm that the current Year 2 pupils are on course to achieve similar standards in the end of key stage National Curriculum assessments. The results of the 1999 teacher assessments indicate that standards in science are also well above average, and this picture is confirmed by the inspection findings. The vast majority of pupils attain the standards of which they are capable, and achieve their full potential, especially in the Reception and Year 1 classes, but a few Year 2 pupils could make even more progress if they were challenged a little more. The school sets very accurate targets for individual pupils, and makes very good use of assessment information to measure and track pupils' progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The vast majority of pupils are very well motivated and keen to learn. They take an active interest in lessons and give of their best. Pupils enjoy coming to school.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved in class and when moving around the school. They work and play well together. Pupils are well mannered and considerate of others.
Personal development and relationships	Pupils relate very well to one another and to the adults with whom they come into daily contact. Relationships are excellent and contribute significantly to the overall quality of life in the school.
Attendance	Good. Above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
21 lessons seen overall	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

During the inspection, the teaching was very good in 38 per cent of lessons seen, good in 38 per cent, and satisfactory in the remainder. No unsatisfactory teaching was observed. Teachers have a secure grasp of the National Literacy and Numeracy Strategies, which they have successfully adapted to meet the needs of the pupils. Basic skills of literacy and numeracy are taught well throughout the school, and pupils have many very good opportunities to use and apply these skills across the curriculum. The teaching of the Reception and Year 1 pupils is of a particularly high standard, and has many very good features. In these classes, teachers are consistently imaginative in the way in which they present activities, and are able to enthuse the pupils and make them want to know more. Pupils are very well organised, and know exactly what is expected of them in terms of both academic achievement and behaviour. Teaching in Year 2 is satisfactory overall, and has some good features, but lessons are not always as stimulating as they could be, and the management of pupils' behaviour is sometimes inconsistent. Throughout the school, teachers cater very well for pupils who have special educational needs, and those for whom English is an additional language, and respond well to their individual requirements.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum, which is enriched by a wealth of exciting learning opportunities such as listening to and working with visiting orchestras, and taking part in a Victorian Week. Very good emphasis is placed on play as a vehicle for learning in the Reception classes.
Provision for pupils with special educational needs	The provision for pupils who have special educational needs is very good and enables them to make good progress. Their needs are accurately identified and fully met by the school. Very good use is made of support staff to work with pupils who have special educational needs. Individual education plans are of excellent quality.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' personal, spiritual, moral, social and cultural development is very good. Assemblies, which incorporate daily acts of worship are a particular strength of the school's provision, and reinforce the family atmosphere and sense of community.
How well the school cares for its pupils	The school cares very well for all pupils, and recognises and caters for their individual needs. The well-being, health and happiness of pupils are the shared concern of the headteacher, staff and Governing Body.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and has a very clear idea of where the school is going. School development is thoughtfully paced and very well managed. A key feature of the headteacher's management style is the way in which she consults with parents, staff, governors and pupils before making major decisions or changes. She is very well supported in her work by the senior management team.
How well the governors fulfil their responsibilities	The Governing Body works hard to support the headteacher and staff in their work, and fully meets its statutory duties. Governors are well informed and take an active role in the management of the school.
The school's evaluation of its performance	The headteacher and some of the key senior staff have effectively started to monitor aspects of the school's work through the observation of lessons, the analysis of end of key stage test results, and the scrutiny of pupils' work. The headteacher and Governing Body have a very good overview of the work of the school.
The strategic use of resources	Very good use is made of staff and resources to support the pupils' learning. The principles of best value are applied when purchasing goods or services, and the funds are spent wisely. The school is giving good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents praise all staff very highly for the contribution they make to the smooth running of the school.</li> <li>• Parents are pleased with the standard of pupils' behaviour.</li> <li>• Parents appreciate the very good information they receive and the way in which they are involved in important decisions about the school's life and work.</li> <li>• Parents value the leadership of the headteacher.</li> <li>• Parents are made to feel welcome when they visit school and appreciate the openness of the staff and headteacher.</li> <li>• Parents agree that problems are dealt with very quickly and effectively.</li> <li>• Parents very much appreciate the induction programme for new parents and pupils.</li> <li>• Parents are pleased with the positive values and attitudes the headteacher and staff promote, and commend the family atmosphere of the school.</li> </ul>	

