

INSPECTION REPORT

FILEY CE INFANT AND NURSERY SCHOOL

Filey

LEA area: North Yorkshire

Unique reference number: 121533

Headteacher: Mrs J.S.Wharrier

Reporting inspector: Dr J.N.Thorp
6327

Dates of inspection: 19 – 20 January 2000

Inspection number: 188023

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Nursery and Infant |
| School category: | Voluntary Controlled |
| Age range of pupils: | 3 - 7 |
| Gender of pupils: | Mixed |
| School address: | Padbury Avenue Filey North Yorkshire |
| Postcode: | YO14 0BA |
| Telephone number: | 01723 513077 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Revd. C.Humphries |
| Date of previous inspection: | May 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Filey CE Infant and Nursery School is about average in size. There are currently 252 pupils on roll, including 52 children who attend the nursery part time. Children in the nursery and the seven classes in the school are taught by the equivalent of 9.4 full time teachers. Around 28% of its pupils are entitled to a free school meal, which is above the national average. Overall attainment of children entering the nursery is below average. By the time these children enter the reception class their attainment is broadly in line with that expected of children of this age. Around a fifth of all pupils in the school have identified special educational needs, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Filey Infant and Nursery School is a very good school. Most effective leadership has created an ethos that emphasises the care and well being of individual pupils, coupled with high expectations of both behaviour and achievement. The quality of teaching is consistently high. This contributes positively to pupils' attainment, which is consistently well above average in English, mathematics and science by the time they leave the school. Management is effective and efficient; the school gives very good value for money.

What the school does well

- The quality of teaching is consistently high throughout the school
- The school's commitment to high standards results in pupils achieving above the national average in statutory tests
- There is a strong emphasis on literacy and numeracy which extends across the whole curriculum, contributing positively to the high standards pupils achieve
- Provision for young children in the nursery is very good and prepares them well for their future learning
- Pupils are enthusiastic and keen to learn and this is contributing to the good progress they are making
- Pupils are well behaved; relationships throughout the school are warm, caring and supportive
- Teachers communicate their expectations clearly and consistently ensuring the school is an orderly environment for learning in which children feel secure and can flourish
- The headteacher leads the school very well; there are good relationships and strong teamwork amongst all the staff providing most effective support to the head
- Governors make an effective contribution to the strong management of the school, especially those governors with curricular responsibilities

What could be improved

- In teachers' daily plans there is an insufficiently clear identification of specific learning objectives for groups of pupils with differing levels of attainment
- Pupils' individual education plans only address pupils' special learning needs in literacy and behaviour
- Best use is not made of the existing opportunities to extend pupils' learning through structured play.

Filey CE Infant and Nursery School is a very good school that is serving its pupils well; its very real strengths far outweigh any weaknesses identified. However, these

areas for improvement will form the basis of the governors' action plan for development to be sent to all parents or guardians of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in May 1996. Good progress has been made in tackling the key issues for action identified in the last report.

Pupils now have more opportunities to extend their learning in mathematics and science through a variety of investigations. Pupils now demonstrate the ability to undertake and manage tasks for themselves. There is a considerable importance attached to developing independence right from the start in the nursery. This is successfully continued and reinforced through the approach to teaching and learning in literacy and numeracy for example. Work is continuing to develop teachers' planning to ensure that learning objectives identified in medium term plans are accurately informing individual lesson plans. A new format for such planning has been introduced, and the headteacher is monitoring its use carefully. The role of the subject leader has been effectively developed, with individual leaders now much more involved in auditing provision, scrutinising planning, reviewing policies, monitoring teaching and learning and reporting to governors. The governing body itself is also much more actively involved in monitoring and evaluating the curriculum. Individual governors with particular interests in literacy, numeracy and special educational needs make a most effective contribution to curriculum management and development.

