

# INSPECTION REPORT

## **SARISBURY INFANT SCHOOL**

Sarisbury, Southampton

LEA area: Hampshire

Unique reference number: 116012

Headteacher: Mrs. S. J. J. Keefe

Reporting inspector: Mr. M. H. Cole  
3369

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> June 2000

Inspection number: 187198

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 to 7
Gender of pupils:	Mixed
School address:	Barnes Lane Sarisbury Green Southampton Hampshire
Postcode:	SO31 7BJ
Telephone number:	01489 573800
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. G. Pickburn
Date of previous inspection:	4 <sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school educates 246 boys and girls aged 4 to 7. It is large for an infant school. All pupils start at the school in the September preceding their fifth birthday. Census and other statistics show that the area served by the school is one of well above average social and economic circumstances. A very small number of pupils is of ethnic minority origin. The school is diligent in identifying pupils' special educational needs and currently identifies 21 per cent of present pupils (an average proportion) as having such needs. Overall, children are judged to start at the school with above average attainment by national standards.

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

This is a very effective school where very good teaching under very good leadership and management helps pupils achieve high standards. The school provides good value for money.

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

- Helps pupils achieve high standards in much of their work, and very high standards in reading, mathematics and science.
- Provides very good teaching which leads to very good learning.
- Promotes excellent attitudes, personal development and relationships, and very good behaviour.
- Gives pupils a very good quality and range of stimulating, well-planned opportunities for learning both within the classroom and beyond.
- Makes provision for pupils under five which is at least very good in all respects, and excellent in some.
- Makes excellent provision for pupils' moral and social development, and good provision for their spiritual and cultural development.
- Has excellent procedures to ensure pupils' welfare.
- Earns very positive regard and support from parents.
- Demonstrates very good leadership and management, committed to improvement and effective in achieving it.

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

- There are no significant areas in which the school needs to improve and the school is already tackling some areas where good practice could be still better. Minor areas for improvement are in the teaching of writing and music, in setting targets for pupils, especially the most able, and in providing for pupils' cultural development.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school received a positive report at its last inspection in March 1996. Nonetheless, since then it has made good further improvement in every aspect of its work. Already good standards of work have been further raised to a high level. In key areas of reading and mathematics they have been brought up to a very high level. Previous minor weaknesses in the curriculum, teaching, assessment of reading and provision of reports on progress have all been fully and successfully resolved. The quality of teaching, previously judged "sound and often good" is now very good. A previously "good" curriculum is now very good, and provision for spiritual, moral, social and cultural development, which was judged "good" before, is now very good. Inspectors previously judged the care and support given to pupils, and the assessment of their progress, to be "successful", but these are now excellent. Links with parents, including the information they are given, have also improved to a very good quality. The leadership and management of the school which were "good" at the last inspection is now very good. The school's success in bringing about comprehensive improvement when standards and the quality of education were already good, represents a very good achievement.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	A	A	A	B
writing	B	A	A	B
mathematics	A	A	A*	A

**Key**

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

*A\* - performance in the highest 5 per cent of schools nationally*

The table shows that pupils in their final year in the school in 1999 achieved results well above the national average in reading, writing and mathematics. Results exceeded the school's own targets for improvement. In mathematics, results put the school in the top five per cent of schools nationally. Compared with similar schools, in terms of the social and economic circumstances of pupils' backgrounds, results were above average in reading and writing and well above average in mathematics. Shortly before the inspection the oldest pupils took the 2000 National Curriculum tests. No national figures are available with which to compare the school's results. However, results of these latest tests show a very marked increase in the proportion of pupils exceeding the expected level of attainment, level 2, by achieving level 3 in both reading and mathematics. Considerably more than half of the pupils achieved this. This also happened in science, according to teachers' own formal assessments. The school easily surpassed its own realistic targets in these subjects, except in the case of writing. Results over the last four years show good improvement in these subjects. Inspectors' observations during the inspection support the picture of very high standards painted by these results.

