

INSPECTION REPORT

CUNNINGHAM HILL INFANT SCHOOL

St Albans

LEA area: Hertfordshire

Unique reference number: 117279

Headteacher: Mrs M Leese

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 15-16 January 2001

Inspection number: 189371

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Cell Barnes Lane St Albans Hertfordshire
Postcode:	AL1 5QJ
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Edgar
Date of previous inspection:	30 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than the average. It is currently attended by 151 boys and girls aged from four to seven years, organised into six classes, two in each year, each containing a single age group. Admission to the reception classes occurs in September and January and the number on roll is set to rise to about 180 pupils by the spring term. Nearly all pupils transfer at the age of seven to the junior school that shares the campus. About 20 per cent of the pupils are from minority ethnic backgrounds, which is well above average; 11 per cent speak English as an additional language, the most frequent of which is Bengali. The backgrounds of the pupils are mixed socially and economically but are relatively advantaged overall compared to the typical picture nationally. The proportion of pupils eligible for a free school meal, 10 per cent, is below average. The proportion of pupils on the register of special educational needs, 26 per cent, is relatively high. The vast majority with special needs quickly catch up on national expectations and about half are removed from the register before they transfer to the junior school; the proportions needing extra support from the local authority, or with a statement of special need, are below average. Almost all children experience some form of pre-school provision prior to admission; the proportion of children entering the school with attainment that is typical or better for their age is above average.

HOW GOOD THE SCHOOL IS

This is an excellent school. The teachers, through the very good quality of their work, raise standards that were already within the top 40 per cent of schools on entry to the top five per cent by the age seven. All pupils are very well supported and nearly all of them make or exceed the nationally expected amounts of progress over time. The leadership of the headteacher, deputy, and other key teachers is providing a very clear educational direction to the work of the school. Management is very effective. The cost of educating a child is much higher than the average; even so, the very high standards achieved mean that value for money is very good and has been maintained since the previous inspection.

What the school does well

- The test results for seven-year-olds in reading, writing, and mathematics are excellent and their achievements in these subjects are very good when compared to their attainment at age four.
- The teaching is very good.
- The attitudes and behaviour of the pupils are very good.
- The leadership and management are excellent.

What could be improved

- The procedures for identifying the specific needs of talented and gifted children.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection was in September 1996 and was successful. Since then, improvement has been good. The high standards found at that time have risen even higher, especially the proportion of seven-year-old pupils who exceed the expected national level for their age in each of the core subjects. The teaching has improved and the effectiveness of leadership and management has been sustained. Two key issues for improvement were identified at the previous inspection and the response to remedying the small number of shortcomings identified has been positive; the governors are now fully involved in the work of the school and the requirements for collective worship are met.

STANDARDS

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

Performance in:	Compared with				
	all schools				Similar schools
	1997	1998	1999	2000	2000
Reading	A	A	A*	A*	A*
Writing	A*	A*	A*	A*	A*
Mathematics	A*	A	A	A*	A*

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

Standards have increased each year in line with increases nationally, especially the proportion of pupils who do better than the expectation for their age; this is why the results have remained well above average. The results in all subjects are in the top five per cent of all schools nationally and within the top five per cent of similar schools. On average, pupils at the school have about one year's advantage in reading and writing over the typical child; and they have about nine months advantage in mathematics. Boys and girls are doing equally well. There are no significant variations in attainment between pupils from different backgrounds. Pupils with English as an additional language make very good progress, as do pupils with special educational needs in relation to their difficulties.

The educational value added by the teachers is very good. Attainment on entry has remained broadly constant over recent years yet, at age seven, standards over the same period have risen compared to other local schools and to schools nationally. Nearly all pupils make the progress they should over their three years at the school and a significant number of them make greater than expected progress. The standard of current work among seven-year-olds in reading, writing and mathematics is consistent with previous test results; the proportion likely to attain or exceed the expected level at the end of the school year is well above average. The governors have set challenging targets for improving standards in literacy and numeracy, even though these are not a statutory requirement, and the school is on course to achieve its targets. The small amount of work seen in other subjects during this short inspection indicates that standards generally are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Nearly all parents at the meeting and in the questionnaire say that their children like coming to school. In lessons, all children work hard, listen to their teachers and show high levels of interest and enthusiasm.
Behaviour, in and out of classrooms	Very good. All pupils live up the teachers' high expectations and no misbehaviour was seen in lessons, in the canteen at midday, or on the playground. No bullying, name calling, racist, or sexist behaviour is reported by the pupils. The small amount reported by parents is dealt with effectively and promptly. There have been no exclusions during the reporting period.
Personal development and relationships	Excellent. The pupils show high levels of courtesy, respect, consideration and care for others. They are confident with their teachers and work hard for them. The ability of pupils to manage their own work by obtaining resources and finding words when writing, for instance, is very high and class routines are very well understood.
Attendance	Well above average.