There are other aspects of the work of the school in which there has been notable improvement. While there was a substantial amount of unsatisfactory teaching reported in the previous inspection, none was observed on this occasion when teaching was consistently good and very good throughout the school. The standards of pupils' attainment in English, mathematics and science have also improved year on year, during the time when the number of pupils with special educational needs has also increased. The school's own identification of the need to improve behaviour around the school and the efforts made have been very successful. Given the very effective leadership and management skills of the headteacher, the effective teamwork among staff and the high quality of their teaching, the school is very well placed to continue improving.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| Reading | B | B | A | A * | Well above average A Above average B Average C Below average D Well below average E |
| Writing | A | B | A | A * | |
| Mathematics | B | C | B | A | |

- Results in statutory assessment over the past three years indicate that the standards of pupils' attainment are consistently above average when compared with all schools nationally.
- Results in 1999 indicate overall improvement on the preceding year.

- The most recent test results indicate that when compared with similar schools, pupils' attainment is well above average; results in both reading and writing put the school in the top 5% nationally.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have very positive attitudes to school, they are keen to learn, very responsive in lessons and show an interest in their work. Relationships between adults and pupils in the school are consistently very good. Pupils are proud of their school. |
| Behaviour, in and out of classrooms | Throughout the school pupils' behaviour is very good. Pupils are friendly, polite and most are confident to talk about their work. The atmosphere in lessons is calm and purposeful, enabling both teachers and pupils to focus attention and concentration on learning. Behaviour in the dining room makes lunch time a pleasant social occasion. |
| Personal development and relationships | Teachers are very good role models for their pupils and they have high expectations of them. Pupils respond positively. There is a clear behaviour policy, which is well understood and implemented. Right from the start pupils are encouraged to be independent. Relationships among pupils are very good. |
| Attendance | Attendance was below the national average during the last complete school year. The rate of unauthorised absence was broadly in line with the national average. Punctuality is monitored effectively. |

Pupils have positive attitudes to school and learning, their behaviour in school is very good and relationships among the pupils themselves and among teachers and pupils are consistently very good, all of which make a very positive contribution to the progress pupils make throughout the school.

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.

- Teaching during the inspection was satisfactory or better in every lesson seen. In a high proportion of the lessons, 9 out of 10, teaching was good or better; in a third of all lessons teaching was very good. This is a significant improvement on the previous inspection.
- Teaching of children under five in both the nursery and the reception classes is very good. In the nursery, teachers have a clear understanding of the needs of these young children and give careful and proper emphasis to extending their personal and social development. They provide good opportunities for children to work in a variety of contexts, on their own, with other children or supported by a classroom assistant.

- The teaching of both literacy and numeracy throughout the school is very good. Teachers quickly and successfully establish good routines for speaking and listening and they use language carefully themselves. There were excellent examples observed of teachers using questions to challenge and extend pupils' thinking, to elicit their opinion or to confirm their understanding. Teachers are able to adopt a range of strategies for managing pupils' behaviour and learning; teaching is brisk and purposeful. The management of whole class activities during both literacy and numeracy lessons was very good.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad and well balanced. The implementation of the National Literacy and Numeracy Strategies is very effective and good opportunities are taken to extend pupils' skills in these areas across the whole curriculum. The curriculum provided for children in the nursery is very good, with a wide range of activities successfully promoting their learning and development. The existing opportunities provided for structured play for children under 5 in the school are not always as effective as they could be. Good use is made of local resources and the environment to enrich the curriculum. |
| Provision for pupils with special educational needs | Provision for pupils with special educational needs is good. The existing arrangement made for pupils to work in smaller groups withdrawn from their classes contributes positively to the progress they make in developing their skills of literacy. The school continues to provide effectively for the increasing number of pupils entering the school with special educational needs. Teachers make good use of pupils' individual education plans in preparing for their lessons. Pupils are well supported in their classes and generally make good progress. Although the special needs co-ordinator works part time in the school, she frequently gives more of her time both to pupils and to discussions with individual teachers. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. While strong Christian values underpin its work, the school is also a community school and good opportunities are taken to extend pupils' understanding of their own local culture. Pupils are encouraged to care for one another, which contributes to the supportive relationships found in the school. Themes chosen for whole school assemblies make an effective contribution to pupils' development. |
| How well the school cares for its pupils | The warm, caring ethos is a strong feature of the school and is particularly valued by parents. It positively influences the work of the whole school. Teachers and other staff know the pupils very well indeed. They are very welcoming to pupils and parents in the morning and particularly vigilant at the end of the day to ensure children are appropriately met. |