In other subjects, work seen during the inspection showed examples of good standards in information and communication technology, design and technology, history, physical education and religious education, and satisfactory standards in art and music.

Throughout the school pupils achieve very well. Their keen and industrious response to the appropriately challenging tasks teachers set for them results in substantial progress as they move through the school.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Excellent.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Excellent.
Attendance	Very good.

Pupils are enthusiastic about school and take a lively interest in their activities both within lessons and beyond. For their ages they show outstanding qualities of independence and responsibility in the ways they conduct themselves. Relationships are very respectful and co-operative. Behaviour is exemplary for almost all of the time. The rate of attendance is well above the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>
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.*

Of 21 lessons observed during the inspection, 95 per cent were judged to show teaching of at least good quality. A quarter of all lessons showed excellent teaching and a further third of them were of very good quality. No unsatisfactory teaching was seen.

No aspect of the teaching, or of the pupils' learning it promotes, is less than very good. Outstanding strengths are found in teachers' planning and organisation of lessons for pupils in the reception classes, including children under five, and in the management of these pupils. These are reflected in the exceptional interest, concentration and independence these pupils show. Basic skills of literacy, and especially numeracy, are very well taught. The needs of pupils of all abilities, and those with special educational needs, are well met.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good.
Provision for pupils with special educational needs	Very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent for moral and social development, and good for spiritual and cultural development.
How well the school cares for its pupils	Excellent care is given.

The curriculum provides full coverage of the National Curriculum with appropriate time for each subject. It is presented to pupils in a lively, stimulating way, well supported by events, visits and activities beyond the classroom. Excellent care shown to pupils includes close and careful monitoring of personal and academic progress and very diligent identification of special educational needs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good.
How well the governors fulfil their responsibilities	Very well.
The school's evaluation of its performance	Excellent.
The strategic use of resources	Very good.

The leadership and management of the school show all-round strength. There is especially careful checking and measurement of the school's performance and subsequent planning and execution of ways to improve. Very good financial planning and management by governors and headteacher apply the principles of best value.

## 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>• That their children<ul style="list-style-type: none"><li>- like school</li><li>- behave well</li><li>- make good progress</li><li>- become more mature</li></ul></li><li>• That the school<ul style="list-style-type: none"><li>- is approachable</li><li>- works closely with parents</li><li>- keeps them well informed</li><li>- is well led and managed</li><li>- expects children to work hard and</li><li>- provides good teaching</li></ul></li></ul>	<ul style="list-style-type: none"><li>• A small proportion of parents would like to see either more, or less, homework.</li><li>• A small proportion of parents does not believe the school provides an interesting range of activities outside lessons.</li></ul>

Inspection judgements fully endorse parents' positive views of the school. Inspectors found homework arrangements to be good. The range and quality of activities outside lessons are judged to be very good and better than found in the great majority of infant schools.

### OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

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

#### **Helps pupils achieve high standards in much of their work, and very high standards in reading, mathematics and science**

- 1 By the time they leave the school all, or almost all, pupils achieve at least the level of attainment in reading, writing, mathematics and science (level 2) expected at their age within the National Curriculum. Most pupils achieve this level with ease. This was borne out by the results of the 1999 national tests in reading, writing and mathematics, and by formal teacher assessments in science. In all cases results were well above the national average. Overall results exceeded the targets the school had set itself. Mathematics results placed the school in the top five per cent of schools nationally. In 1999 the proportion of the oldest pupils who exceeded the expected level of attainment in mathematics and science (by reaching level 3) was well above the national average for schools.
  
- 2 In the 2000 tests the proportion of pupils achieving the higher level of attainment rose sharply, especially in reading. Comfortably more than half of the pupils achieved the higher level in reading, mathematics and science, taking the school well beyond the targets for improvement it had set itself. In writing, overall performance in 2000 was comparable with that in 1999, when it was well above average. However, here the school did not manage to achieve its target for improving the proportion achieving the higher level of attainment. Already the school has analysed pupils' performance in the tests and made good plans for raising attainment in writing to the very high standard in reading, mathematics and science.
  
