

INSPECTION REPORT

CARLTON VALE INFANT SCHOOL

Kilburn

London

LEA area: Brent

Unique reference number: 101498

Headteacher: Barbara Doherty

Reporting inspector: Richard Sachse
1511

Dates of inspection: 27-29 March 2000

Inspection number: 188870

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:	Infant/Nursery
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Malvern Road Kilburn London
Postcode:	NW6 5PU
Telephone number:	0171 624 0348
Fax number:	0171 328 6293
Appropriate authority:	The Governing Body
Name of chair of governors:	David Knight
Date of previous inspection:	24 - 27 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Richard Sachse	Registered inspector
Sue Pritchard	Lay inspector
Jill Barton	Team inspector

The inspection contractor was:

Brent Inspection Service
Centre for Staff Development
Brentfield Road
London
NW10 8HE

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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Attainment in reading and writing is very high and above average in mathematics and science	
Teaching is good throughout the school	
The head and deputy succeed in promoting shared values, which underpin good learning	
Behaviour is very good and pupils enjoy learning and have a strong sense of self-worth	
The school has good arrangements for ensuring pupils' welfare and safety	
The school succeeds in engaging parents in their children's education, particularly in literacy	
A rich curriculum is provided which promotes high standards of literacy	
The school provides an excellent moral and social education for its pupils	
WHAT COULD BE IMPROVED	13
Pupils' speed and accuracy in mental mathematics	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
The provision for and standards achieved by pupils with English as an additional language pupils learning English	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carlton Vale Infant school is a two-form entry school with a nursery which draws its pupils from two local authority housing estates with wide ethnic diversity. The area of South Kilburn in which the school is situated is subject to a large urban regeneration programme.

Number of full-time pupils	195 (below average)
Pupils with English as an additional language	97 (above average)
Pupils entitled to free school meals	102 (well above average)
Pupils on the register of special educational needs	15

Almost 90% of the pupils come from ethnic minority backgrounds, the largest groups being of African, African Caribbean and European origins, with an increasing number of pupils from the Middle East and from Somalia. Approximately 40% of the pupils are in the very early stages of learning English. The predominant first languages of these pupils are Arabic, Somali, Farsi, Portugese and Urdu. There is high pupil turnover. Attainment on entry to the nursery and reception classes is below average.

HOW GOOD THE SCHOOL IS

This is a very good school, greatly valued by its parents and the local community. The very effective leadership provided by the headteacher, deputy headteacher and governors ensures good teaching and learning and a positive and inclusive ethos. These features help to create very high standards of achievement for all pupils. This happy and welcoming school gives pupils an excellent start to their education and provides stability and continuity for a community undergoing rapid change. The school makes good use of its resources and provides good value for money.

What the school does well

- Attainment in reading and writing is very high and above average in mathematics and science.
- Teaching is good throughout the school.
- The head and deputy succeed in promoting shared values, which underpin good learning.
- Behaviour is very good and pupils enjoy learning and have a strong sense of self-worth.
- The school has good arrangements for ensuring pupils' welfare and safety.
- The school succeeds in engaging parents in their children's education, particularly in literacy.
- A rich curriculum is provided which promotes high standards of literacy.
- The school provides an excellent moral and social education for its pupils.

What could be improved

- Pupils' speed and accuracy in mental mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in June 1996 it has tackled the areas identified for improvement in the previous report. The school has maintained its very good quality of education and climate for learning. Over the past four years it has greatly improved the standards achieved by pupils in reading, writing, mathematics and science. Standards of speaking and listening are high and oral work in mathematics has improved. The governing body has improved its planning procedures and the school development plan is now a good working document. The governing body, working closely with the headteacher and the local authority, have put in place appropriate whole-school targets for raising standards still further. The headteacher and deputy monitor lessons and pupils' work. They ensure that levels of attainment are tracked carefully and help teachers to set pupils' individual targets. These targets are shared with the parents. Many improvements have been made to the way

the curriculum is planned. History and geography and design and technology are now fully included within the school's rich curriculum. The school is aware of its strengths and is well placed to continue raising standards and improving provision.