Children in the nursery and pupils in the school experience a broad and balanced curriculum in which literacy and numeracy are appropriately emphasised. The importance which the school attaches to the care and welfare of its pupils is a real strength. The school provides a secure but challenging environment in which pupils are enabled to do their best.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is very well led; the headteacher provides clear direction and purpose. There is a most positive ethos and strong teamwork; everyone involved in the school communicates high expectations and a firm commitment to extending pupils' learning and raising the standards of their attainment. The role of the subject co-ordinators is developing successfully and they now contribute effectively to the management of the curriculum. |
| How well the governors fulfil their responsibilities | Governors are fully committed to the school and provide effective support. They are appropriately involved in decision making. The various committees make a positive contribution as the governing body fulfils its responsibilities. Individual governors with an interest in the curriculum make a particularly significant contribution. |
| The school's evaluation of its performance | The school has begun to develop procedures for evaluating its own performance. There is already effective monitoring by the headteacher, curriculum leaders and governors. Analysis of statutory assessment results has enabled the school to identify some priorities for further development. Other strategies for evaluating its performance are underdeveloped however. |
| The strategic use of resources | The school makes good use of the resources available. Staff, time and equipment are all used efficiently for the benefit of pupils. While the nursery provides very successfully for its children and their learning, its lack of appropriate facilities makes it very difficult for staff to meet the needs of those young children with specific needs. |

The school is very well led. The very positive ethos created by the headteacher and staff and their firm commitment to both the care for pupils and raising the standards of their attainment, makes the school a most effective environment for learning. Governors now contribute appropriately to the management of the school. Procedures for evaluating its own performance are being developed, at present these satisfactorily reflect best value principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • It is a happy, caring school; it is warm, with a nice atmosphere • The school has high standards and expectations • Parents and children receive a very warm welcome when they first come to the school – right from the first telephone call to the secretary • Parents are included in the life of the school • The transition from nursery into school is very good • Children in the nursery are now fully involved in the life of the school • Parents are welcomed into the classrooms • Teachers work hard and are very committed to the school • Some parents are delighted with the introduction of the Jolly Phonics scheme which they think is improving reading skills • Parents are very positive about the standards of pupils' attainment throughout the school and the progress which their children are making | <ul style="list-style-type: none"> • Some parents are unhappy that their children's class is housed in a portable classroom away from the main school • Some parents expressed concern at the size of some classes • A concern was expressed about the notice parents receive about forthcoming events |

Inspectors fully agree with the many positive comments parents made about the school. The headteacher and governors are aware of parents' concerns about the temporary classroom, the need for which has been caused by the increased number of pupils on roll since the school was built. They are monitoring the situation carefully and keeping the local authority informed about further demographic changes. While some classes are fairly large, the school makes good arrangements to enable some children to be taught in smaller groups where this is possible, especially those with special educational needs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is consistently high throughout the school

1 Teaching throughout the school is consistently high in quality. In no lessons seen was teaching less than satisfactory; in around nine out of ten lessons it was good or very good. A third of the teaching was very good. This indicates a notable improvement on the previous inspection when a significant proportion of the teaching was unsatisfactory.

2 Teachers are highly committed to the school; they know their pupils well, have a clear understanding of their needs and work hard to meet them. The format of their short term planning has been changed recently, to enable them to identify more accurately specific learning objectives for particular lessons. As yet at the very early stages of development, there is still some way to go before this becomes fully effective, particularly in other subjects than English and mathematics. Teachers are much better at differentiating tasks as they teach their lessons than they are in planning them. This is frequently apparent in the way teachers pose different questions to individuals and groups of pupils in their classes.

