

INSPECTION REPORT

THE LAURELS FIRST SCHOOL

Winterbourne Way Worthing

LEA area: West Sussex

Unique reference number: 125956

Acting Headteacher: Mrs Lynne Booty

Reporting inspector: John Barrett
2887

Dates of inspection: 19 – 20 June 2000

Inspection number: 189332

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 to 8
Gender of pupils:	Mixed
School address:	Winterbourne Way West Durrington Worthing West Sussex
Postcode:	BN13 3QH
Telephone number:	01903 830901
Fax number:	01903 693076
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Debbie Bailey
Date of previous inspection:	17-9-96

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
John Barrett	Registered inspector
Tony West	Lay inspector
Katie Jarvis	Team inspector

The inspection contractor was:

West Sussex County Council
County Hall
Chichester
West Sussex
PO19 1RF

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Laurels First School caters for pupils between four and eight and has 225 full-time pupils and 15 part time pupils. The number of pupils has risen from 192 pupils at the time of the last inspection. The school serves an expanding urban area in Worthing, West Sussex with approximately two-thirds Local Authority housing. This development, which is not yet complete, accounts for the increase in numbers.

Nearly all pupils have attended pre-school education. The overall attainment of children on entry is below average. Very few pupils come from families of ethnic minorities and four pupils have English as an additional language, which is a higher proportion than in most schools. Ninety pupils (38%) are on the register of special educational needs, six of whom have statements of special educational needs. Both these figures are above the national average. The number of pupils eligible for free school meals (22.7%) is broadly in line with the national average. There have been very few staff changes since the last inspection.

HOW GOOD THE SCHOOL IS

The Laurels is a very effective school and is highly respected by the parents. The school is being very well led by the acting headteacher in an effective partnership with the chair of governors prior to the arrival of the newly appointed headteacher. She has maintained and built on the very successful work and leadership of the former headteacher. Staff, pupils, parents and governors are proud of their school. The quality of teaching is good and the teachers' high expectations are consistently applied. These qualities lead to the very good progress pupils make and the good standards they achieve, particularly in English, mathematics, science and art. Pupils work hard, are responsible and behave very well. The school gives good value for money.

What the school does well

- Pupils make very good progress and achieve high standards in English, mathematics, science and art.
- Pupils have very positive attitudes, they take pride in their work and are very well behaved.
- The very good leadership of the former headteacher, the acting headteacher and the chair of governors has led to a very committed and effective whole-school team.
- The enthusiasm, hard work and high expectations of all staff make a major contribution to pupils' positive attitudes and high standards.
- The provision for pupils with special educational needs, and for the more able, is very effective.
- Pupils' personal development is very good.
- The respect parents have for the school, their confidence in it and the strong home-school links contribute well to the very good progress pupils make.

What could be improved

- Planning further ahead and linking this planning to what is learnt from the school's monitoring of standards and provision.
- Building on pupils' positive attitudes to their work by involving them more formally in assessing their own work and progress.
- The development of the outdoor provision for the youngest pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in September 1996. The key issues have all been addressed successfully. At the time of last inspection, the proportion of pupils attaining the higher National Curriculum levels was below the national average. Results at the higher levels are now above the national averages. Schemes of work are in place for all subjects. Day-to-day assessment has also

improved through the consistently clear identification of precise learning objectives and work is now marked regularly, accurately and with appropriate commentary. In addition, there is now a programme for the monitoring of teaching and for the sampling of work. Standards in English, mathematics and science have all improved for all ability groups since the last inspection. The strong leadership of the school, and the strength of its partnership with the governing body and with parents, and the high level of commitment and professional expertise of staff make clear its capacity to maintain high standards and make further improvements.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
Reading	B	C	B	A
Writing	A	D	B	A
Mathematics	A	B	A	A*

