

INSPECTION REPORT

ARNOLD WOODTHORPE INFANT SCHOOL

Woodthorpe, Nottingham

LEA area: Nottinghamshire

Unique reference number 122511

Headteacher: Mrs Joan Eaton

Reporting inspector: Mrs Jill Palmer
18152

Dates of inspection: 22 – 24 January 2001

Inspection number: 183294

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:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Arno Vale Road Woodthorpe Nottingham
Postcode:	NG5 4JG
Telephone number:	0115 - 9263820
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Austin Brady
Date of previous inspection:	10 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Arnold Woodthorpe Infant School is situated in the Nottinghamshire district of Gedling and is only a short distance from the City of Nottingham boundary. The school is smaller than other similar schools nationally. Currently, 174 pupils attend the school. Pupil average attainment as they enter the Reception Year is generally above that found nationally. The number of pupils on the school's register for special educational needs is below that found nationally. There are no pupils attending the school with statements of special educational needs. The number of pupils eligible for free school meals is well below that found nationally. A low percentage of pupils (2.8%) are from an ethnic minority background. A very small number of pupils speak English as an additional language, but do not require additional support. A higher percentage of pupils are in high social class households than found nationally.

HOW GOOD THE SCHOOL IS

This is a very good school with many very good and excellent features. There are very good relationships throughout the school community. The teachers and pupils are happy and enjoy the work they do. There is a very strong ethos for learning, high expectations and a commitment to continual improvement. This is evident in the very high quality of teaching. Pupils make very good progress and attain very high standards. Pupils with special educational needs are fully included in all the work of the school. The school is very efficiently led and managed. The headteacher's leadership is a major factor in the school's success. The school provides very good value for money.

What the school does well

- All pupils make very good overall progress as they move through the school. By the time they transfer to the junior school, the average level of attainment is very high when compared to that found nationally in English, mathematics and science.
- The pupils' attitudes to their work, behaviour, and their relationships with staff and one another are very good.
- Teaching of very high quality makes a major contribution to the very high standards achieved.
- The headteacher, very well supported by the deputy headteacher and the governing body, provides very effective leadership and purposeful direction for the work of the school.
- The procedure for tracking the progress of individual pupils is very effective.

What could be improved

- The management responsibilities of subject co-ordinators.
- Information and communication technology could be used even more effectively.

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

The school has many strengths which far outweigh the areas where improvement is needed.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The overall development since the last inspection in June 1996 has been good. The headteacher has assessed the development needs of the school accurately and has implemented improvements. Teachers interact very well with the pupils. This ensures that learning is always at an optimum level. Classroom support staff are very clear about what is expected of them and their expertise is well directed towards those pupils who need extra help and guidance. Pupils are encouraged, from an early age, to be independent. They are invited to comment upon the work that they have done in lessons and to make suggestions about how they could improve. Older pupils take responsibility for the youngest pupils in and around the school. The pupils respond very well to the regular homework tasks, which are often of a demanding quality for pupils of infant school age. This work makes a good contribution to the overall standards achieved. Many opportunities are provided for pupils to work collaboratively, in and out of lessons. The school takes a particular pride in the quality of the musical experiences provided for the pupils and in the standard of pupils' performance in their presentations. The teachers have taken part in a number of professional development initiatives, including literacy and numeracy training. There is a staff development programme currently that prioritises the development of information and communication technology skills. The school looks to a variety of sources for professional development. The school has very good capacity to sustain the levels of high performance.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A*	A*	A
Writing	A*	A*	A*	A*
Mathematics	A*	A*	A*	A*

Key

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The overall attainment of pupils entering the Reception Year is generally above that expected nationally. Pupils make good progress and most achieve standards well beyond those expected for their age by the time they begin Year 1. Throughout Year 1 and Year 2 the pupils continue to make good progress and attain standards, at the end of Key Stage 1, in all aspects of English and mathematics that are very high when compared to all schools nationally. **These results place the school's performance in the highest 5% nationally.** This very high level of performance has been maintained over the last four years, although the 1997 results are not shown in the table above. The school's performance in science teacher assessments is also very high in comparison with all