3 Teachers use language particularly well in their lessons. Some first class teaching was observed during the inspection in which teachers demonstrated their skill in this aspect of their work. In one very good lesson with children in reception the teacher used questions –like: *What do you think is happening? What might dad be saying?* -most effectively to extend their thinking. In another very good lesson with pupils in Year 1, the teacher constantly posed questions checking their understanding, challenging their thinking and keeping all her pupils involved – *Does it make sense? Where does it go? What do you think? Do you agree?* These were excellent in enabling the teacher to develop the lesson and pupils responded most positively to the challenge. In turn the teacher was warm and encouraging in her response to her pupils' efforts and they grew in confidence as a result.

4 Teachers are generally lively and purposeful in their teaching, managing their lessons with good pace. They communicate clear expectations of their pupils and manage their classes very well, sometimes with humour. Having identified pupils' behaviour as a priority for development teachers have been successful in employing a range of strategies to improve it. Their classrooms are well ordered, stimulating and effective as places to learn.

The school's commitment to high standards results in pupils achieving above the national average in statutory tests

5 The results of the most recent national tests in 1999 for pupils at the end of Key Stage 1 indicate that attainment was well above average in reading and writing and above average in mathematics. In comparison with schools which have a similar intake, standards are very high in reading and writing and well above average in mathematics. In the main there has been a year on year improvement in the standard of pupils' attainment in each of these subjects.

6 The high quality of the teaching pupils receive is the major contributory factor to the standards pupils achieve. The headteacher has started to analyse test data and to use this information to target specific aspects of work for improvement. While at an early stage, this

illustrates the school's commitment to continue improving standards. The success the school has enjoyed in raising standards over the past three years is all the more commendable as the intake of pupils is changing. Demographic change in the area is now resulting in more pupils entering the school with identified special educational needs. The school is continuing to raise standards while the number of pupils with special needs is also increasing.

7 Overall pupils make very good progress as they move through the school. A majority of young children enter the nursery with levels of attainment which are below average. Baseline assessment indicates that their phonological awareness is often poor and their understanding of number is weak. By the time they leave the school at the end of Key Stage 1, the majority have standards of attainment which are above average. The school uses this early assessment information to identify pupils' special educational needs and works hard to tackle them right from the start, particularly in literacy. The introduction of the Jolly Phonics scheme has also been successful in raising standards.

8 The previous inspection report highlighted the shortcomings in aspects of pupils' learning, especially in the lack of opportunities they had to carry out their own investigations and experiments in mathematics and science. Good progress has been in tackling this issue and pupils now have more of such opportunities. As a result, the standard of pupils' attainment in science is also well above average.

There is a strong emphasis on literacy and numeracy which extends across the whole curriculum, contributing positively to the high standards pupils achieve

9 The implementation of both the national literacy and numeracy strategies is good; teaching is strong in both literacy and numeracy lessons. Teachers have a good understanding of the various elements and their planning for these lessons is good; in numeracy in particular specific learning objectives are usually identified. This enables teachers to manage pupils' learning effectively.

10 Teachers are also aware of the opportunities to develop pupils' skills in literacy and numeracy at other times than in these specific lessons. In literacy lessons teachers are skilful in building on pupils' vocabulary. New words are introduced where appropriate and meanings discussed in stories and other texts. In other lessons, pupils' ideas, suggestions and explanations are all accepted and then used effectively to develop their learning, often with the introduction of subject specific vocabulary. In a mathematics lesson, for example, the teacher explored the properties of shapes with her pupils and ensured they understood and used the appropriate terms to describe them. In a science lesson, as pupils discussed various materials, there was a clear emphasis on the use of appropriate vocabulary to describe and compare them.

11 The constant reinforcement of pupils' learning across the curriculum is contributing most positively to the high standards they achieve in English and mathematics.