Key

well above average A

above average B

Average C

below average D

well below average E

The table indicates that pupils' attainment in comparison with all schools nationally, in reading, was above average, except in 1998 when it was in line with it. It shows that attainment in writing fell below the national average in 1998, was well above it in 1997 and was above it in 1999. In mathematics, attainment was well above the national average in 1997 and 1999 and above it in 1998. The table also indicates that, compared with similar schools in 1999, the school's results are well above the average in reading and in writing; in mathematics the school's performance is in the highest 5% nationally. These comparisons indicate that in relation to pupils' attainment on entry to school, they make very good progress by the end of the end of Year 2. Inspection evidence confirms that, by the time pupils leave school at the end of Year 3, the good standards and the very good progress are maintained. A comparison with national trends shows that between 1996 and 1999 in reading and writing results were improving at a similar rate to those nationally. In mathematics, they were improving at a higher rate.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard and take pride both in their work and in their school. Their positive attitudes contribute significantly to the standards they achieve.
Behaviour, in and out of classrooms	Pupils' behaviour is very good both at work and play. They are friendly, courteous and respectful of others. They show good self discipline. These qualities contribute well to the quality of life in the school.
Personal development and relationships	Very good. Pupils work together well and they share willingly. They are trustworthy and respond maturely to the responsibilities they are given. They play their part well in ensuring the smooth day-to-day running of the school.
Attendance	Good. Pupils are eager to come to school.

Pupils' very positive attitudes and behaviour contribute well to the quality of life in the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5 - 7 years	Aged 7- 8
Lessons seen overall	Good	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.

Teachers have consistently high expectations of pupils. They are enthusiastic and work very hard. Teachers know their pupils very well and quickly identify and address any special educational needs that pupils may have. They offer all pupils very good levels of support and encouragement. They plan carefully and are very clear about what they want their pupils to learn. The teaching of numeracy and literacy is strong and effective. The teachers' management of pupils is very good. All staff form very positive relationships with pupils, combining courtesy and kindness with firm and clear expectations. No unsatisfactory teaching was observed. Over 80% of lessons were judged to be good or better and 23% were judged to be very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Pupils benefit from well-planned learning activities that motivate and engage them. The provision for the outdoor work and play of the youngest pupils is under-developed.
Provision for pupils with special educational needs	There is good leadership and a very good programme for the early identification of and support for pupils with special educational needs. This is reflected in the very good progress they make.
Provision for pupils' personal (including spiritual, moral, social and cultural) development	Very good. All staff provide very good role models. Pupils' moral and social development is promoted very effectively and the rich curriculum experiences contribute well to their spiritual and cultural development.
How well the school cares for its pupils	Very effective. All staff know the pupils very well. The welfare policies and procedures are very effective. The school provides a safe and secure environment.

The good quality and range of the school's displays celebrate the best efforts of pupils of all abilities, as well as stimulating learning and providing focussed support for current learning themes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has been and continues to be led very well by senior staff. The school is characterised by its high expectations, effective teamwork and its high ambition for pupils.
How well the governors fulfil their responsibilities	The governing body is led very well by the chair of governors, who has the full respect of staff and parents. Governors are committed to the school and work efficiently and effectively for it.
The school's evaluation of its performance	Good. The school analyses its test results thoroughly and acts appropriately and successfully on its findings. A new monitoring policy has been partially introduced though it is not yet formally integrated with the school's development planning.
The strategic use of resources	Good. Staffing, resources and accommodation are all used effectively. Overall, the school applies best value principles wisely to the acquisition of its resources.

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, make good progress and behave well• Children get the right amount of work to do at home• The good quality of the teaching• They are well informed about their children's progress• They feel able to approach the school with concerns• The school's high expectations• The close working partnership with parents• The leadership of the school• The help the school gives to pupils in becoming mature and responsible	<ul style="list-style-type: none">• Some parents would like the school to extend the range of activities outside lessons

The inspection team fully endorses the very positive views expressed by parents about the school. Some parents would like the school to extend the range of activities outside lessons. Inspectors considered carefully the range of opportunities offered by the school and by other associations in partnership with the school and found the range of the provision to be appropriate for a school catering for pupils between the ages of 4 and 8.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress and achieve high standards in English, mathematics, science and art.