schools nationally. Attainment in English and mathematics tests and science teacher assessments, when compared to similar schools remains very high. When compared to similar schools, attainment in reading in the latest tests is well above the average, but not as high as attainment in writing. Likewise, teachers' assessments of pupils in mathematics shows that attainment in using and applying mathematics is well above the average but not as high as other aspects of mathematics. The current work of the pupils confirms the very high standards. Literacy and numeracy are taught specifically but are also reinforced through all aspects of the curriculum. The teachers expected the same very high standards in literacy and numeracy in all lessons observed during this short inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They are clear about why they come to school and are keen to learn to succeed.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They are very courteous, friendly and helpful to one another and visitors to the school.
Personal development and relationships	Pupils' personal development and relationships are very good. Pupils accept responsibility for their learning, and contribute well to school life. They work well with each other and the adults they come into contact with in the school.
Attendance	Attendance is good. Pupils arrive punctually.

Pupils' attitudes, behaviour and relationships with one another and adults in the school are a major strength, which makes a significant contribution to their progress and the standards achieved.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very Good	Very Good

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

The inspectors visited the school for two days and observed fourteen lessons. Each class teacher was observed teaching. Teaching was of a very high quality overall. The quality of teaching ranged from good to excellent. In seven of the lessons the teaching was judged to be excellent. In one lesson the teaching was good. Teaching in the remaining lessons was judged to be very good. Teaching in the Reception classes was very good. The teaching of literacy and numeracy skills are taught to a very high standard across the curriculum. A notable feature is that lessons are planned to meet the needs of more able pupils and adjusted for pupils with other capabilities. This ensures that all pupils are moved on at a challenging pace and as a result, very good progress is made in their

learning. Learning objectives are made clear to the class and these are used as the basis for marking pupils' work. The teachers show an enthusiasm and enjoyment for their work that inspires the pupils to work hard and produce their best. Teaching is less effective when there is too much teacher talk and not enough time for pupils to apply and record their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The activities provided for pupils under statutory school age reflect both the new Foundation Stage curriculum and the National Curriculum for Key Stage 1. This is a well-planned curriculum that takes into account the generally higher ability of pupils upon entry to the school. The curriculum for six and seven-year-olds is broad and balanced and reflects the needs and capabilities of all pupils. Staff expertise in using a wider range of computer software could be further enhanced.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. These pupils are fully included in all taught sessions and fully supported during activities.
Provision for pupils with English as an additional language	There are no pupils who cannot speak English. All these pupils are taught with their class and support is provided appropriately if necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes effective provision for pupils' personal development. Provision for pupils' moral and social development is very good. The spiritual and cultural development of the pupils is well developed through the curriculum and is an integral part of the life of the school.
How well the school cares for its pupils	The school gives high priority to pupils' welfare and maintains very good procedures and practices in relation to child protection and health and safety issues. Teachers know their pupils very well and, as a result, provide very good individual, appropriate support and challenge. Procedures for tracking the progress of pupils are excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's very effective leadership is based on high personal values and a deeply caring attitude that extends to everyone connected with the school. She provides purposeful direction to the school's work, and promotes the strong ethos for learning which is the key to the school's success. However, the management responsibilities of subject co-ordinators do not yet extend to making contribution to the school's development plan.
How well the governors fulfil their responsibilities	The governors have a very clear awareness of the school's strengths and areas for further development. This enables them to support the school effectively in improving provision and maintaining very high standards. They fulfil their statutory responsibilities very well.
The school's evaluation of its performance	This is a school that knows its strengths and weaknesses well, due to the very effective arrangements for the monitoring and evaluation of its performance.
The strategic use of resources	All pupils benefit from the employment of support staff and the good use made of their skills. This reflects effective use of school budget, including that available to support pupils with special educational needs. Very good use of resources supports the curriculum and pupils progress well.

The school is very well led and managed by the headteacher. The headteacher currently takes full responsibility for preparing the school development plan, which would be better informed and supported by subject co-ordinators. The partnership between the governing body and the headteacher and staff is a significant force supporting the school's drive to maintain the very high standards. The governing body acts very well as a critical friend. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress and very high standards achieved by the pupils. • The high standard of behaviour in the school and the respect for one another, pupils and adults. • The personal development of the pupils. • The good teaching. • The teachers' high expectations of the pupils. • The support for and involvement of parents. • The very effective way the school is led and managed. 	<ul style="list-style-type: none"> • The school does not provide a range of activities outside lessons.

