

INSPECTION REPORT

**NETTLEWORTH INFANT AND NURSERY
SCHOOL**

Mansfield Woodhouse

LEA area: Nottinghamshire

Unique reference number: 122440

Headteacher: Mrs J Bennett

Reporting inspector: Mr R Fry
21073

Dates of inspection: 20 – 23 June 2000

Inspection number: 187839

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs L Martin
Date of previous inspection:	29 April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nettleworth infant and nursery is a larger than average sized school for boys and girls aged three to seven years old. It has 187 pupils on roll plus 120 part time young children in the nursery. The school is fully subscribed. Children's attainment on entry to the nursery is broadly typical of children nationally. Ten percent of pupils are known to be eligible for free school meals, which is below the national average. Forty-three full time pupils have special educational needs, an average figure. A high proportion of young children has been identified as having special educational needs in the nursery. A very small number of pupils come from Chinese and Indian backgrounds and two pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

Nettleworth is a very effective school. It makes very good provision for all pupils, including those from ethnic minorities. Pupils have achieved well above average standards in reading, writing and mathematics for the last two years. The teaching is consistently very good in the nursery. The teaching for pupils aged five to seven years old is also very good overall. The work that pupils are set is demanding. All staff work very well together to improve the school further and seek to maintain standards of work. The school provides very good value for money.

What the school does well

- Pupils' achievement in National Curriculum tests over the last two years in reading, writing and mathematics.
- Pupils' attitudes, values and personal development.
- Pupils' spiritual, moral, social and cultural development.
- The provision made for young children in the nursery.
- Leadership and management and the shared purpose in the school.
- Teachers' expectations of pupils, organisation of group work, attention to basic skills and use of support staff, students and parents.
- Parents' very strong support for the school and the very good relationship with parents.

What could be improved

- Teachers' planning in some lessons.

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 April 1996 and it has made good progress since then. It has maintained the strengths identified previously. However, the school is never satisfied with what it has achieved. In the nursery, short literacy and numeracy lessons have been introduced and planning has improved. Young children's educational needs are quickly diagnosed, allowing pupils who need extra help to receive it. The information for parents of young children has also improved. Pupils' spiritual, moral, social and cultural development is much better. Pupils are now more self-motivated and willing to show initiative. The teaching has improved; it is now very good overall. During the inspection no unsatisfactory teaching was found. Standards in reading, writing and mathematics have improved and more pupils have achieved above the expected level 2 at seven years old in reading, writing and mathematics.

Teachers plan literacy and numeracy lessons very well. Targets for lessons are clearly recorded and the match of work to pupils' capabilities is very good. Higher attaining pupils are well challenged. Teachers give much useful spoken feedback to children about the successes they have had in their work and about what they need to improve. Pupils now have sufficient opportunities to develop their own ideas.

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	B	A	A	A
writing	A	A*	A	A
mathematics	C	A	A	A

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that standards of work over the last two years have been well above average in comparison with schools nationally. Pupils' standards of work in writing in 1998 were very high in comparison with schools nationally. Standards improved from 1997 to 1998 and were sustained in 1999, especially in mathematics. Standards of work in science were above average in 1999. Boys and girls have achieved similar standards of work. The targets the school set this year were realistically high and took account of the slightly lesser capabilities of the present Year 2. Teachers' targets and predictions have proved accurate. Standards are high enough.

This year (2000) most pupils achieved the standards expected of them nationally. In reading and science, as in previous years, the proportion of children exceeding expected standards has been similar to previous years. Writing and mathematics standards are slightly lower than in previous years.

Standards of work observed during the inspection are above average in reading, writing, mathematics and science. Standards of work in Year 2 in art, music and physical education are above national expectations. Young children at five years old make good progress. They reach the expected standards by the time they are five years old in all the 'Areas of Learning' and many exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils make the most of what they are offered and they show a keen interest in school life. They have very good attitudes to work and a thirst for knowledge.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and at playtimes. Movement through the school is also good.
Personal development and relationships	Very good. Pupils work very well together, for example, in physical education lessons and take turns properly when using computers. The nursery encourages children to take responsibility for what they do and to make considered choices.
Attendance	Average over the last full year and above average during the inspection week.

Pupils' attitudes, behaviour and personal development are strengths of the school. Pupils' attitudes enhance their progress and the standards they achieve.