- 3 Inspectors' observations of lessons, examination of past written work and discussions with pupils fully support the picture of high or very high standards painted by the test results. In addition, skills of speaking and listening, which are not tested, are also found to be high. Pupils listen very attentively to teachers and each other and show they have understood well by responding with clear and confident speech. Most pupils read with very good accuracy, fluency, expression and comprehension for their age. They talk enthusiastically about books they have read, referring sometimes to favourite authors, and they explain how to research information from books using an index. Pupils' writing shows good standards of spelling, punctuation and grammar for pupils' ages and handwriting is a clear strength. From their first few weeks in the school pupils develop a joined style of writing and a very good standard of consistency and legibility. However, the oldest pupils do not extend their vocabulary and sentence structures sufficiently for as many to achieve the higher level of attainment as do so in reading or mathematics. The school has good plans to develop this aspect of their writing in future.
  
- 4 In mathematics pupils develop excellent knowledge of numbers and skills of manipulating them, doubling or halving, for example, with ease. They are able to solve problems in handling numbers, for example calculating change from £1 after buying two or three items. They recognise that there is a range of strategies they can use and can explain them. The ablest pupils calculate very successfully in their heads.

- 5 The inspection focused principally on English and mathematics but some lessons in other subjects were observed together with evidence from achievements in past written or practical work. Examples of pupils achieving good quality work were seen in science, information and communication technology, design and technology, history, physical education and religious education. Work of a satisfactory quality was seen in art and music.

### **Provides very good teaching which leads to very good learning**

- 6 The high standards, and in some areas, very high standard pupils achieve are the direct result of the very good teaching they receive. Almost all lessons observed during the inspection showed teaching of at least good quality. In 38 per cent of lessons teaching was of very good quality while in another 24 per cent it was excellent. No unsatisfactory teaching was seen. The teaching shows all-round strength with no significant weaknesses.
- 7 Although pupils start at the school with above-average attainment teachers do not allow pupils to rest on their laurels. Expectations of pupils' progress, both academically and personally are high. The school has adopted a good policy of setting long-term targets for pupils at the beginning of a term and writing these into their exercise books, where progress toward them can also be recorded. However, teachers do not remind pupils of these targets in lessons or in their marking, as often as necessary for target-setting to be fully effective. Pupils with special educational needs also benefit from very good teaching based on clear individual targets and thoroughly planned work which is very successful in helping pupils meet targets. This is reflected in the fact that almost all pupils meet the expected level of attainment by the time they leave the school.
- 8 Day-to-day lesson planning, too, reflects high expectations together with teachers' good knowledge of the curriculum and of the individual pupils they teach. Careful assessment of pupils' day-to-day progress helps teachers to set tasks which are appropriately challenging for the different levels of pupils' previous attainment. Teachers have clear objectives for what pupils should learn. At the beginning of lessons teachers often share their objectives with pupils and at the end involve pupils in reviewing how successfully objectives have been achieved. A very good range of methods is used to support the achievement of objectives. Teachers have firm control of whole-class direction and discussion when appropriate and use good techniques of questioning pupils to check and to reinforce their understanding. At other times teachers create good opportunities for pupils to think, solve problems or find out for themselves, individually or in co-operative groups.
- 9 Sharing targets and objectives with pupils is effective in developing pupils' very mature and responsible attitudes to their work. Teachers' very good skills of managing pupils are also significant here. Lessons are calm, relaxed but entirely purposeful events. Teachers have clear expectations of pupils' work and behaviour which are effectively backed up with praise and reward and only rare recourse to sanction. Teachers are able to achieve an ideal blend between secure control of the class and a happy, relaxed atmosphere which fosters pupils' confidence and willingness to co-operate. The fact that teachers also present the work in lively, stimulating ways is also important in gaining pupils' interested and enthusiastic response. Teachers take a good deal of trouble to find resources or organise experiences to make lessons exciting.