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

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

On entry to the reception classes, pupils' achievements are below those expected for their age. This is mainly due to the high proportion of children in the earliest stages of learning English. However, by the age of seven, standards in reading and writing are not only very high in comparison to similar schools but are well above the average for all schools. Standards in mathematics are in line with national averages and very high in comparison to schools with similar intakes. Good teaching and learning ensure that all pupils make rapid progress and achieve high standards. Particular strengths exist in all aspects of English. Over the past four years, pupils' performance has improved in all subjects and there is now little difference between the achievements of boys and girls. The work pupils were doing during the inspection confirms these high standards. The school's targets are to further increase the proportion of pupils attaining at the highest level in each subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy being in school because of the welcoming and inclusive ethos which all staff promote. Pupils are keen to take part in all the interesting activities that the school offers. They show great enthusiasm for learning, expect to do well and are confident and inquisitive.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good because of the calm and painstaking work of the head, deputy and staff. Pupils readily take responsibility, helping adults and other children.
Personal development and relationships	The school's good ethos and attention to individual needs enhance pupils' personal development. Relationships throughout the school are excellent because they are modelled successfully by staff and are based on genuine respect for self and others.
Attendance	Attendance is now satisfactory and targets for improvement have been met.

Pupils have very positive attitudes towards the school and show a good response in lessons. This is the result of the persistent hard work of the head and deputy in promoting and encouraging a love of learning, high self-esteem and respect for others. Teaching and support staff reflect these values in their relationships and use their detailed knowledge of pupils to ensure that they make good progress. As a result of the good teaching and warm and secure relationships, pupils relate well to one another, are keen to learn and waste no time in starting lessons. They are very interested in books and stories and are confident and eager to learn new skills. They respond well to challenging work, concentrate and remain on task. They listen carefully and speak confidently, asking and answering questions,

and offering ideas and explanations. They are helpful, taking care to treat each other with respect and they use school equipment and resources purposefully. Their personal development is nurtured by all the adults in school and this gives pupils a strong sense of personal identity and self-worth. Attendance has steadily improved over the past four years so that it is now broadly in line with the national average. Unauthorised absence has shown a significant decrease in the past year.

TEACHING AND LEARNING

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

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

The teaching of English, including reading and writing, is very good and it is satisfactory in mathematics, including numeracy. There has been a high turnover of teachers in the past two years but the school has managed to maintain a consistently high quality of teaching through good leadership and well-focused staff development. Teachers plan their lessons carefully and make clear what it is they expect pupils to learn. Their expectations of pupil's work and behaviour are very high and this has a positive effect on learning. They teach basic skills particularly well, particularly in relation to literacy. They treat children with warmth and respect and give lively, interesting and enjoyable lessons. Support staff play a significant role in helping children learn. Teaching meets the needs of all pupils including those with special needs and those learning English as an additional language. All of the teaching is at least satisfactory and it is good or very good in two-thirds of lessons. As a result of the good teaching, pupils' learning is good across the curriculum with particular strengths in speaking and listening, reading and writing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a broad and balanced curriculum, which caters well for pupils of all abilities. A planned programme of visits to places of interest and visitors with a wide range of skills helps to enrich pupils' academic and cultural learning.
Provision for pupils with special educational needs	Work is planned specifically for pupils with special educational needs within the curriculum and they make good progress. Support staff make a very good contribution to the education of these pupils.
Provision for pupils with English as an additional language	Teacher's individual knowledge of pupils learning English and the training they receive ensures good provision. Support staff work with pupils in class to aid their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made in assemblies and across the curriculum for pupils' spiritual, moral, social and cultural development. Particular strengths exist in moral and social education. A wide range of cultures is celebrated respectfully. Children's understanding of right and wrong and how to relate well to one another closely reflects the school's values and code of behaviour.
How well the school cares for its pupils	The school's arrangements for ensuring children's welfare and safety are very good. Child protection procedures are good and the school monitors and takes prompt action on issues of attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide very good leadership and management. They are very effective because of their shared vision, prudent management and determined pursuit of high standards. They work collaboratively with staff, governors, pupils and parents to promote the schools' aims and values and to strive for high achievement.
How well the governors fulfil their responsibilities	The governors organise themselves well and fulfil their responsibilities effectively. They are thoughtful and active in supporting the work of the school.
The school's evaluation of its performance	Monitoring by the headteacher and deputy ensures that weaknesses in teaching are promptly addressed. Governors and the LEA are appropriately involved in collecting and analysing school performance data which is used to set challenging targets.
The strategic use of resources	Strategic planning is good and the school makes efficient use of its resources.