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 teaching has many strengths. Teachers plan lessons together in year groups particularly well and the curriculum is firmly based on the National Curriculum. Teachers have high expectations of all pupils' behaviour and attitudes to school. The high level of challenge in literacy and numeracy lessons has led to pupils' current standards of work. The strengths of the teaching lead to pupils' good and often very good progress. Pupils' capacity to learn is extended effectively. Teachers' planning in some other subjects is much more brief. Targets for higher and lower attainers are not recorded as well and pupils are not set the same range of activities to meet their needs.

There is a purposeful ethos in classrooms; pupils enjoy working hard and receiving praise for what they have done. Young children and pupils are taught progressively more difficult ideas in a logical order. Teachers in the nursery develop children's learning using practical activities very effectively. Support staff for young children and pupils with special educational needs are deployed very well and they have a strong impact on the rate at which pupils learn. All teaching was satisfactory or better. In fifty two per cent of lessons the teaching was good and in thirty three per cent it was very good. One lesson was excellent.

Pupils and young children acquire knowledge, skills and ideas well. They apply themselves well and work at a good and sometimes very good pace. They show much interest in their work; their powers of concentration are a particular strength. Pupils with special educational needs make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All aspects of the National Curriculum are taught. High priority is given to literacy and numeracy, which complement pupils' work in other subjects. There is a very good emphasis on practical activities and first-hand experiences in the nursery.
Provision for pupils with special educational needs	Very good. Pupils make good progress towards the targets in their individual education plans and most reach the standards expected of them by the end of Year 2. All pupils are well integrated into lessons. Young children who need extra help are identified at a young age in the nursery.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Relationships are very good throughout the school and adults are very good role models for pupils. Co-operation is encouraged and very good moral and social behaviour is expected and reinforced in assemblies. Pupils have the opportunity to set their own improvement targets.
How well the school cares for its pupils	Very good. The school works hard to improve attendance and gives high priority to the maintenance of pupils' very good behaviour. Procedures for assessing what pupils know, understand and can do in English and mathematics are well developed.

The school's partnership with parents is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior staff provide very good leadership and clear direction for the school. The headteacher has built a strong team of teachers who share and identify closely with the aims of the school.
How well the governors fulfil their responsibilities	Good. The governing body gives effective support to the school, for example, in appointing good staff and monitoring aspects of its work.
The school's evaluation of its performance	Very good. The school very effectively evaluates its performance and takes swift action, for example through the school development plan, to make further improvements.
The strategic use of resources	Good. The school spends all funds with care and with best value in mind. The under-spend is properly allocated for additional staffing, the new classroom and boiler replacement. The very good school development plan effectively links school improvements with costs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighty three questionnaires were returned and thirty four parents attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like going to school very much and make good progress with their work. • Behaviour is good. • The right amount and quality of homework is set for children of different ages. • The teaching is very good and parents feel very comfortable when approaching the school with a question or problem. • The school has high expectations of children and works closely with parents. • The school is well managed and led. • The school helps children to mature and become responsible. 	No matters were raised by a significant proportion of parents.

The inspection team agrees with parents' very positive views about the school.

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

Results in National Curriculum tests and pupils' progress.

1. Children enter the school with broadly average levels of attainment. In most years, pupils make very good progress and leave the school with well above average standards of knowledge and understanding.
2. Standards in reading, writing and mathematics have improved since the last inspection and more pupils have achieved above the expected level 2 at seven years old in the last two years. Standards of work have been well above average in comparison with schools nationally and with similar schools. Pupils' standards of work in writing in 1998 were very high in comparison with schools nationally. Standards improved from 1997 to 1998 and were sustained in 1999. In comparison with similar schools last year, pupils' standards of work were well above average in reading, writing and mathematics. Standards of work in science were above average. Boys and girls have achieved equally well.
3. The targets the school set this year were realistically high and took account of the slightly lesser capabilities of the present Year 2. Teachers' targets and predictions have proved accurate. This year 95 per cent of pupils achieved the standards expected of them nationally in reading and 94 per cent in science. As in previous years, a large proportion of pupils exceeded the expected standards. Writing and mathematics standards are slightly lower than in previous years. However, more than 80 per cent of pupils reached the expected standards. The Literacy and Numeracy Strategies have been effectively put into practice.
4. Standards of work observed during the inspection are above average in reading, writing, mathematics and science. For example, seven years olds learn how to represent information in a science lesson. Higher attainers competently group land, air and sea animals in such a way as to show clearly those which live, for example, on land and in the sea using three overlapping circles in which to place their names. Average attaining pupils revise the frog's cycle of growth and draw the stages of development. They show that they are competent in the use of information technology to support their work. Lower attainers know the four stages of the growth of sunflowers. They draw them and use arrows to join the stages of growth to complete the diagram of the cycle.
5. Standards of work in Year 2 in art, music and physical education are above national expectations. Typically, pupils effectively create their own interpretations in pictures and maintain patterns they have chosen, for example of petals. Pupils make sensible decisions about the use of colour, and materials for their texture. In music, pupils respond well to the 'song bag.' They sing in tune and have a wide repertoire of songs. In physical education, pupils work very well in teams. They arrange coloured cones in different orders in competition with other teams.