There are justifiably very high levels of parental satisfaction, and the parents have no significant concerns about any aspect of the school's life and work. The inspection findings fully confirm the parents' views of the school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards in English, mathematics and science are well above average at the end of Key Stage 1, and pupils make good use of information technology to support their learning across the curriculum.**

1. Pupils attain impressively high standards in all aspects of English, mathematics and science by the end of the key stage. For the past three years, the end of key stage National Curriculum assessment results have been well above the national average, and well above average when compared to similar schools. The school works very hard to maintain these high standards through regular monitoring of pupils' work, and by carefully tracking pupils' progress as they move through the school to ensure that they remain on course to achieve their individual targets.
2. Reading standards are very good in all year groups, and in the 1999 end of key stage National Curriculum tests, almost half of the pupils reached the higher Level 3. Furthermore, a few pupils attained Level 4, which is the level expected of pupils at the end of Key Stage 2. The school has given a great deal of consideration to the way in which reading is taught, and after extensive consultation with parents, has decided to continue with individual reading practice as well as the shared and group reading activities that are part of the National Literacy Strategy. This decision is paying dividends, and ensures that pupils have a wide and varied experience of reading different types of text. Because parents feel so involved in the life of the school, almost all are keen to support their children by listening to them read regularly at home, and their input is extremely valuable in helping pupils to make good progress. Pupils enjoy reading, and many are keen to talk about characters, plots and favourite parts of stories. The commercial reading scheme, purchased in the light of comments made in the previous inspection report, is popular with the pupils, and contributes to their enjoyment of reading. Most pupils find reading a pleasure and not a chore, and this very positive attitude contributes to the progress they make and the standards they achieve.
3. Standards in writing are very good, and a significant percentage of pupils attained the higher Level 3 in the 1999 end of key stage tests. A few pupils attained Level 4. Writing is one of the school's ongoing development initiatives, and in the past year, teachers have been focusing on improving the overall quality of pupils' writing, especially that of pupils who are attaining the lower Level 2 grades and who could do even better. To do this, the school has implemented a very comprehensive but easily manageable levelling system, and pupils' unaided writing is regularly graded against National Curriculum level descriptors. Teachers are becoming increasingly skilled in their ability to accurately level pieces of written work, and the information they gather from this exercise helps them to plan the next stage of pupils' learning more precisely. The school is very successful in enthusing pupils about writing, through whole-school strategies such as the 'Story Box'. These boxes, which are often very attractively decorated, contain a variety of visual stimuli which are used as the source of initial class discussion. A recent story writing activity in one of the reception classes started by pupils dressing up as characters of their choice, using props from the 'Story Box'. They then went on to write very lively stories, of an excellent standard, involving the characters they had become. There are some good opportunities for pupils to develop their writing skills across the curriculum. For example, some Year 2 pupils have written snippets about the life of Lowry to support a display of art work based on his style.

However, these opportunities could be even further developed for older pupils, such as in science in Year 2, where very little written work is in the pupils' own words.