TEACHING AND LEARNING

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

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

The teaching in English and mathematics is very good, reflecting the very effective implementation of the National Literacy and Numeracy Strategies. All of the teaching is good or better, including 83 per cent that is very good and a further eight per cent that is excellent. The teaching is equally good in every class and this is one reason why the school is so successful. Such effectiveness is leading to learning that is very good and very consistent throughout the school. The teachers and their assistants give very good support to all of the pupils and they are making the progress that they should.

Basic skills are excellently taught. The teachers have good subject expertise and are constantly seeking to improve it. Expectations are very high and well matched to pupil capabilities so that they respond with willingness and confidence. The teachers are very observant of the pupils and persist with their support, when pupils' learning is not as good as it should be, until they are successful and progress is made. Relationships are excellent and pupils are very confident.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced, and interesting to the pupils. The yearly, termly and weekly planning is of good quality. The long term planning provides clear guidance to the teacher on what to teach and the short term planning has specific provision for pupils with different attainment.
Provision for pupils with special educational needs	Very good. Pupils are identified early and the systems used for this purpose are rigorous. Provision is very well matched to needs. The recommendations of the code of practice are given close regard. All statutory requirements are met.
Provision for pupils with English as an additional language	Very good. The arrangements for assessing need, making provision, and monitoring progress are of very good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The pupils are systematically learning about Christianity and the other religions represented in the school community. The difference between right and wrong is effectively taught. The pupils are learning to live together as contributory members of society. Good provision is made for pupils to learn about other cultures.
How well the school cares for its pupils	Very good. Child protection and health and safety procedures are fully in place.

The medium and short term curricular planning is a particular strength, especially the planning for pupils with different levels of attainment. All statutory curricular requirements are met. Monitoring of pupils' academic performance and personal development is very good. The systems to track pupils' progress are especially well developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The educational direction to the school is clear and strong. Teamwork is well established. The school is an orderly establishment with a very tangible ethos of caring for pupils' academic and pastoral needs.

How well the governors fulfil their responsibilities	Good. The shortcomings identified at the time of the previous inspection have been remedied. The governors are appropriately involved in the school and carry out their role well. Statutory requirements are met.
The school's evaluation of its performance	Very good. The arrangements for monitoring the teaching and the curriculum are very good.
The strategic use of resources	Very good. The school development plan is of very good quality and is used effectively to help shape the direction of the school. Financial management is very good and best value principles are applied.

Staffing, accommodation and learning resources are good. The emphasis placed by the headteacher on high standards, caring for individual pupils, and teamwork, allied to a clear understanding of how these are achieved, are particular strengths and the main reason why her leadership is outstanding.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards of attainment and progress. • The high quality teaching and good support given to all pupils. • The attitudes and behaviour of the pupils. 	<ul style="list-style-type: none"> • The range of activities outside lessons is not broad enough.

The inspectors agree with all of the positive views of parents. No extra-curricular activities are provided that are free and open to all; this is nevertheless typical of most schools with pupils in the four-to-seven age range. French and tennis are provided as extra-curricular activities but the parents of the children involved pay for this individually.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The test results for seven-year-olds in reading, writing, and mathematics are excellent and their achievements in these subjects are very good when compared to their attainment at age four