**Promotes excellent attitudes, personal development and relationships, and very good behaviour**

- 10 Teachers' very good management of pupils is highly successful in promoting their personal as well as their academic development. Each form of development strengthens the other. Academic progress is good because pupils are such well-motivated and sensible learners. Pupils show high levels of interest and enthusiasm for the work, and these attitudes are extended into the many activities outside of lessons in which many pupils keenly participate. Positive attitudes lead to very good behaviour with pupils behaving well almost all of the time with a minimum of direction by adults. During the inspection, for example, a group of eight pupils from one Year 2 class were sent for part of an English lesson to work independently at computers in the school's computer suite. They settled to the task keenly, responsibly and with perfect behaviour, working hard at their tasks without the need for any direct supervision. Pupils also make very good relationships with each other, respecting each others' thoughts and feelings and co-operating well together in shared tasks. Behaviour outside lessons, both within the building and outside, is very good.
- 11 The school has recently made a priority of developing pupils' independence as learners. While they are supportive and watchful, teachers are careful sometimes to give pupils the space to develop and show qualities of independence – fending for themselves in terms of their thinking and their behaviour, in organising their own learning and in solving their own problems. This has been very successful in promoting pupils' intellectual as well as their personal growth into mature and responsible learners. The marked improvement in the proportion of pupils achieving higher levels of attainment is likely to be due, at least in part, to the development of their independence as problem-solvers and learners.

**Gives pupils a very good quality and range of stimulating, well-planned opportunities for learning both within the classroom and beyond**

- 12 The school provides pupils with a broad and well-balanced range of effective opportunities for learning. This is achieved partly through a comprehensive and well-planned provision for the National Curriculum and for the locally agreed syllabus for religious education.
- 13 The formal curriculum has, over the last two years, embraced firstly the National Literacy Strategy, and, in the current year, the National Numeracy Strategy. Appropriate training has helped these strategies to be implemented successfully, though more so with reading than with writing in the case of the literacy strategy. As the excellent results in this year's national tests and inspectors' lesson observations show, the mathematics strategy has been implemented very effectively. The increased emphasis on problem-solving and "mental maths" has been applied extremely well.
- 14 The school provides very well for the curriculum needs of pupils with special educational needs. From the beginning of their school career pupils are screened thoroughly through careful testing in a very rigorous process of identifying any special needs. This then leads to the writing of very good, clear and detailed individual education plans as a basis for the teaching and for regular assessment of these pupils' progress.

- 15 The school and inspectors agree that there is a small number of gifted pupils who, while currently making satisfactory progress and achieving at a high level, may be capable of still faster progress if more challenging, individual targets are set for them. The school has recently begun to participate in a local authority project and training designed to help teachers identify and provide for these pupils.
- 16 The curriculum is presented to pupils in a lively, stimulating way supported by good use of visits to places of interest, as for example when science work on living things or map-work in geography benefits from practical work undertaken in the neighbouring park.
- 17 In an overall picture of a rich and stimulating curriculum, the provision for music, though satisfactory, is judged less good than for other subjects. Evidence of pupils' attainment witnessed during the inspection, particularly singing, bears this out. This reflects the school's recent loss of its teacher with a music specialism. This situation has, though, been soundly tackled through in-service training for staff and the acquisition of new learning resources to support the teaching.