Pupils' attitudes, values and personal development.

6. Pupils' attitudes, behaviour and personal development are strengths of the school. Pupils' attitudes enhance their progress and the standards they achieve. Pupils make the most of what they are offered; they show a keen interest in school life and have a

thirst for knowledge. Pupils' behaviour, in and out of classrooms is very good and pupils work very well together. They behave very well in lessons and at playtimes.

7. There are many examples of pupils' very good response to school. Reception pupils circulate freely around the room in a mathematics lesson and collect what they need sensibly. In virtually all lessons, pupils show very good powers of concentration. Pupils are attentive in literacy lessons and concentrate very well on the teaching. For example, pupils listened to their teacher talking about how to put ideas for a story into a sequence with the notion of writing for an audience of other children. Pupils behaved very well in a numeracy lesson and watched very carefully as the teacher held up her hands and fingers to indicate numbers up to 100 for them to recognise.
8. Pupils were observed, when they had finished their work, going responsibly to the class library to choose an interesting book, which they read quietly until it was time for the next task. Most pupils are keenly aware of how they can get better at their work and contribute more fully to school life. Pupils play co-operatively and sensibly in the playground. They make good use of the interesting markings on the playground surface. Pupils play a wide variety of games. They move maturely around the school and have opportunities to collect and deliver things. These pupils do reliably.

Pupils' spiritual, moral, social and cultural development.

9. Provision for pupils' spiritual, moral, social and cultural development is very good. Relationships are very good throughout the school. The main strength of the school's provision is the way that spiritual, moral and social elements of school life complement one another. For example, the school emphasises in a moral and social sense the need for rules and rewards, and that certain values are important. The reward assemblies recognise pupils' responses, such as very good manners at lunch time. Pupils also set their own improvement targets and they have opportunities to write prayers about what they would like to achieve in school in future. The school expects pupils to develop into independent young people at an early age, starting in the nursery. Pupils are given responsibilities and initiative is encouraged. For example, pupils write stories as well as prayers to be used in acts of collective worship.
10. The school invites visitors to lead acts of collective worship and to bring matters, such as 'selfishness,' to pupils' attention. A visiting speaker effectively explored this theme by using a glove puppet monkey who would not share. Pupils thoroughly enjoyed the monkey's antics and also learnt how destructive selfishness can be to other people. Another act of collective worship had the theme of 'friends.' Pupils were enthralled as a group of young actors (pupils) explored how to help others. Good use is made of stories from the Bible and from stories such as 'Mr Greedy.'
11. Pupils' awareness and understanding of cultural matters is good. The school has improved its resources well since the last inspection. European composers and artists feature in pupils' work, which stimulates pupils' thoughts about art and poetry. Local cultural traditions, such as the story of Robin Hood, also feature in pupils' work and visits are made to Sherwood Forest.
12. Very good displays around the school reflect a wide range of faiths and cultures. Also they reflect a highly appropriate school-wide awareness and concern for the quality of our environment. Pupils gain spiritually through studying the wonders of the natural

world, such as how things grow and develop ideas in art lessons when they see and replicate natural patterns.

13. The school cares very well for its pupils. The school works hard to improve attendance and gives high priority to the maintenance of pupils' very good behaviour. Procedures for assessing what pupils know, understand and can do in English and mathematics are well developed.

The provision made for young children in the nursery.