4. Standards in mathematics are well above average, and pupils have a particularly secure grasp of number and pattern. Pupils' learning is significantly enhanced by the many good opportunities provided for them to understand important mathematical concepts through purposeful and structured play activities. These opportunities help pupils to physically demonstrate some of the more abstract mathematical ideas such as comparison of weight and measure, and help to reinforce and consolidate their knowledge and understanding. Teachers often present problems to pupils in a variety of different ways, using a range of mathematical vocabulary. The school is successfully implementing the National Numeracy Strategy, and teachers recognise the impact this is having in developing pupils' mental agility. Weekly mathematics games and activities are a stimulating way of encouraging pupils to practise mathematical concepts at home, and Year 1 pupils especially, talk enthusiastically of some of the activities they have completed.
5. Standards in science are greatly enhanced by the emphasis placed by the school on practical investigative and experimental activities which give pupils the opportunity to find things out for themselves, and to understand important concepts such as fair-testing. Pupils make especially good progress in this aspect of their work in Year 1, where the teachers provide a wide variety of open-ended tasks which often focus more on the skills involved than the actual outcomes. In the Year 1 classes, pupils are pressed to make predictions and observations, drawing on their previous learning. Teachers' expectations are extremely high and this is reflected in the high standards these younger pupils attain. In the Year 2 classes, pupils' scientific knowledge is effectively consolidated and extended. Pupils throughout the school make very good use of literacy and numeracy skills in their science work, although there are occasions in the Year 2 classes when pupils copy text which they could easily have generated themselves.
6. The school has worked very hard in recent years to raise standards in information technology, and has made great strides forward in this aspect of its work. One of the most notable features in the development of information technology through the school is the use made of computers to support pupils' learning across the curriculum. Teachers know exactly what they are expected to cover with their year groups over the course of a year, and provide pupils with a very good variety of activities which include word-processing exercises, painting and drawing tasks, the use of CD ROMs for research, and control activities using the programmable toys. Teachers are well guided by the co-ordinator, who ensures that all information technology tasks are appropriately challenging, not only in terms of the particular information technology skill being taught, but also in terms of the subject matter. Pupils use computers frequently and have a good understanding of the potential and capacity of information technology in the wider world.

**Teaching is very effective in the Reception and Year 1 classes, and enables pupils to make very good progress.**

7. Teaching in the Reception and Year 1 classes is of a consistently high standard and is a strength of the school. The most remarkable feature of the teaching in these classes is the way in which teachers enhance even the most routine of activities by the imaginative use of resources, or an unexpected method of presentation. The almost

constant element of suspense and surprise in lessons maintains pupils' attention, and enthuses them so that they approach all tasks with high levels of motivation.

8. Learning resources are used to particularly good effect in lessons to illustrate important teaching points. For example, in a Year 1 science lesson seen during the inspection, the teacher made excellent use of a plug, three core wire and a switch to show pupils how electrical circuits work in the home. Pupils were subsequently encouraged to handle the resources and talk about their properties. This very practical experience helped pupils to gain a good understanding and to acquire and use appropriate scientific vocabulary. Likewise, in one of the Reception classes, a bathmat is used convincingly as a magic carpet to transport pupils to their chosen land of fantasy. This particular prop motivates even the most reluctant writers.
9. Planning in the Reception and Year 1 classes is of a very good standard and focuses precisely on what pupils are expected to learn. Skills are clearly identified, making it easy to measure and track pupils' progress as they move from one year group to the next. Lessons are very well planned and are often packed with interesting and exciting activities which help to maintain a rigorous pace. Teachers build plenty of choice into activities to help pupils develop as independent learners. For example, in a Reception lesson seen during the inspection, pupils were able to choose from a variety of practical activities all of which were linked to the ongoing topic of 'The Senses'. Pupils could look through coloured cellophane, examine kaleidoscopes, carry out tasks whilst wearing a blindfold, or work in the class role play area, which is currently an optician's shop.
10. The management of pupils' behaviour is a strength of the teaching in the Reception and Year 1 classes. There are very few problems with behaviour because the pupils are almost always motivated and enthused by their learning, and are therefore rarely inattentive or disruptive. However, on the occasions when pupils do not conform to the expected standard of behaviour, teachers deal with them consistently and effectively, giving pupils a clear message about what it is they have done wrong, and why it is unacceptable.

**The school provides a rich curriculum that stimulates pupils' learning.**

11. The school's basic curriculum is enriched by many exciting activities, which stimulate the pupils' imaginations and support many aspects of their personal development. Throughout the year, pupils enjoy a wide variety of what the school aptly describes as enrichment activities, some of which are generated by the school, and some of which are brought to the pupils by professional groups. In addition, the school offers a good range of extra-curricular activities, which are popular and well supported. The success of the enrichment activities is the result of the hard work of the headteacher and staff, who put a great deal of effort and imagination into organising these events.
12. Each year group is involved annually in a 'Curriculum Enrichment Activity' which becomes the basis of subsequent classwork. Reception pupils have worked with a theatre group, exploring the story of 'Goldilocks and the Three Bears' through drama. Year 1 pupils' enrichment activity is linked to design and technology, and is supported by visiting artists in residence, and Year 2 pupils have worked with groups of musicians from the local Symphony Orchestra, appraising performed music and producing their own compositions.