Provision for young children in the nursery is very good and prepares them well for their future learning

12 Although the room used for the nursery is not ideal in size and shape, the teacher and her nursery nurse have created a first class environment for learning for these youngest children in the school. Considerable thought has been given to how best to use the space available and a good range of learning opportunities organised. Careful planning is ensuring that these opportunities are exploited to the full.

13 There is a clear philosophy which underpins the work with these young children. Induction into the nursery is very carefully and sensitively managed and independence is encouraged from the start. The use of individual labels on coat pegs, drinks, folders and at the different activities, for example, contributes most effectively to creating and supporting independence. So successful is this approach that one child on his first day in the nursery was already able to explain that his label in the box indicated it was his turn on the computer. He also demonstrated that he could manage the simple program for himself and was confident to explain what he was doing.

14 Overall attainment among children entering the nursery is below average. Appropriate emphasis is placed on developing and extending their language skills in the nursery. Good opportunities are provided, both indoors and out, to engage young children in conversation, discussion and specific activities to extend their learning. Both the nursery teacher and nursery nurse are very skilled at exploiting the opportunities for learning which they set up around the nursery. The nursery nurse took the opportunity of a sequencing and removing objects game to engage children in discussion about what they were doing and most effectively ensured individuals all participated and carefully introduced, extended or reinforced appropriate vocabulary. Outside she made good use of rhymes to support a game with a larger group of children. The nursery teacher was also very aware of other opportunities, very effectively exploiting them as they arose. She did this outside, for example, where a child digging had disturbed a worm. She most effectively engaged the child in looking and thinking with her questions, *Look how it moves, see how it ripples as it moves, have you seen one move like this before?* which fascinated the child and helped move his learning on.

15 Good use is also made of other adults to support children's work in the nursery and they benefit from having access to both male and female volunteers. Resources for learning are good both inside and outdoors. Facilities to meet the very particular needs of some very young children however are not as good as they might be, since the current toilet and changing facilities provide neither sufficient privacy nor appropriate equipment.

Pupils are enthusiastic and keen to learn and this is contributing to the good progress they are making

16 Pupils' attitudes to their work in school are very good. At the start of the day, or immediately after break times, pupils are quickly into their classes and ready for work. They are attentive, interested and enthusiastic in lessons, keen to participate in the variety of learning activities provided for them and most try very hard to do their best, enabling them to make good progress.

17 Right from the start pupils are encouraged to contribute to discussions and even the youngest children are quickly confident to join in. In a number of lessons pupils demonstrated the ability to work independently, often managing materials and equipment for themselves. Throughout the school pupils listen well to each other and they respond maturely in their discussions with adults. They are confident to ask questions where they are not sure of something. Such positive attitudes contribute most effectively to the whole ethos of the school.

Pupils are well behaved; relationships throughout the school are warm, caring and supportive

18 Behaviour is very good in lessons and around the school. Pupils behave well as a matter of course during lessons, and this enables teachers to get on and teach. Improving behaviour, particularly around the school, had been identified as a priority for development

by the new headteacher and the strategies employed have obviously secured pleasing improvement. Behaviour in the dining room is good; pupils are courteous to visitors and prepared to talk politely.

19 Relationships in the school are very good. The atmosphere is calm and relaxed yet very purposeful. Pupils get on with each other very well and this is demonstrated as they play together outside and as they work together on set tasks. Pupils respond well to adults; they talk to their teachers and the headteacher openly and in a friendly way and this is reciprocated. These very good relationships contribute to the most positive atmosphere in the school.

Teachers communicate their expectations clearly and consistently ensuring the school is an orderly environment for learning in which children feel secure and can flourish

20 Teachers have established very good relationships with their pupils. There is a warm and caring ethos in the school, which parents value so highly. Teachers are also appropriately demanding about how pupils will behave and how they will learn. Right from the start in the nursery, teachers communicate their expectations clearly and consistently, achieving just the right balance between the caring and demanding sides of their task. As a result, pupils settle into school very quickly, understand exactly what is expected of them and respond accordingly; the school is a very orderly environment for learning.