A proportionally large number of parents attended the parents meeting, which was very positive. The inspectors fully support the very positive comments made by the parents at the meeting and those received in writing. The parents' questionnaires revealed that a number of parents were unhappy about the range of activities provided outside lessons. The inspectors considered the teachers' consistently high expectations of pupils throughout the school day, including a considerable amount of time outside lessons. Even when pupils are not in lessons they are constantly learning from a range of different experiences, including recorder and music lessons and carrying out their duties as monitors and carers. Pupils are also given an interesting range of homework tasks, which teachers expect to be completed. The inspectors do not therefore agree that there are insufficient out of lesson activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

All pupils make very good, overall progress as they move through the school. By the time they transfer to the junior school, the average level of attainment is very high when compared to that found nationally in English, mathematics and science.

1. The overall attainment of pupils entering the Reception Year is generally above that expected nationally. Pupils make good progress and most achieve standards well beyond those expected for their age by the time they begin Year 1. The well-planned activities provided for pupils under statutory school age reflect both the new Foundation Stage curriculum and the National Curriculum for Key Stage 1. This is a well-planned curriculum that takes into account the generally higher ability of pupils upon entry to the school. During the inspection, a pupil who had only been in the school for two weeks, confidently read to a member of the inspection team. The standard of reading was high and included words such as girl, children, house and mouse. Pupils in Reception speak fluently and with confidence. All can write their own names legibly and many are already beginning to write phrases and sentences. There are very clear routines and procedures in place for Reception pupils and these are adhered to consistently. The pupils have a very good disposition to learning and this is evident in the high standards already being attained. Numeracy and literacy are constantly reinforced across all the areas of learning for Reception pupils.
2. Throughout Year 1 and Year 2 the pupils continue to make good progress and by the end of Key Stage 1 attain standards in all aspects of English and mathematics that are very high when compared to all schools nationally. **These results place the school's performance in the highest 5% nationally.** This very high level of performance has been maintained over the last four years. The school's performance in science teacher assessments is also very high in comparison with all schools nationally. Attainment in English and mathematics tests and science teacher assessments, when compared to similar schools, remains very high. When compared to similar schools, attainment in reading in the latest tests is well above the average, but not as high as attainment in writing. Likewise, teachers' assessments of pupils in mathematics shows that attainment in using and applying mathematics is well above the average but not as high as other aspects of mathematics.
3. The current work of the pupils confirms the very high standards. Literacy and numeracy are taught specifically but are also reinforced through all aspects of the curriculum. The teachers expected the same very high standards in literacy and numeracy in all lessons observed during this short inspection. The work in the pupils' books shows that the school's policy on the presentation of work and handwriting is followed very closely and that pupils take a great pride in their work. The scrutiny of pupils' work showed that Year 2 pupils can write at length, in many different forms, about a wide variety of topics. For example, making a book about the Christmas Story with chapters illustrating the sequence of events leading to the birth of Jesus; writing instructions on how to make a monster in design and technology and writing to support other areas of the curriculum. Most pupils can use capital letters, fullstops, speech marks and exclamation marks regularly and correctly. In mathematics, pupils can recall number facts well

in mental arithmetic sessions. Many pupils in Year 2 are able to use a range of methods including estimating, rounding up and down, doubling and halving to work out the solutions to more complex problems. Work in mathematics is also used well in science when, for example, pupils have built paper aeroplanes. An excellent display shows how the pupils have timed and measured their flights, but also considered the weight, length and width of each aeroplane. Deductions were made about why some aeroplanes flew further than others.

4. Other work in science involves a great deal of experimentation, when, for example, pupils find out about the properties of water and ice and changes that occur when water freezes. Very good connections with numeracy were made when pupils estimated, made predictions, talked about more than and less than during this lesson in which they achieved high standards.
5. The teachers plan cross-curricular links very well. Any opportunity to reinforce learning across the curriculum is seized upon. High standards are expected at all times and these are made very clear to the pupils. All members of staff, teaching and non-teaching, adhere to the high standards expected of pupils in handwriting and presentation. The teachers' writing on the chalkboard and on displays is of the same high standard. Work in the pupils' books, and on display reflects the very high standards attained in the tests.
6. Pupils with special educational needs make very good progress in relation to their previous attainment and often attain standards at the end of the Year 2 that are at least in line with those expected for pupils of their age. The school includes these pupils in taught sessions at all times in all aspects of the curriculum. Very good in-class support is provided for pupils who need it. The teachers know all their pupils well and work is always at a level that pupils of different abilities can cope with. There is, however, always an element of challenge that raises the level of learning to a high standard.
7. The parents expressed their delight at the very high standards attained at the school. Some parents have even moved house to ensure that their children can attend the school.