1. The test results in 2000 were in the top five per cent of schools nationally in all subjects tested and better than at the time of previous inspection. Ninety-five per cent of the seven-year-olds tested in 2000 attained or surpassed the expected national standard in reading, writing, and mathematics. This proportion alone was much higher than the average for that year. Even more significant is the proportion of pupils who exceeded national expectations in each subject tested. In reading and mathematics, just over 60 per cent of the seven-year-olds attained the national level expected of a typical nine-year-old; this was more than double the national average. In writing, 39 per cent exceeded expectations, which was four times the average. The standard of current work among seven-year-old pupils is very high in reading, writing and mathematics and is fully consistent with the test results in previous years. These excellent results are a consequence of sustained high quality teaching and a very well organised curriculum, which is helping nearly all pupils, whatever their background, gender or ability, to make the progress that they should. Views expressed at the parents' meeting and the responses to the questionnaire show that they are very satisfied with the standards attained and the progress their children are making.
2. The test results have remained well above the national average for the past five years, with a steady trend of improvement in reading and writing over these years. In mathematics, the overall trend is also one of improvement but there have been noticeable annual variations compared to the other subjects. In all subjects, but especially in reading, there has been a good annual increase in the proportion of pupils who exceeded the expected national level.
3. There are no significant variations in attainment or progress between pupils of different gender. When results are analysed by gender, both boys and girls, as groups, are respectively doing much better than boys and girls nationally. The differences compared to the national picture are particularly pronounced in reading and writing, where the typical boy and typical girl have about one year's advantage compared to their peers nationally. The difference is not so pronounced for boys in mathematics, where they have only about six months advantage compared to the girls, who have one year's advantage. Such levels of advantage in attainment at the age of seven were not so pronounced among these same pupils when they were aged four, indicating that they have made greater than expected amounts of progress over their three years at the school.
4. Compared to other schools within the local authority, the proportion of seven year olds who attained or exceeded national expectations was about 10 percentage points higher in reading and writing than the average; and four percentage points higher in mathematics. Over the past five years, this degree of difference between the school and the local average has been broadly consistent. The difference between the proportion of high attaining pupils exceeding national expectations and the local picture, however, has increased each year. In reading, for example, the difference has increased from 18 percentage points in 1996 to 32 percentage points in 2000. This growing difference indicates that the educational value added by the school is increasing each year at a faster rate than the local trend.
5. Baseline assessment data for 1997, the cohort tested at age seven in 2000, shows that the average score was above the local average in language and literacy and in mathematics but slightly lower than average in social and emotional development and in approaches to learning. The school identified 44 per cent of the cohort as high attaining pupils and 19 per cent as low attaining pupils. This distribution is better than typical and indicates that the cohort overall is advantaged on entry compared to the typical picture nationally. By the time they entered Year 1, between 50 and 60 per cent of them were already at the first level of the National Curriculum in reading, writing and mathematics, which is well above average. Such performance indicates good achievement in the foundation stage.
6. A comparison of the 1997 individual baseline data for pupils when aged four with their individual results in 2000 at age seven reveals that, in reading, 94 per cent of them made expected or better progress and that 25 per cent achieved more than expected. This shows that long-term achievement is very good overall in reading. In other words, the educational value added is very good and that the teachers are very successfully raising the

good standards on entry to excellent standards by the time pupils transfer to the junior school. The picture in reading is replicated in writing and mathematics. Data for science is not available.

7. Nearly thirty per cent of the seven-year-olds in 2000 were on the special educational needs register. All but three of the pupils with special needs attained the expected national level for their age, which indicates that pupils with low attainment for their age on entry are well supported and make good progress in relation to their difficulties. All of the pupils with English as an additional language attained the expected level, showing that any difficulties these pupils may face with spoken and written English on entry are overcome.

The teaching is very good

8. The headteacher has successfully created a high performance team of teachers. All of the teaching is good or better, including 92 per cent that is very good or excellent. The teaching is consistent throughout the school and this maintains a quick pace to learning for nearly all pupils; they work well for extended periods of time and make very good progress. English and mathematics are very well taught and the National Literacy and Numeracy Strategies are implemented with high levels of effectiveness. The teaching has improved since the previous inspection and is significantly better than the typical picture nationally. This elevated quality, together with an emphasis on improvement, reflects the strong priority placed by the headteacher on effectiveness in teaching, her high expectations of her colleagues, the rigorous systems for checking quality, the strong emphasis placed on developing teachers, and the extensive support and commitment of her staff.

9. All of the teachers have a broad, detailed knowledge of the National Literacy and Numeracy Strategies and of the National Curriculum programmes of study in English and mathematics. Lessons are highly motivating and resources are used well. This latter characteristic shows itself in the small details of organisation that enable pupils to participate who might otherwise not gain as much from the lesson as they should. In an excellent literacy lesson in Year 1, for example, the teacher made imaginative and highly efficient use of her assistant and a small copy of the big book that was being used by the whole class for shared reading to support the special educational needs of two pupils. While the whole class read aloud from the big book, the two special educational needs pupils joined in by reading the small version, supported closely by the assistant. This helped these pupils to follow the text accurately and enabled them to be fully involved in the shared learning. The teacher drew them into class discussion through careful questioning, at a level appropriate to their needs. In a very good mathematics lesson, the teacher used a metre stick that had ten coloured subdivisions to support visually pupils' counting in tens, fives and twos. At different times during the teaching, the same visual subdivision represented ten, five or two and pupils had to say what the value was at different locations on the stick, depending on the counting interval being used. This was challenging but highly effective.

10. The teachers ask challenging questions that promote intellectual effort and help pupils gain deeper understanding. In the same excellent lesson as reported above, where most pupils were aged five years, sustained, well selected and appropriate questioning was directed at pupils of different ability. Basic questions, such as "where does the character live", enabled most pupils, especially the less able, to answer because it required reference to text. Questions such as "why was it difficult to..." were harder because the pupils had to deduce or make an inference based on clues within the text; such questions were aimed at the pupils that were more able but the answer helped all pupils extend their knowledge. The questions extended understanding of the story's setting and how these influenced what the main character did and why. The questions were fully promoting the main purpose of the lesson. Even when explaining the purpose for the lesson, the teacher used simple yet effective questioning to draw attention to the text; she had added a key word to the objective used the previous day and asked, "what is different to the objective for today".