**Makes provision for pupils under five which is at least very good in all respects, and excellent in some**

- 18 All of the positive features of the school's teaching and curriculum, and of the standards achieved in both work and personal development, apply with particular force to the under fives. The school's provision for children under five is exceptionally good. The curriculum is rich and stimulating, and in line with official national guidance on the needs of the age-group. This is an improvement since the last inspection. There is a wide range of challenging and focussed activities to promote the children's learning in language and literacy, mathematics and personal development. The school has implemented the literacy and numeracy strategies very well to meet the needs of children under five.
- 19 Teaching of these youngest pupils is consistently very good and sometimes excellent. Teachers' excellent knowledge and understanding of young pupils' learning leads to an excellent range of effective teaching methods which combine highly structured learning closely directed by the teacher with good opportunities for pupils to learn independently. Independent learning is fostered particularly well in the "plan, do and review" sessions which, in a structured way, encourage children regularly to think about the purposes and outcomes of their own learning through a wide range of tasks and activities. Children become very confident and secure in the classroom. They talk confidently and engagingly with visitors. Teachers' management of pupils is excellent leading to their positive attitudes and very good concentration on tasks. Lessons are calm, happy and highly productive.
- 20 Most children make very good progress towards the desirable learning outcomes and at age five achieve standards that are well above those expected nationally.

## **Makes excellent provision for pupils' moral and social development, and good provision for their spiritual and cultural development**

- 21 The high standards of pupil attitudes, behaviour and personal development reflect the very good provision for their moral and social development. Moral development starts with a clear set of expectations of good behaviour that are consistently expressed, and reinforced by acknowledgement and praise when pupils comply. Pupils are involved in thinking about the rights and wrongs of their actions through their everyday discussions with teachers as well as at special times like assembly or class "circle time", when pupils discuss personal thoughts together in a mutually respectful way. All staff of the school provide very good role models, setting an example of caring and respectful attitudes toward others which pupils emulate. The effectiveness of the moral development is seen in the very good behaviour of pupils that clearly comes from within since the amount of teacher direction or correction evident during the school day is minimal. Equally good social development is promoted through the many opportunities given to all pupils both within lessons and at other times to take responsibility for themselves. Pupils are trusted to be sensible, for example researching information from books or computers, and they use these opportunities well to show that they can use their initiative and not depend on adult help. Many roles as monitors also add to pupils' good opportunities for personal development. A sense of responsibility toward the wider world is fostered through the school's involvement in many charitable ventures, local (as with support for a local hospice), national, or international (the UNICEF "day for change").
- 22 Assemblies, with well presented stories and discussions on carefully planned themes, circle times, and religious education lessons contribute to good spiritual development which encourages pupils to reflect on their own deeper thoughts and feelings. Visits, visitors and special events, such as the millennium arts project, support good provision for cultural development. During religious education and other occasional events pupils are encouraged to develop awareness and appreciation of the diversity of cultures. However, this aspect of pupils' development is not promoted as constantly through their daily experience or environment as is necessary for it to be fully effective.

## **Has excellent procedures to ensure pupils' welfare**

- 23 The caring and conscientious ethos of the school is apparent in very effective procedures to ensure that pupils are safe, healthy and secure at school and that their welfare needs are well identified and satisfied. There are clear, well-understood policies and procedures with, where necessary, good documentation of what needs to be done and what is done. Teachers and support staff know pupils well as individuals and are quick to identify any concerns about them. This is well illustrated by the very careful and early identification of any special needs pupils show, and the thorough provision then made.
- 24 The school monitors all pupils' development, both academic and personal, very thoroughly. Assessments and observations are conscientiously made and recorded and followed up with effective action to support individuals in need. Careful tracking of individuals' progress in learning has been well used to set targets and plan teaching to ensure good progress. This has been an important means by which standards have been raised.

### **Earns very positive regard and support from parents**

- 25 Parents think highly of the school, as their responses to the pre-inspection questionnaire show. Almost all express approval of the school on almost every question. In return parents give very good support to the school both through fund-raising and through making links between their children's learning at home and at school, for example by providing books linked to pupils' topics which they often lend to the school.
- 26 Parents value the quality of information the school provides, both about the curriculum and their children's progress. They attend enthusiastically at evening events where parents can sample the way the curriculum is taught. An unusual and very positive feature is the school's publication of mid-term reviews of pupils' progress in addition to the obligatory annual report. These give parents helpful indications of how their children might improve in their work.