The leadership and management provided by the headteacher, ably supported by the deputy, ensures high standards and a very positive school ethos. Their leadership is sensitive, responsive and determined and ensures that the school's aims and values are reflected in all its work. Their key focus is on learning and achievement in a climate of equal opportunities for all pupils. The head and deputy provide effective subject leadership in English and mathematics which ensures good quality teaching through rigorous and regular monitoring and feedback to teachers. To support teacher's professional development, the deputy headteacher manages a well focused programme of in-service training. The headteacher has won the full confidence of the parents and nurtures their involvement, seeking ways of harnessing their efforts to raise standards. She has also successfully obtained resources for parents from external providers of adult education and family literacy. The school evaluates its use of resources and seeks to obtain best value. Resources are plentiful and carefully managed but provision is barely satisfactory in information and communications technology and in relation to accommodation for the reception classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The school works closely with parents • Their children are making good progress • Good teaching • Good behaviour • The school is well led and managed • The school is helping pupils to become mature and responsible • The school expects children to work hard and achieve their best 	<ul style="list-style-type: none"> • The extent of homework; a small minority want more to be set • Provision for pupils at the earliest stage of learning English; a small number of parents felt additional support should be given

The inspection team confirms the parents' views about the school's good qualities. As regards homework, pupils are encouraged to take reading books home and this is appropriate given the high priority placed on literacy. The team endorses the wish of parents to be involved in supporting other areas of learning and the school's positive experience of 'family numeracy' could be extended. Provision for pupils at the earliest stages of learning English is incorporated into planning and teaching. Support staff work alongside class teachers to ensure that all children make good

progress. Thus pupils already fluent in English are not prevented from achieving good standards.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in reading and writing is very high and above average in mathematics and science.

1. Pupils achieve very high standards in their National Curriculum tests and in teacher assessments in English, mathematics and science. All pupils make good progress in these subjects throughout the school as a result of the good teaching they receive and the attention to their individual needs. Most pupils with special needs and those learning English as an additional language are able to reach at least satisfactory standards in these subjects at seven years of age. The standards achieved result from consistently good planning and teaching.

2. Pupils are introduced to a wide range of stories and books and provided with an excellent environment for learning to read, including a very welcoming library. Literacy is at the heart of the school's curriculum and in consequence, pupils soon learn to read for information and pleasure. In lessons, pupils use a range of strategies for reading unfamiliar words and gaining meaning, including phonics. In reception classes they delighted in familiar rhymes and joined in the repetition of words and phrases from colourful books. In Year 1, they enjoyed reading individually and knew the main events in familiar stories. In Year 2, pupils dissected words and sentences and explored spelling patterns and grammatical structure. They read fluently and discussed characters and their actions, some choosing to read books from their favourite authors.

3. Pupils enjoy experimenting with writing in the nursery and reception classes. They rapidly learn to write the letters in their own names and to recognise initial letters in familiar words. In Year 1, most pupils were able to write several simple words and phrases as part of their literacy hour. They formed letters carefully and consistently and made good use of flashcards and simple dictionaries. Most pupils were writing in simple sentences using full stops and capital letters. In the Year 2 literacy sessions, pupils were writing sentences in clear sequences, extending ideas logically. Groups of pupils devised written descriptions together, concentrating on the structure of sentences and the correct spellings. They then evaluated and redrafted their writing, choosing from a growing vocabulary to enrich their work.