The headteacher leads the school very well; there are good relationships and strong teamwork amongst all the staff providing most effective support to the head

21 The headteacher is relatively new to the school but has already established herself as an effective leader with a clear vision for future direction. She quickly identified priorities for action, devising a new development plan besides tackling the issues raised in the previous inspection report. Good progress has been made in addressing them. The governors are pleased with the way the school has developed since her appointment and with the plans for future development.

22 The introduction of the national initiatives in literacy and numeracy have proved effective in bringing the staff together as a team and their success in implementing them both is a measure of the effectiveness of their teamwork. The role of the subject co-ordinators has been developed, particularly in English and mathematics, where they have been given good support by the headteacher to develop their monitoring role across the school. Such effective implementation of these key strategies is having a positive impact on attainment. Individual co-ordinators now make an effective contribution to the management of the curriculum.

23 The issue of a substantial proportion of unsatisfactory teaching, identified in the last inspection, has been effectively addressed and teaching is now a real strength of the school. There is now a very positive ethos, with just the right balance achieved between providing a very caring environment for pupils and a purposeful one to extend their learning. Everyone is firmly committed to raising the standards of pupils' attainment

Governors make an effective contribution to the strong management of the school, especially those governors with curricular responsibilities

24 There has been considerable development in the role of the governors in contributing to the management of the school. The headteacher is particularly keen that

they become more involved. She has been successful in making suggestions about ways in which governors might become more involved and this has given them confidence, contributing to the good support they currently provide. In their evaluation of the work of the school and the plans for further development, governors are beginning to apply principles of best value.

25 The role of the governors in contributing to the management of the curriculum was highlighted as a weakness in the previous inspection report. This has now been very well addressed. The members of the governors' curriculum committee are very active, interested and able. Their commitment to the school is first class. A number of them have undertaken training; they are now very enthusiastic and well informed about curriculum matters. Their involvement with the implementation of the literacy strategy has been very good and their involvement with numeracy is developing along the same lines. Already monitoring as well as supporting what is happening in school makes them very effective indeed.

WHAT COULD BE IMPROVED

In teachers' daily plans there is an insufficiently clear identification of specific learning objectives for groups of pupils with differing levels of attainment

26 Overall curriculum planning in the longer and medium terms is good. At this stage it provides detail of appropriately sequenced content and identifies broad learning objectives, through the planned range of learning activities. Planning could be even better if teachers' daily plans identified specific learning objectives for the different groups of pupils in the class as they engage in the planned learning activities.

27 A new format for daily planning has recently been devised and introduced. This is generally effective in enabling teachers to plan for their literacy and numeracy lessons, although even in some of these plans the specific learning objectives are insufficiently clearly set out. Teachers rely heavily on their knowledge of individual pupils to enable them to provide additional support or challenge as they teach their lessons. A more rigorous approach to the identification of appropriate and specific learning objectives, based on their assessment of pupils' learning, would make teachers' planning more effective and enhance further their ability to meet their pupils' specific learning needs.

Pupils' individual education plans only address pupils' special learning needs in literacy and behaviour

28 Pupils' individual education plans are appropriately detailed and teachers make good use of them as they plan their lessons. There is good support for these pupils in some lessons and teachers manage the additional help well. At times groups from each class are able to work with the special educational needs co-ordinator, during which times the effective reinforcement of basic skills contributes positively to the progress they make.

29 However, in the main pupils' individual education plans effectively address only their needs in literacy, although a small number also consider pupils' behavioural needs. While the additional classroom support is also available at times in other lessons, the extra small group work focuses solely on developing pupils' skills in literacy. Provision to meet pupils' special educational needs could be improved with the clear identification of their other needs, particularly in numeracy, and the organisation of a similar level of support to that they receive in extending their literacy skills.

Best use is not made of the existing opportunities to extend pupils' learning through structured play.

30 There is appropriate play equipment in some classrooms, particularly those for younger children in the school, and at times pupils have opportunities to use it. Where it is used effectively to extend pupils' learning, teachers exploit the available resources well, setting tasks and challenges for pupils as they play. At times young children are challenged to find shapes in the sand, for example, or to draw letters in the smoothed sand or with paint. Good use is made of the role-play areas, extending young children's skills with money as they play in the shop.