14. The nursery makes an outstanding contribution to the success of the school. By the time they are five years old, young children have made good progress. They reach the expected standards by the time they are five years old in all the 'Areas of Learning.'^{*} Many exceed them. The nursery encourages children to take responsibility for what they do and to make considered choices at a young age. Young children have many opportunities to plan their own learning by selecting activities in their own order. Teachers and support staff then intervene as appropriate to develop pupils' learning further. Children develop very good social skills that form part of the very good foundation for future learning. The morning and afternoon sessions operate at a brisk pace.
15. All staff in the nursery work very well together. There is agreement about everything that happens and a sense of shared purpose. The systems for keeping track of what pupils do are very well developed. Small groups of children are tracked through the day and notebook records are constantly revised to ensure that all children's successes and the things they need to do again are known.
16. Children's 'records of achievement' files, started in the nursery, are used throughout the school. They provide a very clear record of what children know, understand and can do. Each individual child's record is returned to them at the end of Year 2.
17. All children, observed on several occasions, were completely absorbed in what they were doing in the nursery. The nursery is highly organised and a wide variety of activities lead to purposeful learning and very good behaviour and concentration. The very good curriculum inside and outside the classroom covers all the 'Areas of Learning.'^{*} Many displays around the nursery walls indicate pupils' attainments. There is evidence of children's written work and use of block graphs to show how many different ways children come to school. Children write postcards that show correct letter formation and copy-writing next to the teachers'.
18. There is strong leadership from the teacher in charge and her colleague. Teachers are never satisfied with what they have achieved and constantly strive to improve the provision, as whole school planning shows. For example, short literacy and numeracy lessons have been introduced and the school is well placed to cope with changes in the curriculum in the near future. There is a rich and varied curriculum. The needs of young children are very well understood. Resources are readily available and the range and quality of them is good. There are very good relationships with parents, who have free access to staff. The very helpful notice-board keeps parents well informed about what is happening.

^{*} Language and literacy, mathematical development, knowledge and understanding of the world, physical development, personal and social development, creative development.

Leadership and management and sense of shared purpose in the school.

19. Nettleworth is a very effective school and it makes very good provision for all pupils. The quality of leadership and management by the headteacher and other key staff is very good. The headteacher and governing body have built a strong team of teachers who identify closely with the aims of the school. The clear direction over the past three years has allowed the school, for example, to achieve standards in reading and science that are well above average.
20. The school has an ethos where all staff members are involved in making improvements. Teachers feel empowered and actively involved in all that is happening. The sense of common purpose allows staff to reflect critically on what they can do to improve further teaching and learning. Decisions made allow the school to move forward as one unit. The governing body provides good support for the management of the school. Some governors regularly visit the school, including the chair of governors. They make informal checks on the provision. The governing body has ensured that it has opportunities to guide the school development planning process. Governors have been successful in appointing a strong staff.
21. Another strength of the school is the quality of staff. Teachers are well matched to their duties and they have a wide range of skills gained from their initial training and from subsequent courses. Support staff are particularly effective with pupils who have special educational needs and with young children in the nursery. The accommodation is good and so are the range and quality of resources. These factors have a positive impact on what the school can provide. Early identification of children with special educational needs has allowed the school to develop individual education plans which boost these pupils' performances, in many cases up to the standards expected by the time they are seven years old. This process has a major positive impact of the school's results.
22. The school's evaluation of its performance is very good. The school takes swift action through the school development plan to make improvements. A range of other important documents indicates how well the school is managed. Co-ordinators have analysed pupils' work and watched their colleagues teaching. This process has had a positive impact on teachers' work, particularly where recommendations have been outlined for improvements, in co-ordinators' reports. The local education authority provides helpful information about how the school compares with other schools in the county. Also, the local education authority carries out monitoring checks on the school, which lead to useful reports about the school's strengths and areas for improvement.
23. There is a comprehensive range of policies and schemes of work. The school tracks pupils' progress carefully and teachers have looked closely into the comparative achievement of boys and girls.
24. The school development plan and 'annual improvement report' are very good working documents. They show that the school is dedicated to maintaining and raising standards further where possible and contain virtually all that the school needs to do to make further progress. The documents indicate that the school knows its strengths and weaknesses. The under spend has been properly allocated. For example, the school will further reduce the pupil-teacher ratio and a new classroom has been built and equipped for pupils with special educational needs.

The teaching.