13. The school generates its own curriculum enrichment activities throughout the year, and these occasions are popular with pupils, staff and parents. One such example is the 'Victorian Week' which takes place once every three years. Pupils and staff dress in period costume and take on the roles of Victorian adults and children. Through this activity pupils gain a real understanding of some of the historical differences between education in the Victorian times and education of today. Recently the school held an 'Anti-Bullying Week', to raise pupils' and parents' awareness of the nature and effect of bullying, and to give pupils planned opportunities to talk about a variety of issues which may make them unhappy. 'Community Walkabouts', where members of the local community are invited to visit the school and to share its work, are held twice each year, and provide valuable opportunities for the more mature pupils to act as guides to visitors. The 'Book Week' is an annual event which is greatly enjoyed by the pupils and does much to increase their interest in literature. Authors, illustrators and entertainers are invited to the school to work with the pupils, and the library volunteers, who are mostly parents, organise a book-mark competition. At the end of the 'Book Week', staff and pupils dress up as their favourite story-book or nursery-rhyme character.
14. The school offers a variety of extra-curricular activities, some of which are run by staff, and some of which are run by outside agencies. Music is valued in the school, and several of the activities are linked to this area of the curriculum. Weekly recorder lessons are offered to all Year 2 pupils, and are very popular. A further twelve pupils receive violin tuition, and at various times during the year, a choir is convened. A French club runs for two sessions after school, and the art co-ordinator leads an art club. The local St John's Ambulance Group provides a 'Badgers' club for those pupils who want to learn about basic first-aid. Pupils who join these activities gain much in terms of their personal development. They develop confidence through performing musical items to their parents and members of the local community, and learn that there is an expectation for them to attend clubs regularly once they have made the commitment to join.

**The school is extremely effective in promoting all aspects of pupils' personal, spiritual, moral, social and cultural development.**

15. The school's provision for pupils' personal, spiritual, moral, social and cultural development is excellent. Whole school assemblies, which include acts of collective worship, are a strength of the school's provision, and are often exciting and lively, and always stimulating and thought provoking. Assemblies are used particularly well to raise pupils' awareness of moral issues, and even the youngest pupils in the school have an extremely good understanding of their conscience as an inner voice telling them the difference between right and wrong. 'Froggy', a glove puppet, is a regular visitor to assemblies, and is very much a part of the life of the school. Many important social and moral issues are addressed through 'Froggy', in a non-threatening manner, and when he is 'speaking' pupils are spellbound, and hang on to his every word. Whilst he was recently in hibernation, pupils wrote letters telling him of important events in their lives, and sharing some of their innermost feelings. They have welcomed him back into the school with warm letters and poems expressing their joy that he is now back amongst them.
16. The weekly Celebration Assembly is a means of sharing the academic and social achievements of individual pupils. Pupils are nominated by any member of staff, including midday supervisors, and receive certificates which describe their achievements. A new development in the school is the 'Headteacher's Star Party'. This celebration recognises pupils who are consistently well behaved, and is already very

popular with the pupils. Pupils receive a special invitation and their photographs are placed on the 'Star Board'. Both of these strategies encourage pupils to do their best and to conform to the school's high expectations of behaviour. In addition, they enable pupils to share in the successes of others.