31 However teachers do not always use these opportunities as extensively nor as effectively as they might. At times the space in the classroom made available for play and practical equipment is not organised as effectively and efficiently as possible and this has an adverse effect on what pupils can do with it. Where this occurs, young children's learning through activity and play is restricted. The approach to teaching and learning, on occasions, also limits opportunities for pupils to learn through play and practical activity. While teachers have a clear understanding of the learning needs of their pupils, there is pressure to move them on to more formal learning, particularly in the literacy hour or lengthy numeracy lessons. The too speedy transition to more formal learning also inhibits pupils' opportunities to extend or reinforce their learning through play and practical activity.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32 The headteacher, staff and governors should continue to build on their considerable success in developing the school so far. To improve further the standard of pupils' attainment and the quality of education provided, they should now:

- Ensure that all pupils' learning needs are fully met in each lesson, by:
 - (a) identifying specific learning objectives for groups of pupils with differing levels of attainment
 - (b) organising appropriate learning activities to enable pupils to achieve them

- Ensure that pupils' special educational needs are fully met, by:
 - (a) extending the identified range of pupils' differing special educational needs
 - (b) using their individual education plans to address a wider range of their special needs, particularly in numeracy

- Extend the existing range of opportunities for children to develop their learning through structured play, by:
 - (a) introducing a wider range of organisational arrangements in the classrooms and adopting a variety of teaching strategies
 - (b) exploiting the space and resources available to provide more opportunities for learning through practical activity and structured play

The school has already identified some of these aspects of its work as priorities for further development.

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 | 14 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 7 | 12 | 2 | 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) | 26 | 202 |
| Number of full-time pupils eligible for free school meals | | 57 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 4 |
| Number of pupils on the school's special educational needs register | 6 | 48 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 20 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 6.1 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.6 |
| 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 |
|--|------|------|-------|-------|
| | | 1999 | 47 | 34 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 46 | 46 | 43 |
| | Girls | 34 | 34 | 31 |
| | Total | 80 | 80 | 74 |
| Percentage of pupils at NC level 2 or above | School | 99 (87) | 99 (96) | 91 (87) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 43 | 43 | 46 |
| | Girls | 32 | 31 | 34 |
| | Total | 75 | 74 | 80 |
| Percentage of pupils at NC level 2 or above | School | 93 (85) | 91 (92) | 99 (89) |
| | 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 | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 196 |
| 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) | 8.4 |
| Number of pupils per qualified teacher | 23.8 |
| Average class size | 28.6 |

Education support staff: YR – Y2

| | |
|---|------|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 27.5 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |

| | |
|---|----|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 26 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1998 – 99 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 372 835 |
| Total expenditure | 373 596 |
| Expenditure per pupil | 1373.52 |
| Balance brought forward from previous year | 15 245 |
| Balance carried forward to next year | 14 485 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 254 |
| Number of questionnaires returned | 69 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 71 | 25 | 4 | 0 | 0 |
| My child is making good progress in school. | 59 | 38 | 1 | 0 | 1 |
| Behaviour in the school is good. | 39 | 54 | 1 | 0 | 6 |
| My child gets the right amount of work to do at home. | 42 | 42 | 6 | 0 | 10 |
| The teaching is good. | 74 | 22 | 0 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 55 | 41 | 1 | 0 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 62 | 33 | 3 | 0 | 1 |
| The school expects my child to work hard and achieve his or her best. | 61 | 35 | 0 | 0 | 4 |
| The school works closely with parents. | 45 | 46 | 4 | 1 | 3 |
| The school is well led and managed. | 43 | 49 | 1 | 0 | 6 |
| The school is helping my child become mature and responsible. | 48 | 46 | 0 | 0 | 6 |
| The school provides an interesting range of activities outside lessons. | 16 | 48 | 14 | 3 | 19 |