The pupils' attitudes to their work, behaviour, and their relationships with staff and one another are very good.

8. Pupils throughout the school display consistently very good attitudes to their work and the learning opportunities presented to them. Pupils are clear about why they come to school and are keen to learn and succeed. They take responsibility for their own learning well. Very high quality teaching and activities designed to challenge their thinking are successful in motivating pupils to participate in lessons. Pupils are willing to take part in class discussions and are not afraid to get things wrong occasionally. The teachers value the thinking that takes place before pupils respond. This was particularly evident in a mathematics lesson when a pupil used the correct methods for solving a problem but made an incorrect final calculation. Pupils concentrate well and sustain their interest and enthusiasm in lessons. Pupils were keen to talk about their work to inspectors and were clearly proud of what they knew and could do. The parents stated that their children are always keen and eager to talk about the work done in school and to continue their work at home.
9. Pupils' behaviour in lessons and around the school is very good. Pupils are very courteous, friendly and helpful, to both adults and one another. It was evident that their behaviour during

the days of the inspection is typical of how they conduct themselves in school generally. There is a positive approach to discipline and pupils are encouraged to recognise the social and moral issues that make the school environment happy, harmonious and work orientated. The display in the school hall illustrates how every pupil has contributed a rule for working together successfully. The pupils respond well to their rules as well as enjoying and valuing highly the rewards they can attain for work and effort.

10. Pupils' personal development and all relationships within the school are very effective in supporting the ethos for learning and the high standards that the pupils achieve. Pupils work together very well on tasks in lessons. They are willing to share with others not only the work that they have done well but also what they think they need to do to improve. Older pupils welcome the opportunity to act as 'carers' for the younger pupils, especially at lunch time when they sit together in family groups. Similarly, the adults in the school provide a very good model in their approach to one another, setting a very good example for how pupils should act and behave. Older pupils take pride in their roles as 'helpers', and fulfil their responsibilities conscientiously.

Teaching of very high quality makes a major contribution to the very high standards achieved.

11. All pupils are taught in mixed ability classes. All classes but one cover a single year. One class has a group of Year 1 and 2 pupils. The school is over-subscribed. The mixed-age class was formed in order to keep the class numbers below 30. Each class is taught mainly by its own class teacher, but there is some specialist teaching in music, physical education and religious education. Pupils are grouped by ability for English and mathematics within their own classes. A variety of groupings is used in other subjects.
12. The inspectors visited the school for two days and observed fourteen lessons. Each class teacher was observed teaching at least once. Teaching was of a very high quality overall. The quality of teaching ranged from good to excellent. In seven of the lessons the teaching was judged to be excellent. In one lesson the teaching was good. Teaching in the remaining lessons was judged to be very good. The teaching in the Reception classes was very good.
13. The teaching of literacy and numeracy was observed across the school. Literacy and numeracy skills are taught to a very high standard in English, mathematics and across the curriculum. The teachers seize every opportunity to reinforce the pupils' reading, writing and number skills. This is done very effectively and makes a major contribution to the very high standards attained. All lessons begin with teacher and pupils discussing the learning that is to take place. All pupils are very clear about what is expected of them and they are constantly reminded throughout their activities. A great strength in the teaching is the very good quality of the teachers' questions and the encouragement given to the pupils to make full and detailed responses. In an excellent mathematics lesson in Year 2, the teacher challenged all the pupils by providing a wide range of mental arithmetic problems. The pace in this session was brisk and the pupils responded confidently to questions such as $50 + (2 \times 10) + (3 \times 1)$. Work on other number systems required pupils to use and apply their previous knowledge of number patterns to build the sequence of Roman numerals to 20. In a very good literacy lesson in the Year 1 and Year 2

class, the pupils enjoyed the challenge of naming objects beginning with 'br' 'cr' 'dr' and providing the words for each. The challenge for the more able pupils was to offer alliterative descriptions of the objects.