25. The teaching has improved since the last inspection; it is now very good overall. During the inspection no unsatisfactory teaching was found.
26. The teaching has many strengths. Teachers plan lessons together in year groups particularly well. This ensures that all lessons follow the school's overall plans. The curriculum is firmly based on the National Curriculum and the 'Areas of Learning' for children up to five years old. Teachers have high expectations of all pupils' behaviour and attitudes to school. The teaching leads to pupils good and often very good progress. Pupils' capacity to learn is extended effectively. Pupils and young children acquire knowledge, skills and ideas well. For example, information technology skills are taught consistently in all years. Pupils apply themselves well and work at a good and sometimes very good pace. They show much interest in their work; their attitudes are a particular strength.
27. In the nursery, short literacy and numeracy lessons have been introduced and planning has improved. Young children's educational needs are quickly diagnosed, allowing pupils who need extra help to receive it. Teachers in the nursery develop children's learning using practical activities very effectively. Young children and pupils are taught progressively more difficult ideas in a logical order.
28. Teachers' planning in the nursery is very good. The content of lessons can be tracked back to the long-term plans and the targets for lessons are very clear. They also outline how teachers and support staff will record children's achievements. Children were observed counting heads and noses in a numeracy group. All children in the group can count to 10 and some count to 20. All count backwards from 10 to zero successfully. Children identify which are big and small numbers effectively. The teacher's very good relationship with children leads to good concentration, very good learning of new numbers and consolidation of numbers children already know. Pupils' individual needs are met by the greater or lesser amount of extra adult support they receive. Children are regularly challenged to learn something new, in part because teachers have such an accurate and detailed knowledge of what children know from day to day.
29. There is a purposeful ethos in classrooms; pupils enjoy working hard and receiving praise for what they have done. Teachers plan literacy and numeracy lessons very well. Targets for lessons are clearly recorded and the match of work to pupils' capabilities is very good. Higher attaining pupils are well challenged. Teachers give much useful spoken feedback to children about the successes they have had in their work and about what they need to improve. Generally, written comments are satisfactory. The high level of challenge in literacy and numeracy lessons has led to pupils' current standards of work and the very good record in the past.
30. In a very good literacy lesson for Year 1 pupils, the teacher makes the lesson interesting and fun and much is learned. Full account is taken of the capacities of a mixed age class and work is well matched to pupils' needs. The teacher introduces the work and ensures that pupils are giving their maximum attention to what she says. The teacher has a very pleasant manner with pupils and revises learning from previous lessons by asking, for example, what an 'illustrator' is? The teacher skilfully builds up starting points for the story, which pupils will write and reminds them about capital letters and full stops to mark the beginning and end of sentences. The teacher keeps the introduction sufficiently brief to hold everyone's attention until she has finished. Groups are well organised and everything that pupils need is ready. Higher attainers

write sentences on their own, average attainers practise letter formations and then begin their stories using a sheet of words to help them. Lower attainers work on their sentences with a support member of staff. The very good use of extra adults allowed the teacher to give uninterrupted time to the groups that she was working with. The teaching and pupils' attitudes to work have a positive effect on standards of work.

31. Numeracy is equally well taught. In a numeracy lesson about money for reception and Year 1 pupils, the teacher works from clear and detailed planning and follows the requirements of the National Numeracy Strategy. The teacher has a very pleasant approach, which encourages pupils to have a go at answering mental arithmetic questions without feeling silly if they get the answer wrong. She ensures that all children participate with enthusiasm and all have a chance to answer questions. The explanation of activities is very clear and pupils know exactly what to do, so no time is wasted. The activities for pupils are designed to meet the learning targets stated in the plan and they are well matched to pupils' differing levels of attainment. Year 1 pupils find different ways of making given amounts, such as seven pence. Three reception groups match coins to values they are given and another group sorts coins. The teacher uses the concluding part of the lesson to reinforce what pupils have learned by singing "Five Currant Buns." The teacher uses the assessment column on the plan effectively to list who has been successful or not. Important vocabulary is used well to extend pupils' knowledge of mathematics. The teaching and pupils' attitudes to work have a positive effect on standards of work.
32. Support staff for pupils with special educational needs, volunteers, parents and resources are deployed very well. The teaching of pupils with special educational needs is very good. Pupils make good progress towards the targets in their individual education plans and most reach the standards expected of them by the end of Year 2. All pupils are well integrated into lessons for most of the day. Small groups receive very well prepared lessons to boost pupils' basic skills, such as for reading comprehension.