4. In mathematics, children in reception classes recognise numbers to 10 and often to 20. Most pupils are able to compare greater and smaller quantities and counted to 10 forwards and backwards. In Year 1, pupils know the difference between odd and even numbers and use number squares and number lines to find patterns. They can identify missing numbers and explain their strategies for finding them. Most pupils are able to count in twos and tens and can add by counting on from the larger number. In Year 2, most pupils can perform written additions, e.g. $15+12$, counting the tens first. Most can count in twos, fives and tens. They are good at counting tens and units when using pencil and paper methods. They recognise coins and use them to find totals. More able pupils can count beyond 100 in tens and hundreds.

5. There is a strong emphasis on scientific investigation throughout the school. Pupils' inquisitiveness is encouraged through challenging activities in the early years. In Year 1, pupils show that they are accustomed to asking and answering questions, observing and recording information about plants and animals in their environment. In one unit of work, they used their senses to sort and classify materials. In Year 2, pupils collected and used data about their heights and foot sizes in a series of lessons on variation. They were able to make accurate measurements, talk about their findings and record them accurately.

Teaching is good throughout the school

6. Teachers plan their lessons carefully, following the agreed schemes of work and paying attention to pupils' individual needs. They ensure that support staff understand what is to be taught and are clear about their role in the lesson. Teachers have high expectations of how children should work and this showed in the way they talked to pupils, particularly at the beginning and end of

lessons. Initially, pupils were asked to recap on previous work and in the final phase of the lesson to make sense of what they had learnt. Pupils talked freely about how they were going to do things and knew that teachers expected them to work to the best of their ability. Teachers created lively and interesting lessons with purposeful activities. In literacy lessons, teachers modelled good reading and writing techniques. In a reception class, for example, the teacher acted out a story with toys and animal voices, creating great hilarity and so gaining pupils' attention. She skilfully reinforced children's understanding of print and led them on to making party lists, using their knowledge of initial letters and sounds.

7. Staff have a close working knowledge of their pupils individual needs and achievements. They regularly assess pupils' learning in lessons and keep careful records. Subject managers and area co-ordinators monitor assessment processes and provide a clear understanding of pupils' levels of attainment. This informs teacher's planning, helping to ensure that pupils' individual needs are met in lessons. This rigorous system of assessment enables the teachers to set achievable but challenging targets for each pupil. For example, samples of writing and mathematics assessments are regularly collected and analysed and targets set for further achievement. Termly reviews of targets are shared with parents. The headteacher collates an overview of progress towards the school's targets and reports this to the governing body.

8. Teachers use assessment to inform their teaching and work co-operatively with support staff to build a detailed picture of what pupils know, understand and can do. For example, in a Year 2 mathematics lesson, the classroom assistant made observational notes whilst the teacher questioned pupils about place value. After the lesson they discussed the contributions made by pupils and charted their individual progress. The school's co-operative methods of assessment and teaching were used consistently to enable all pupils, including those with special educational needs or limited fluency English, to be taught effectively. More able pupils are set suitable extension tasks, which enable them to make progress at their own rate.

9. Teachers use their subject knowledge to devise purposeful activities, and their instructions, explanations and questions are given clearly. For example in a music lesson, the teacher guided children towards composing and performing music with fast and slow movements based on a story. She prompted them to empathise with the character saying, " If you were scared and trying to escape, how quickly would you move?" In a Year 1 literacy lesson children were asked: "How many sentences are there on page 4 and how do you know?" They were given the opportunity to refer to the punctuation as well to use their understanding of the story. In a Year 2 literacy lesson pupils were asked not simply to retell the story but to: " Find words which describe the main character." They recalled ideas and spelt phrases correctly like "clever trickster".

The head and deputy succeed in promoting shared values, which underpin good learning.