14. Excellent teaching was observed in a music lesson when pupils performed with confidence and good control. The teaching was very well planned to incorporate composition and performance. The pupils sang confidently and played a wide range of instruments as an interlude between the verses of the song. Preceding this lesson the recorder players performed some pieces from their repertoire. The pupils played the complex descant parts expertly and with confidence. The standards reached in this music lesson were very high indeed.
15. The teachers show an enthusiasm and enjoyment for their work that inspires the pupils to work hard and produce their best. A notable feature is that lessons are planned to meet the needs of more able pupils and adjusted for those with other capabilities. This ensures that all pupils are moved on at a challenging pace and, as a result, good progress is made in their learning. Learning objectives are made clear to the class and these are used as the basis for marking pupils' work. The work in pupils' books is marked regularly, appropriate comments are made and clear targets for improvement are set. All teachers follow the school's agreed marking policy very well.
16. Only when there is too much teacher talk and not enough time for pupils to apply and record their learning is teaching less than very good.
17. The well-targeted use of support staff is of benefit to pupils throughout the infant school. During the inspection period, support staff were observed working with pupils in several classes. They were well informed how best to support pupils in their learning, combining skilled intervention with an awareness of when to let pupils learn for themselves. Praise is used very effectively for all pupils. The teachers know their pupils well and this is very clear in the excellent planning for the use of resources, time and support. Teaching is a major strength of the school and contributes significantly to the high standards that pupils attain.

The headteacher, very well supported by the deputy headteacher and the governing body, provides very effective leadership and purposeful direction for the work of the school.

18. The headteacher's very effective leadership is based on high personal values and a deeply caring attitude that extends to everyone connected with the school. She provides purposeful direction to the school's work, and promotes the strong ethos for learning which is the key to the school's success. Her commitment to a vision embracing the promotion of each pupil's personal worth, coupled with a striving to maintain the school's very high standards, is shared by all staff. The aims of the school '*to help each child to develop to his/her potential; to help children to achieve self-discipline, self-motivation and high self-esteem*', are fully reflected in the day-to-day life of the school. They make a very strong contribution to the very high standards achieved.
19. One of the strengths of the school is its communication with parents. The school works hard to ensure that there is good continuity between home and school. The headteacher and staff are fully committed to ensuring that this relationship continues to develop. The parents are very

appreciative of these close links.

20. The headteacher effectively motivates the staff to create a school that seeks to provide the best for its pupils. She is well respected and supported by the school staff, parents and pupils.
21. The governing body very effectively fulfils its statutory responsibilities. It takes a keen interest in the life and work of the school. The governors have a very clear awareness of the school's strengths and areas for further development. They maintain a very good balance between supporting and questioning the school's actions. They carry out the role of critical friend very well. This enables them to support the school effectively in improving provision and maintaining the very high standards.
22. The school has a good understanding of its strengths and weaknesses. The overall monitoring of the school's performance is very rigorous and very effective. The school makes very good use of the analysis of assessment results and comparative data to evaluate its own performance and to identify aspects to be improved. The staff work very closely together and regularly evaluate what works well and what needs to be improved. Each day's lessons are very thoroughly planned. This planning supports all staff very well in the work that they do with the pupils and helps to ensure that the teaching and learning is of the highest standard. All the staff are hard working and committed to ensuring that all pupils receive the best education. This is accomplished through the very good teaching of the very well planned curriculum.
23. The teachers are well deployed, making the best use of the specific expertise of individuals. The school has identified a need to broaden the management responsibilities of the subject co-ordinators, who currently do not make any contribution to the strategic management of the school. The school has recognised the potential for developing information and communication technology skills even further. There is some planning in place to address this issue.
24. The accommodation and learning resources are used well to support the pupils' learning. Imaginative use of the dining area has provided extra teaching space and storage for resources. The new Reception room is used well, and incorporates a previously open area, which has now become part of the indoor space. The school's priorities for further development are clearly defined and are an extension of the very good developments underway. These longer-term plans include further development of the outdoor environment and the provision for a nursery class. The school makes very good use of the funds made available from the local education authority and the extra income generated by the very willing and enthusiastic parents of the pupils. The identification of the resources needed is directly linked to the school's priorities for development. The very good provision of resources in the school contributes to the very high standards achieved.

The procedure for tracking the progress of individual pupils is very effective.