17. The school ensures that pupils gain an excellent knowledge and understanding of the religious beliefs and customs of a variety of cultures. Very good use is made of the talents of parents and member of the local community to promote pupils' interest in cultures other than their own, and some very exciting events have taken place in the past. For example, a Jewish mother came into school to sing in Hebrew as part of the Hanukah celebration, and an Italian pupil brought in a special story, and shared aspects of her culture with the pupils. The school celebrates Chinese New Year, Diwali and other festivals with pupils and parents. Much of the school's multi-cultural work spills over into the community, as for example, when the Home School Association organised an Asian evening and a Diwali party with the help of an Indian parent. One of the Year 2 topics is entitled 'Celebrations', and as part of their work, pupils in Year 2 take part in Mendhi workshops and Asian story-telling sessions, and explore Asian rhythms using authentic instruments.
18. Throughout the school day there are many incidental opportunities for developing pupils' personal, spiritual, moral, social and cultural development, all of which are well used. In particular, very good use is made of stories which are well chosen to illustrate social and moral issues. Teachers are always thoughtful, sensitive and responsive in their dealings with the pupils, and very much lead by example. Tolerance for the views and beliefs of others is central to the school's philosophy, and in this the teachers are excellent role models. The school values and caters for the needs of individual pupils, and creates a stimulating, warm and happy learning environment which is characterised by high levels of mutual respect and trust.

**The leadership and management of the school are very effective, and school development is thoughtfully planned and paced.**

19. One of the most outstanding features of the school's leadership and management is the way in which the community of the school is involved in key decisions. Pupils, parents, staff and the Governing Body share in the decision making process, and all views are carefully considered before important decisions are reached. Parents are particularly appreciative of the way their views are sought, and this open approach encourages high levels of parental involvement and satisfaction.
20. The headteacher and Governing Body are very skilful in the way that they pace and manage change, taking time during the process to reflect and evaluate on the progress so far. Over the years, they have realised that it is sometimes necessary to spend longer than originally planned on a particular initiative, in order to secure the best outcomes. For example, typically the school now spends one year initiating a major target, such as improving writing in the school, and then further time evaluating the impact of the changes that have been introduced. Likewise, before starting work on a major target, the school may well spend considerable time auditing the targeted area, to see just exactly what the development focus should be.
21. The headteacher's leadership is excellent and she has a very clear view of where the school is going. She has benefited greatly in recent years from taking part in extended courses, which have helped her to fully develop her role within the school, and have resulted in very successful initiatives such as the induction programme for new pupils

and their parents. The headteacher is extremely well supported in her work by the senior management team. The team meets regularly, and generates ideas which become the basis for further discussion amongst the staff.

22. The school effectively monitors the quality of education it provides through a variety of means, and a significant amount of classroom monitoring, and the scrutiny of pupils' work has been carried out. Very good use is made of ongoing assessment to measure and track pupils' progress and to set targets for their future development. The school is constantly seeking ways of improving standards even further, and is now focusing on raising the attainment of some of the pupils who are on course to attain a lower Level 2, but who could, with a little more effort, attain a higher Level 2.
23. The School Development Plan is an excellent document which is extremely well constructed, and which gives a clear indication of the future development in the school. It is based around five key areas which are regarded as crucial in enabling the school's mission to be fulfilled. These areas are teaching and learning, the curriculum, the management of resources, the pupils' welfare and guidance, and partnership with the parents and community. To make the development process useful and manageable, the headteacher and Governing Body annually identify two or three major targets, several secondary targets, and some monitoring targets. Financial implications are carefully considered when the plan is formulated, and the school is careful to ensure that spending and income are closely aligned.
24. The headteacher, staff and Governing Body are committed to providing the best possible education for the pupils in their care, and to creating a stimulating and caring learning environment where individuality is celebrated. There is no sense of complacency in the school, and the headteacher and Governing Body are well aware of the need to maintain, and further improve where possible, the many good, very good and excellent features of the school's current provision.

**The school's partnership with parents is excellent and has a very positive impact on pupils' learning.**

25. The school has established an excellent relationship with parents which has a very positive and beneficial impact on pupils' learning, and on the life and work of the school. The responses from the pre-inspection questionnaires and meeting indicate that nearly all parents are extremely pleased with the quality of education provided, and with the levels of information they receive. One of the things that parents like most about the school is the induction programme for new parents and their children, which has been introduced since the last inspection. Parents believe that the school's induction arrangements are crucial in establishing a positive start to their children's education and that they help to alleviate some of the natural anxieties of parents.
26. Parents are truly regarded as partners in the education of their children, and their views are actively sought and valued. The school regularly sends out questionnaires to canvas parents' views, which are then carefully considered before any major policy decisions are made within the school. Parents have no concerns with any aspect of the school's provision, and because of the democratic way in which they are consulted about change, accept with good grace decisions which do not reflect their own views.
27. The headteacher and staff warmly welcome parents into the school, and are keen to discuss any minor concerns. Staff are always on hand at the start and end of the school day to deal with any pressing issues, and parents know that they can request a



longer period of time if there is something they wish to discuss at length. Parents are regularly invited to attend class assemblies and concerts, and during the inspection, a large number of Reception parents attended a Mothers' Day Assembly.