### **Demonstrates very good leadership and management, committed to improvement and effective in achieving it**

- 27 The high standards achieved and the very good quality of education the school provides are consistent with the very good quality of leadership and management. The leadership of the headteacher, who was new to the school less than two years ago, is strong and very effective. She is well supported by governors who are concerned, involved and well-informed, and by other key staff who share her commitment to school improvement. There is a strong sense of staff teamwork and a determination to make the school as good as it can be.
- 28 A general willingness to reflect critically on practices and consider improvement is accompanied by very good processes of monitoring the teaching and learning. The headteacher keeps a careful check on both the planning and delivery of the teaching and leads colleagues in careful assessment of pupils' progress to identify ways to raise standards further. On this basis plans for developing the school are carefully made, with a well-founded sense of priorities. Targets for improvement are set and progress toward them observed carefully. Strengths and weaknesses in the teaching are carefully identified, and appropriate support and training for staff given. Finances are well planned and managed to support school development with careful strategic planning for use of surpluses.
- 29 The effectiveness of these management processes is amply illustrated by the case of raising standards in reading. Last year the school identified from its performance in national tests that in reading, while overall results were good, it should be possible to help more pupils achieve at the higher level (level 3). This became a target for the present school year. Effective action has resulted in the target being far exceeded and the proportion of pupils reaching the higher level being almost doubled.
- 30 Since the last inspection good improvement is evident in practically every aspect of the school's work. Given that the standards achieved and the quality of education were already good, this is a significant achievement for the school, and one which is the direct result of very good leadership and management.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 31 There are no significant areas in which the school needs to improve, but the governors and staff should consider for inclusion in their action plan the following points for further improvement of some areas of good practice:
- i. pressing ahead with the good plans to raise the standard of pupils' writing by stimulating more adventurous use of words and sentences;
  - ii. making the use of target-setting for pupils still more effective by referring to targets more frequently in lessons and in the marking of pupils' work;
  - iii. continuing to develop teachers' expertise in identifying and providing for the needs of gifted and talented pupils;
  - iv. continuing to raise the level of teachers' confidence in teaching music;
  - v. making the development of pupils' awareness and appreciation of the diversity of cultures a more regular and constant feature of their daily experience and environment in school.

## 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	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
24	38	33	5	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)	0	246
Number of full-time pupils eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.4

#### 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**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	44	46	90

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	43	44	44
	Girls	45	46	46
	Total	88	90	90
Percentage of pupils at NC level 2 or above	School	98 (89)	100 (90)	100 (96)
	National	82 (80)	83 (81)	87 (84)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	43	41	44
	Girls	46	46	46
	Total	89	87	90
Percentage of pupils at NC level 2 or above	School	99 (89)	97 (89)	100 (96)
	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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	158
Any other minority ethnic group	3

*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)	10.4
Number of pupils per qualified teacher	26.2
Average class size	27.3

#### **Education support staff: YR– Y2**

Total number of education support staff	8
Total aggregate hours worked per week	90

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998-1999
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	£
Total income	374,899
Total expenditure	403,716
Expenditure per pupil	1,615
Balance brought forward from previous year	36,006
Balance carried forward to next year	24,699

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

### **Questionnaire return rate**

Number of questionnaires sent out	246
Number of questionnaires returned	140

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	2	1	1
My child is making good progress in school.	57	39	2	1	1
Behaviour in the school is good.	52	40	1	1	6
My child gets the right amount of work to do at home.	33	50	14	3	0
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	45	46	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	0	1
The school expects my child to work hard and achieve his or her best.	59	39	2	0	1
The school works closely with parents.	49	45	6	1	0
The school is well led and managed.	58	35	4	1	3
The school is helping my child become mature and responsible.	54	43	0	1	3
The school provides an interesting range of activities outside lessons.	24	43	14	2	17