25. The school assesses the youngest pupils as soon as they join the Reception class. It also makes very good use of the information passed on from the variety of nursery schools that the pupils attend. The results of the baseline assessments and other records are used well to inform planning in the Reception classes and very comprehensive records are then maintained throughout the infant school. There is a profile of achievement for each pupil in the school. This contains significant pieces of work, selected at intervals, that illustrate progress. The profiles are very comprehensive and are evaluated regularly by the teaching staff and the headteacher to ensure that standards are being maintained. The pupils are very proud of their profiles, which they take home at the end of their time at the school. The school also keeps portfolios of moderated examples of work from across the curriculum to illustrate standards generally. These portfolios are updated regularly. The education plans for special educational needs pupils are very detailed and used very well in classrooms to support them at all times.
26. The teachers know each pupil in their class very well. This is very evident in the way that questions are carefully planned; the range and quality of support and guidance given to pupils when they are working and the specific comments made in pupils' books. The parents also appreciate the fact that the teachers know their children very well.

WHAT COULD BE IMPROVED

The management responsibilities of subject co-ordinators.

27. The school has made some good improvement in developing the roles of subject co-ordinators since the last inspection. The co-ordinators for both literacy and numeracy have carried out their roles very effectively in guiding and supporting colleagues when implementing the school's agreed teaching strategies for these areas of the curriculum. Very good use has been made of specific grants for these areas. Good planning for future developments in literacy and numeracy is in place. Standards in English, mathematics and science are thoroughly monitored through analysis of test results and careful tracking of pupils' progress throughout the school. However, subject co-ordinators are not yet actively involved in the strategic management of the school. Although the headteacher keeps the staff well informed about the school improvement plan, the co-ordinators are not involved directly in the process of planning for the development of their own subjects. Currently the headteacher takes responsibility for maintaining an overview of the curriculum and for planning any extra provision. It is in the interests of both the school, and the individual teachers, that management skills are developed in order to carry out fully the function of subject co-ordinator. The school needs to ensure that the teachers' expertise is used efficiently and effectively in planning to ensure that the standards in all subjects of the curriculum are consistently high and that the learning needs of all pupils are addressed.

Information and communication technology could be used even more effectively.

28. The school is successfully delivering the nationally required programme of work for information and communication technology. However, there is still some inconsistency in the range of expertise amongst the teaching and classroom support staff. This is mainly in the use of the

newest computers and the wide range of software available. Many pupils have access to computers at home. Consequently the skills of many pupils, in the use of the computer, are quite advanced. The school recognises this potential for further development. In order to raise the standards in information and communication technology even further, the school now needs to explore ways of providing further training for all staff on the use of the wide range of software available for use in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. To support its stated aim of helping every child to develop to his/her full potential, the school should now:

- 1 improve the effectiveness of the school's development plan further by involving co-ordinators fully in planning for the development of their subjects; (23,27)
- 2 improve teachers' and support staff's skills in information and communication technology and the use of appropriate software, so that pupils achieve still higher standards in their learning. (23,28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	3

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
50	36	7	0	0	0	0

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	174
Number of full-time pupils eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	14

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	4.2
National comparative data	5.2

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	40	36	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	40	39
	Girls	36	36	36
	Total	73	76	75
Percentage of pupils at NC level 2 or above	School	96 (98)	100 (98)	99 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	36	40
	Girls	36	35	36
	Total	74	71	76
Percentage of pupils at NC level 2 or above	School	97 (100)	93 (98)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	2
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	160
Any other minority ethnic group	5

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	1	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)	8
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	63

Financial information

Financial year	1999/2000
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	£
Total income	347,539
Total expenditure	343,170
Expenditure per pupil	1,961
Balance brought forward from previous year	43,597
Balance carried forward to next year	47,966

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	157
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	1	1
My child is making good progress in school.	70	28	0	0	3
Behaviour in the school is good.	69	28	1	0	3
My child gets the right amount of work to do at home.	48	42	7	0	2
The teaching is good.	75	24	0	0	2
I am kept well informed about how my child is getting on.	44	48	4	4	1
I would feel comfortable about approaching the school with questions or a problem.	58	34	6	2	1
The school expects my child to work hard and achieve his or her best.	87	13	0	0	1
The school works closely with parents.	39	47	11	2	1
The school is well led and managed.	65	33	3	0	0
The school is helping my child become mature and responsible.	63	36	0	0	2
The school provides an interesting range of activities outside lessons.	14	29	27	14	15