28. Parents and grandparents work alongside pupils in school, sometimes as 'Reading Buddies' for those pupils who need a little extra support with their reading. They also help in class. The school is very effective in the way in which it draws on the expertise of parents who have occupations that tie in with ongoing class topics, and in the past have had visits from dentists, police officers, computer experts and nurses. Many parents actively support their children's learning by helping them with homework, and by sharing weekly mathematics games activities.
29. The school has a very active Home School Association which raises funds for the school and organises a variety of social occasions which reinforce the family nature of the community of the school. The Home School Association has funded the resources for the newly refurbished shared area outside the Reception classrooms, enabling the school to offer a rich variety of activities for the youngest pupils in the school.
30. The parents and the school work very closely together, with the shared aim of ensuring that pupils of all ages and abilities are well educated in an attractive and pleasant learning environment. Minor differences of opinion between home and school are quickly ironed out because of the excellent lines of communication which have been established and maintained over the years. This is a happy school.

## **WHAT COULD BE IMPROVED**

**Some features of the teaching in Year 2 could be improved even further.**

31. Teaching in the Year 2 classes is satisfactory overall, and there are some good features, but it could be even better. During the inspection, Year 2 teachers demonstrated that they have the ability to deliver very good lessons, such as the music lesson where pupils composed exciting pieces depicting the journey of a train, but this level of teaching is not consistently achieved. Although teachers are competent and well organised, the activities they prepare sometimes lack sparkle and imagination, and this means that pupils are not always as enthusiastic about their learning as they could be. Year 2 teachers are not consistent in the way in which they manage pupils' behaviour and this sends conflicting messages to the pupils. There are times when lessons do not have a sufficiently clear focus, and lack a sufficiently rigorous pace. In these lessons, the highest attaining pupils are not challenged enough.

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

32. The school should improve aspects of the teaching in Year 2 to make it even better than it already is by:-
  - encouraging Year 2 teachers to focus more clearly on what it is they want the pupils to have learned by the end of a lesson or activity;
  - ensuring that the behaviour management policy of the school is consistently implemented in the Year 2 classes.
  - sharing the good and sometimes very good practice that is evident across the rest of the school;

*(paragraph 31)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	38	38	24	-	-	-

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	279
Number of full-time pupils eligible for free school meals	N/A	34

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y2
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	63

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.04
National comparative data	0.2

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	49	47	96

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	44	46
	Girls	41	45	40
	Total	85	89	86
Percentage of pupils at NC level 2 or above	School	89 (92)	93 (92)	90(90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	46	46	48
	Girls	44	43	45
	Total	90	89	93
Percentage of pupils at NC level 2 or above	School	94 (93)	93 (93)	97(97)
	National	82 (81)	86 (85)	87 (86)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	177
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

**Teachers and classes****Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	28
Average class size	31

**Education support staff: YR – Y2**

Total number of education support staff	7
Total aggregate hours worked per week	177

*FTE means full-time equivalent.*

**Financial information**

Financial year	1998/99
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	£
Total income	535252
Total expenditure	526516
Expenditure per pupil	1822
Balance brought forward from previous year	26202
Balance carried forward to next year	34938

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

### **Questionnaire return rate**

Number of questionnaires sent out	280
Number of questionnaires returned	124

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	69	30	1	0	0
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	58	39	2	0	1
The teaching is good.	73	26	0	0	1
I am kept well informed about how my child is getting on.	62	35	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	24	1	0	0
The school expects my child to work hard and achieve his or her best.	69	29	0	0	2
The school works closely with parents.	63	36	0	1	0
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	70	29	0	0	1
The school provides an interesting range of activities outside lessons.	40	40	9	2	9