10. The headteacher provides a clear sense of direction for the work of the school. She is closely involved with the pupils and models very positive attitudes and relationships. Her assemblies provide a good focus for spiritual and moral themes. For example, ideas about peace and peacemakers were introduced in an assembly and were then developed in class discussions and religious education lessons. The headteacher's insistence on pupils' achieving high standards is evident in school documentation, in her daily visits to classes and in her feedback from monitoring. The deputy and key staff give good support and advice to new teachers, meeting with them regularly, providing induction training and help with planning and assessment. In this way, they ensure that new staff share the school's high expectations and plan and teach in harmony with school policies. The deputy provides rigorous training for all staff in prioritised areas, for example, in relation to the recently introduced literacy and numeracy strategies.

11. The governing body values and supports the work of the headteacher and deputy and understands the diverse nature of the communities which the schools serves. For example, governors have taken decisions to develop closer links with parents and the wider community, supporting the provision of adult education classes and reading volunteer schemes. The governors' view of the school's success in meeting its aims is based on good information and their monitoring visits to school reinforce the school's values, highlighting the importance of high achievement, self-esteem and mutual respect.

Behaviour is very good and pupils enjoy learning and have a strong sense of self-worth.

12. The impact of the strong ethos of the school and good teaching is evident in pupils' behaviour and attitudes. Pupils behave very well in and around the school. They treat each other and the adults with respect and are honest and trustworthy. Throughout the school, pupils take responsibility for tasks such as tidying, helping in assembly or with registers. They take care of school equipment and their working environment. Pupils handle books well and praised others' work. For example, in Year 1 they enjoyed reading poems to each other on the carpet and then tidied them away sensibly when asked. In the same class, they practised writing with large felt markers, making sure not to stray onto one another's' sections of the whiteboard. Pupils are ready to take responsibility for helping each other. For example, in the nursery, they shared water toys and helped to do up coat buttons. In a reception class maths lesson, those who had been in school a few weeks longer assisted new pupils in making number lines.

13. At the start of the day, pupils come to school ready to learn. For example, in the nursery, they came in with their parents, found their name cards and soon settled to an activity, some going to the role play corner or the sand and water trays whilst others started with the puzzles and books. Pupils in other year groups immediately settled to reading with their parents or with volunteers from a local business partnership. No time was wasted at any point in the school day as result of the pupils' eagerness to learn and the good teaching they received. Behaviour in lessons is always good and often very good with pupils secure in talking about their learning. They are happy to gain recognition of their achievements in whole class sessions and in assemblies.

The school has good arrangements for ensuring pupils' welfare and safety

14. The head teacher and deputy headteacher manage the school's good arrangements for pupils' welfare and safety effectively, paying close attention to pupils' individual needs. They work closely with staff to implement the school's policy and procedures consistently. The head draws on her good relationships with parents to build a detailed picture of each child's particular circumstances. Together with the deputy, she ensures that each teacher and member of the support staff is aware of pupils' individual needs and provides regularly updated information. Arrangements for child protection are effective.

The school succeeds in engaging parents in their children's education, particularly in literacy.

15. Parents are very appreciative of the school's efforts to promote high standards and ensure that all children make progress. The school provides good information on the curriculum and specific details of children's achievements and targets. Parents regularly come in to school and help their pupils read at the start of the day. When books are read at school or taken home, a reading record is completed by either the teacher or parent. In the recent past, many parents had taken up the school's offer of adult education classes in literacy and numeracy and commented to the inspection team on the insights this had given them into their children's education. Parents whose first language is not English report that they value the school's welcoming and inclusive approach to themselves and their children.

A rich curriculum is provided which promotes high standards of literacy.

16. The school's curriculum is well planned with a strong emphasis on literacy. Books are plentiful and well cared for and the excellent library is used to excite and interest pupils in reading. Children are taught to associate reading with pleasure and fascination and stories are used as the basis for teaching subjects such as Religious Education, history and geography. Visits and visitors enrich the curriculum, for example, volunteers from industry and the media act as reading partners and the school has enjoyed a range of theatre groups and professional story tellers.

The school provides an excellent moral and social education for its pupils.