1. In the 1999 national tests for seven year-olds, results at Level 2 and above were close to the national average in reading and mathematics and above the national average in writing. At the higher level (Level 3) and when using the average point score (where pupils' attainment at all levels is taken into account) results were above the national average in reading and writing and well above it in mathematics. When compared to similar schools, the overall results were well above the national average in all three subjects and in mathematics, the school is in the top 5% nationally. These comparisons indicate that in relation to pupils' attainment on entry to school, they make very good progress by end of the end of Year 2. The inspection evidence indicates clearly that these high standards and the very good progress pupils make are maintained through to the time they leave the school. In science, teacher assessment indicates that attainment is above the national average at Level 2 and well above it at Level 3.
2. Current work reflects the high standards represented by national test results. In English, pupils turn readily to a broad range of fiction and non-fiction texts. They enjoy reading. They have a well-developed sight vocabulary and recognise words that have common spelling patterns confidently. In their guided reading sessions, pupils read competently and employ effective strategies to read unfamiliar words.
3. Pupils respond well to the good level of support they receive. They take full advantage of displays of key words linked to current themes to add to the quality of their writing. They enjoy writing and do so for a good range of purposes through a range of subjects. In science, pupils develop their vocabulary well to describe the properties of materials. They create effective texts for a brochure and evaluate and select different presentational devices and layouts successfully. The descriptive writing of the medieval houses that they studied and drew following a school visit illustrate a keen eye for detail and are of a good standard. Many pupils have well-developed strategies for spelling and those who find it more difficult nevertheless tackle challenging words enthusiastically. Pupils' presentation of their work and their handwriting is consistently very good.
4. The quality of relationships and the clear sense of respect throughout the school strongly support pupils' willingness to speak up in a wide variety of circumstances. They contribute confidently in circle time, in assemblies, in whole-class work and in group work. Pupils discuss issues enthusiastically both in adult-led work and in independent group work. They explain their thinking clearly and ask pertinent questions confidently. They have and use an extensive vocabulary. They are also appreciative and considerate of the opinions of others.
5. In mathematics, pupils' mental skills and calculation strategies are well developed. Older pupils count on and backwards in tens and thousands confidently and accurately. They have a good understanding that the position of a digit denotes its value. They know by heart addition and subtraction facts up to 20. Pupils work with good levels of accuracy when undertaking mental calculations using 2 and 3 digit numbers. They explain, with enthusiasm, the methods they use and offer alternative strategies as a way of checking answers. They have a good grasp of mathematical vocabulary, for example in interpreting correctly the wide range of words associated with addition and subtraction in a set of problems. Younger pupils confidently name the numbers that come after or before a given number. One pupil confidently identified -1 as the

number that comes before 0. They note, without prompt, that numbers that, at first glance, are randomly spread are in fact grouped as odd and even. Pupils place the numbers correctly on a clock face and the more able read accurately half-hours. They record time on blank clock faces well and sequence them correctly. Pupils of all ages and of all ability groups maintain a high standard of presentation in their written calculations. Errors are indicated and corrected neatly. This contributes well to the high level of accuracy in their work. A most notable feature throughout the school was the very evident enjoyment pupils displayed in their mathematics.

6. In science, younger pupils name and group materials as wood, glass, metal and plastic. They demonstrate a good understanding of the properties of materials when describing and identifying them. They show keen interest in their work, for example when selecting from a range of materials to choose those that might serve as windows for their houses, using the terms transparent and non-transparent correctly.
7. There is widespread evidence of pupils' art throughout the school. It is of a consistently high standard across a good range of media. It contributes well to other subjects, for example to pupils' writing where the close observational drawings heighten the level of detail and description evident in their written work.

Pupils have very positive attitudes, they take pride in their work and are very well behaved.

8. Pupils display very positive attitudes to their work and to each other. Their pride is demonstrated very clearly in the high standard of presentation of their work throughout the curriculum as well as by their willingness to discuss and share their ideas and thinking. They enjoy and show interest in their work and concentrate for extended periods of time on physical, creative and intellectual challenges. They are attentive and listen well to their teachers and to each other and are very co-operative. In whole group sessions, pupils are keen to volunteer responses and do so confidently irrespective of ability. Pupils are very motivated and the great majority of pupils give of their best.
9. The standard of pupils' behaviour at work and play is very good. They respect and respond well to the high expectations of staff and the well-established routines. They readily volunteer to help each other. In mathematics, for example, a pupil who had misinterpreted a question was immediately helped by a neighbour who offered a precise explanation kindly and generously. In physical education, where numbers made it necessary to take turns using the rope, those waiting to use it did not need to ask because they were always offered a turn. Pupils understand and apply the conventions of discussion. They listen well and learn not to call out. They conduct themselves responsibly when working independently, for example when engaged in a writing task in an adjoining group room. Teachers respect the pupils and this respect is reciprocated.