Parents' very strong support for the school and the very good relationship between school and home.

33. The school's partnership with parents is excellent. From the evidence gained, parents approve of everything the school does. Parents report that their children like going to school very much. The school is regarded very positively and this confidence rubs off on children and they make good progress with their work. Behaviour is very good at school and parents feel the benefits at home. One reason parents gave for the very good behaviour is that each child is treated as an individual and that staff take time to listen to their children.
34. The right amount of homework is set for children of different ages. The home-school reading diaries are used by parents and teachers to swap messages. Parents and teachers find this communication very helpful. The school keeps track of what progress children make, for example in reading, and make sure that homework is neither too easy nor too difficult. Many parents attended the meetings about the literacy and numeracy initiatives. Parents felt they were informative. There is a very good flow of information about what children will learn about and need to have ready in the coming term. Parents feel this is a particular strength.

35. Parents feel very comfortable when they approach the school with a question or problem. Parents spoke about how welcoming the school is, how it always has time to listen and respond positively and how well teachers know their children.
36. Parents feel the school is well managed and led. Parents have noted several important improvements in recent years. The new classroom and the provision for information technology are two examples. Parents were particularly keen to point out that the school maintains high standards in many areas of its work and makes learning fun. The school helps children to mature and become responsible. There is a sense of moment in assemblies, where the whole school shares together issues and themes of the day or rewards pupils for their very good work or commitment to the school in other ways.

WHAT COULD BE IMPROVED

Teachers' planning in some lessons.

37. In the school's development plan, the 'curriculum planning overview' section correctly identifies the need to ensure that lesson plans show learning objectives and assessments of what pupils know, understand and can do. Also this term there is an appropriate emphasis on the need for day to day assessments of pupils' work to focus on lesson targets and to review the provision for higher attainers.
38. Teachers' planning, with the exception of literacy and numeracy lessons, in some subjects is brief, consisting of one or two short targets for the week. Targets for higher and lower attainers are not recorded as well and pupils are not always set a wide range of activities to meet their needs. Some lessons did not allow pupils to develop, for example, their own ideas and pupils did not make the progress that they could have done.
39. No lessons were found to be unsatisfactory. However in several lessons, activities did not extend the higher attainers. For example, in one science lesson higher attaining pupils were asked to repeat what they already knew. In a drama lesson, limited lesson planning meant that activities that pupils undertook did not wholly meet the lesson target. The lesson lacked clear direction and therefore lost some impact. Nevertheless, pupils did further develop good concentration and listening skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

38. The headteacher and staff should now:

- Strengthen short term planning of lessons across all subjects, (with the exception of literacy and numeracy) to include short-term targets to meet the needs of higher and lower attainers.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	33	52	11	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)	120	187
Number of full-time pupils eligible for free school meals	0	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	19	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	2

Attendance

Authorised absence	%
School data	5.4
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	31	48	79

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	31	31
	Girls	47	48	46
	Total	76	79	77
Percentage of pupils at NC level 2 or above	School	96 (95)	100 (97)	97 (99)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	31	29
	Girls	46	46	43
	Total	76	77	72
Percentage of pupils at NC level 2 or above	School	96 (98)	97 (100)	91 (95)
	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	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	142
Any other minority ethnic group	0

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)	7
Number of pupils per qualified teacher	27
Average class size	31

Education support staff: YR – Y2

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30

Total number of education support staff	4
Total aggregate hours worked per week	97.5

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999 / 2000
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	£
Total income	434235
Total expenditure	422270
Expenditure per pupil	1982
Balance brought forward from previous year	78035
Balance carried forward to next year	90000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	307
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	15	0	1	0
My child is making good progress in school.	78	21	1	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	57	37	4	0	2
The teaching is good.	82	17	0	0	1
I am kept well informed about how my child is getting on.	53	40	4	1	2
I would feel comfortable about approaching the school with questions or a problem.	80	19	0	1	0
The school expects my child to work hard and achieve his or her best.	77	21	0	0	2
The school works closely with parents.	60	36	1	1	2
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	46	23	10	2	19

Other issues raised by parents

No issues were raised at the meeting for parents. All parents who attended very strongly support the school.