17. Provision for moral and social education is a strength of the school. The headteacher and deputy headteacher provide a clear set of values which informs all aspects of the school's work. This set of values places a firm emphasis on right and wrong, tolerance and respect for self and others. The school's values, shared by staff, governors and most parents, are reflected in assemblies, in lessons and in all contacts between adults and children. They are thus reinforced to the point where children absorb and respond to them as a natural part of school life.

WHAT COULD BE IMPROVED

Pupils' speed and accuracy in mental mathematics

18. The school achieves high standards in mathematics and nine out of ten pupils attain the standards expected nationally at seven years of age. However, pupils' performance in mathematics does not always match their high attainment in reading. The recently introduced numeracy initiative has not yet taken full effect in improving pupils' speed and accuracy in mental recall of number bonds and their strategies for adding and subtracting mentally. For example, many Year 2 pupils were not able to add or subtract quickly by partitioning numbers, although they could do this using pencil and paper methods. The school is taking appropriate actions to achieve greater speed and accuracy, including staff training and parental involvement in mathematics. The planning and implementation of oral phases in mathematics lessons should be closely monitored and improved to aid higher attainment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The school should now:

- (1) Improve pupils' speed and accuracy in mental and oral mathematics by:
 - monitoring the oral and mental phases of the daily dedicated mathematics lesson, giving rigorous feedback to teachers;
 - drawing on the good practice which exists within the school and in other schools ;
 - involving parents in supporting children's mathematical development in school and at home.

The provision for and standards achieved by pupils with English as an additional language

20. Good provision is made for pupils with English as an additional language. Teachers' plan well together, take account of pupils' fluency in English in their teaching and make good use of support staff. For example, in a reception class, a support teacher helped pupils to develop their spoken English by reading a story and showing pictures. She talked with them about the clay animals they were making. The pupils spoke clearly, saying phrases like: " I'm making a bear - we're squeezing the clay." In a Year 1 mathematics lesson the support assistant worked on odd and even numbers with a small group on a paired number game, modelling the phrases pupils needed to describe their actions. The Year 2 class was divided into two groups for literacy and the support teacher took the pupils at the earlier stages of learning English. The lesson focused on characters in a story and was enhanced by well-made cut out pictures, flash cards with key words and good questions from the teacher.

21. In the National tests, pupils with English as an additional language achieve the standards expected for their age. This results from good teaching which builds pupils' skills of speaking clearly and listening attentively. The school successfully promotes high standards for all pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	24	40	32	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)	46	153
Number of full-time pupils eligible for free school meals		102

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	2	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	97

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	81
Pupils who left the school other than at the usual time of leaving	68

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	3.1
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	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	17	17	18
	Total	30	30	31
Percentage of pupils at NC level 2 or above	School	88 (77)	88 (81)	91(84)
	National	81 (80)	83(81)	86 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	17	17	17
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	88 (81)	85 (85)	88 (86)
	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	39
Black – African heritage	16
Black – other	3
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	1
White	18
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.6
Average class size	23

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	46

Total number of education support staff	3
Total aggregate hours worked per week	105

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

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.

Financial information

Financial year	1999
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	£
Total income	469617
Total expenditure	425267
Expenditure per pupil	2181
Balance brought forward from previous year	50795
Balance carried forward to next year	95145

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	141

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	1	0	1
My child is making good progress in school.	72	26	1	0	1
Behaviour in the school is good.	60	34	3	0	3
My child gets the right amount of work to do at home.	52	30	8	6	4
The teaching is good.	72	25	1	1	1
I am kept well informed about how my child is getting on.	67	25	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	64	30	1	2	3
The school expects my child to work hard and achieve his or her best.	72	24	2	1	1
The school works closely with parents.	66	32	1	0	1
The school is well led and managed.	70	25	4	0	1
The school is helping my child become mature and responsible.	68	30	1	0	1
The school provides an interesting range of activities outside lessons.	50	26	7	1	16

Other issues raised by parents

Parents raised the issue of support for pupils learning English as an additional language and a few considered that this might detract from standards achieved by pupils already fluent in English. The inspection findings confirm that effective support is provided and all pupils are making good progress.