The enthusiasm, hard work and consistently high expectation of both the teachers and teaching assistants make a major contribution to pupils' success.

10. The staff are ambitious for their pupils and this is clearly evident in their planning and also in their enthusiasm and hard work. They maintain consistently high standards both in terms of work and behaviour. Teachers know their pupils very well. They have established very positive relationships with them and the strong work ethic evident throughout the school is founded in mutual respect.
11. Collaborative planning is a strength of the school. It makes best use of the expertise of all staff

and they work effectively to ensure that it leads to very clear objectives for lessons. It also contributes to shared assessment of pupils' learning and this contributes well to subsequent planning. It leads to well-designed and often imaginative learning activities that not only fulfil the learning objectives but at the same time serve to stimulate and motivate pupils.

12. The teaching assistants make an important and much-valued contribution to pupils' welfare and progress. They are well briefed by teachers and have been trained well. They are quite clear about the focus for learning and reinforce instructions and expectations in a quiet but firm and positive way. Pupils achieve well in their care.
13. The teachers' management of pupils is very good. It is based on the very positive relationships they strike up with pupils. Classrooms are places of hard work but also of good humour. There is invariably a quiet and orderly atmosphere, whether during lessons or when pupils are leaving the class or returning to it. Teachers combine courtesy and kindness with firm and clear expectations. They maintain a good overview of the class during group work and spot and deal with any potential difficulties quickly and unobtrusively, maintaining the momentum of the lesson. They ensure a good pace to lessons and consequently pupils use time well.
14. Teachers employ a good range of teaching techniques effectively. They plan for and make good use of questioning in mathematics, for example, to challenge pupils' thinking skills. They provide very clear instructions and explanations at the outset of lessons about the lesson's objectives. These are often written on the board as a reference. They offer very good levels of support and encouragement and their use of praise is particularly effective in encouraging the confidence of individuals while reinforcing key learning points for others.
15. The teaching of numeracy and literacy is strong and effective and results in the very good progress pupils make.

The very good leadership of the former headteacher, the acting headteacher and the chair of governors has led to a very committed and effective whole school team

16. The school is characterised by its high expectations, strong and effective teamwork and a high ambition for pupils. This reflects the work of the former headteacher, the acting headteacher and the chair of governors who have, over an extended period, established a very effective partnership. They have provided a clear direction for the school's development that has built on the many strengths identified in the last report and led to a significant improvement in both provision and standards. All staff members have clear responsibilities and fulfil them effectively with a clear sense of service to the school. Pupils are taught and cared for well throughout the day. The school's administration is good. It is clean and maintained to a good standard. The work of all staff contributes significantly to the success the school enjoys.
17. The governing body is led very well. The chair of governors maintains close and frequent contact with the school and consequently knows it very well. She is highly respected both by staff and her colleague governors. The governing body is committed to the school and works efficiently and effectively within its committees and whole governing body meetings. The programme and presentation of materials for the appointment of the new headteacher provides a clear indication of the pride governors have in their school and their determination to serve it well.
18. Subject co-ordinators provide good leadership. The developments in mathematics have been particularly noteworthy. It has led to very good lesson planning. Teachers are confident and competent in the teaching of mathematics. They use the good range of resources available well

and evaluate pupils' attainment carefully. This has led not only to the very good national curriculum test results but to the very positive attitudes displayed by pupils for mathematics.

19. Provision and standards in physical education have also been significantly improved. The subject co-ordinator has provided an effective lead. This development reflects well the willingness of the staff as a whole to support each other and work collectively to shared and agreed purposes. Students and the teacher in her induction year comment very appreciatively of the quality and level of support and encouragement they receive from staff.

The provision for pupils with special educational needs, as well as for the more able, is very good

20. The school has well-established and very effective procedures for the early identification of pupils with special educational needs which leads to effective programmes of support. This support is offered both in the class, through work planned specifically for such identified needs, and also through well-planned group work. The teaching assistants, who lead much of this group work, do so with dedication and to good effect because the school has drawn well on the expertise of the learning support teacher and outside agents such as the Speech and Language Therapy Service and the occupational therapist to provide training for these members of staff.
21. Pupils' Individual Education Plans are drawn up carefully and reviewed regularly. The specific short-term targets are clear and inform the pupils' work in class to ensure focused practice. Records of pupils' progress indicate clearly the beneficial impact of this work. The records are detailed and are especially helpful where they note the extent to which pupils completed the task, the attitudes they displayed and examples to illustrate the precise learning that took place.
22. There is a high level of support for these pupils throughout the school. They receive good levels of encouragement and well-focused praise. As a result they feel safe and confident to contribute and give of their best. The learning support teacher, in partnership with the special needs co-ordinator, provide a strong, effective and valued lead to this work.
23. The school also identifies at an early stage the most able pupils. Additional activities are provided for these pupils and they are invited to attend Local Education Authority enrichment programmes. They are challenged well through specific and effective planning in their daily work. The test results in recent years indicate a sharp increase in the number of pupils scoring at the higher levels.
24. The strong teamwork, the very positive and encouraging atmosphere in the school, the focused support for specific need and the opportunity for all pupils to take part in all activities lead to the very good personal and academic progress that all pupils, irrespective of ability, make.

Pupils' personal development and their spiritual, moral, social and cultural development is very good

25. Pupils are both responsible and reliable. They respond willingly and well to opportunities to exercise responsibility. Older pupils, for example, help man the office at lunch times and do so with courtesy and assurance. They are very co-operative when working together and share equipment and offer help spontaneously. In group-tasks they show well-developed collaborative skills. They listen and respond to the contribution of others in a way that contributes to the successful completion of the task.
26. They discuss their work with interest and confidence and demonstrate good conversational skills. Pupils respond well to the school's simple but clear code of conduct and clearly understand issues of social responsibility and matters that are right and wrong. They understand and fulfil the need

to move about the building quietly and carefully and the entry to and exit from whole school assemblies is conducted in an exemplary fashion. Pupils responded well to an assembly theme that addressed the responsibility of older pupils for the younger ones. At playtime, older pupils quite spontaneously went to the aid of a child who had a bump and clearly reflected the model of care that staff members demonstrate.

27. The rich learning opportunities offered through the curriculum offer pupils a strong spiritual and cultural education. Pupils explore the work of artists, listen and respond to a wide range of music. They study different faiths and visit a range of sites with differing cultural interests. They meet a good range of visitors to the school. The benefit that these experiences bring is very evident in the quality of work they lead to. A well-established link with a member of a local museum, for example, leads to careful and well-informed studies of wide-ranging historical artefacts. The visit to Weald and Downland Museum motivated pupils and generated a range of work of good quality.

The respect and confidence of parents in the school and the strong home-school links contribute well to the very good progress pupils make.

28. The school promotes the home-school partnership well, both through its written communication and by direct contact. The parents' responses to the questionnaire and the comments of those parents who attended the pre-inspection meeting indicate a high level of satisfaction with the school's provision.
29. The school prospectus is detailed and well-presented. Letters home are clear, helpful and consistently promote a sense of partnership, for example a letter to parents in April this year exemplifies this by sending home details of the number work their children would be addressing this year. This initiative builds on the details of topic work that are already sent home and is to become a termly letter and to be extended to English.
30. The induction programme, which includes home visits and a pre-school pack, is valued by parents. They are encouraged and given good opportunities to visit school for informal 'Pop In Afternoons', as well as more formal spring and summer term open evenings. Reading workshops are regularly provided for new parents and are well-attended. They provide explanation of how the school approaches reading and how parents can help at home. One parent commented that she had attended this session on more than one occasion so that she could refresh her understanding.
31. Parents report that the headteacher and staff are always very accessible and that they have no reservations about approaching the staff should they have a concern. The headteacher is on the playground for a twenty-minute period daily, prior to school, to be immediately available to pupils and parents.
32. The Governors' annual report to parents gives clear recognition of the strong level of support given to the school by the Friends of the School Association.
33. This well-established and trusting partnership gives a very strong foundation for securing a consistency of support for pupils at home and school as well as the quick response to specific needs.

WHAT COULD BE IMPROVED

Planning further ahead and linking this planning to what is learnt from the monitoring programme

34. While it is quite clear that the school has developed successfully, the current development plan does not make clear a longer-term strategic pattern for whole school development. This makes it less easy for staff and particularly new staff and governors to see and understand how key aspects of the school's work are monitored and developed on a systematic basis.
35. A programme of monitoring teaching and sampling of pupils' work has been introduced. A comprehensive draft monitoring policy that plans both to extend the range of monitoring and to set it into an annual programme has yet to be formally adopted. This policy is not explicitly integrated with the school development cycle in order to ensure that future targets are based on a clear understanding of the current position and are expressed in a way that can give a measure of improvement.

To build on pupils' positive attitudes to their work by involving them in assessing their own efforts and progress

36. The school has worked effectively to promote positive attitudes and high self-esteem of all its pupils and especially the significant number whose attainment on entry to school was below average. To build further on this success, pupils should engage more formally in the evaluation of their work and the progress they have made as well as contributing to the setting of their own targets.

The development of the outdoor provision for the youngest pupils

37. The current provision for the outdoor work and play for the reception pupils is not sufficiently planned and catered for. There are insufficient resources and no defined safe space for this work. Consequently this aspect of pupils' development is under-developed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

38. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:

Develop and maintain a longer-term strategic development plan that clearly incorporates the development needs identified by the monitoring programme by:

- identifying over an extended period a cycle which ensures that key aspects of the school's work are monitored and developed on a systematic basis;
- publishing the planned annual monitoring programme to ensure that staff and governors are clear about the timing and focus of monitoring;
- setting precise targets that are based on the evaluation and analysis of the monitoring.

Build on pupils' positive attitudes to their work by involving them more formally in assessing their own efforts and progress by:

- drawing up and implementing a policy to promote a progressive programme of self-assessment and target-setting by pupils.

To develop the outdoor provision for the youngest pupils by:

- reviewing planning to build in regular opportunities for outdoor work and play;
- building up the resources for outdoor activities;
- creating safe and well-designed spaces for outdoor activities;
- considering more flexible arrangements for the teaching and learning of pupils in mixed reception and Year 1 classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

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
0	23	59	18	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

YR – Y3

Number of pupils on the school's roll (FTE for part-time pupils)	233
Number of full-time pupils eligible for free school meals	53

Special educational needs

YR – Y3

Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	90

English as an additional language

No of
pupils

Number of pupils with English as an additional language	4
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Pupil mobility in the last school year

No of
pupils

Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	25	30	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	23
	Girls	26	26	26
	Total	47	49	49
Percentage of pupils at NC level 2 or above	School	85 (75)	89 (77)	89 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	28	28	28
	Total	51	52	52
Percentage of pupils at NC level 2 or above	School	93 (78)	95 (85)	95 (78)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	234
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y3**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22:1
Average class size	25.9

Education support staff: YR Y3

Total number of education support staff	11
Total aggregate hours worked per week	199

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	1
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	98-99
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	£
Total income	431907
Total expenditure	431376
Expenditure per pupil	1884
Balance brought forward from previous year	-18311
Balance carried forward to next year	-17780

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	249
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	1	
My child is making good progress in school.	69	37			
Behaviour in the school is good.	56	44			
My child gets the right amount of work to do at home.	52	42	6		
The teaching is good.	81	19			
I am kept well informed about how my child is getting on.	69	35	1		
I would feel comfortable about approaching the school with questions or a problem.	82	17	1		
The school expects my child to work hard and achieve his or her best.	68	32			
The school works closely with parents.	69	28			1
The school is well led and managed.	78	25			1
The school is helping my child become mature and responsible.	62	38			
The school provides an interesting range of activities outside lessons.	30	32	20	4	15