11. The learning objectives for the lesson are appropriately shared with the pupils at the start of every lesson. They are an integral part of the methods used and provide an effective framework for the children's learning. The sharing of objectives is very good practice. They are usually written on a white board or flipchart and provide an opportunity for reading as well as helping pupils to understand what they are doing. At different points during a lesson, and at the end of the lesson, the teacher draws the pupils' attention to the objectives and uses them as part of the process of checking how well pupils are doing. As a result, the pupils generally have a good understanding of how well they have done and what they need to do to improve.

12. The methods used are highly effective. In English and mathematics, methods are firmly based on the National Literacy and Numeracy Strategies and follow closely the guidance in the respective national

Frameworks. The teachers gear the lessons to the specific objectives. In a very good literacy lesson in Year 2, a major objective was for pupils to learn about compound words. To introduce the idea of compound words, the teacher had prepared a 'magic word box', an imaginative use of resources that immediately grabbed the interest of pupils, many of whom were still six. From the box she drew various objects. The first was a candle, the second a stick. She then asked the pupils what word would be formed if the two objects were put together. Moving from verbal to printed language immediately helped consolidate the idea of joining words together. Further examples followed, with pupils being challenged with increasingly uncommon forms. Well chosen individual tasks and group work in the second half of the lesson consolidated and extended the pupils' knowledge. The pace to work was very brisk. Because of the effectiveness of the methods and use of resources, it was only necessary for the teacher to explain ideas once. By the end of the lesson, all pupils had a good understanding of compound words and the terminology used to identify and describe them.

13. Relationships in the classroom are excellent. The pupils work in a confident and positive atmosphere. No child is left to struggle on work that they do not understand. The teachers are very observant of the pupils and know in depth how well they are doing. This constant checking that pupils have understood is matched with persistence when understanding is not there; if one explanation does not work, the problem is approached from a different direction, and the tenor is constantly one of sensitive perseverance. In a very good lesson in a reception class, the teacher involved others to help a few who were struggling to isolate at a verbal level the initial sounds to some common words. Phrases such as "have a go", "let's all help" and "don't worry, we'll help you" were used to develop an atmosphere of confidence when tackling the difficult and unfamiliar. In such an atmosphere, getting something wrong extends the pool of common knowledge but does not undermine the individual. The quality of homework is good and it appropriately extends learning in lessons.

14. Planning is detailed and thorough. The long term planning provides comprehensive coverage of National Curriculum programmes of study and guides teachers well. The planning for each term is detailed and includes evaluations of effectiveness. The weekly planning identifies the specific needs of pupils with different levels of attainment and is very clear about the learning that is to occur in each lesson. The very good quality of the planning is one of the reasons why the teaching is so consistent and effective.

The attitudes and behaviour of the pupils are very good

15. Parental responses to the questionnaire show that more than 90 per cent of them think that their children like school; three quarters of the parents hold this view very strongly. This level of response is well above that typically found. Discussions with pupils, and their response in lessons, confirm this view. One girl, talking in a group, said that she preferred going to school, it was more interesting than staying at home; the others agreed. They spoke very favourably of lessons and of each other. No bullying, name calling, racist or sexist behaviour is reported by the children; none was seen. The very small amount reported by parents is dealt with to their satisfaction by the headteacher and her staff. In lessons, nearly all the pupils are very confident and all of them work hard. They are willing to answer questions and risk making mistakes, reflecting the sensitive handling of pupils' misconceptions by the teachers. Pupils are very well motivated, because the teaching involves and interests them, and they remain on task until it is completed.

16. Behaviour in lessons and around the school is very good. In all lessons there is a quiet, business-like atmosphere; the pupils are relaxed yet sustain concentration. During shared work, pupils are eager participants but do not call out or step outside the framework for behaviour established by the teachers. On the playground, the pupils know which areas they can use and which not and do not stray outside the permitted zones. Meal times are orderly, well mannered, and tidy. Levels of courtesy are high. In the dining room, for example, one girl with a tray heavily laden with food was trying to negotiate a very small gap between pupils seated eating at tables. One pupil, showing good initiative, noticed the difficulty and immediately said, "wait, let me help you", and moved her chair so that there was easy passage. There have been no exclusions during the current reporting period.

The leadership and management are excellent

17. Senior management, governors, teachers, and support staff are united in their desire for pupils to achieve their best. There is a powerful collective vision of what constitutes high standards and good teaching and this vision is being implemented very effectively. The headteacher has established a very clear educational direction

to the work of the school and the high standard of leadership and management praised at the previous inspection has been fully sustained.

18. Teamwork is fully established and high goals are set for pupils. There is a strong sense of collective responsibility for the pupils' academic progress and their pastoral care, which is reflected in the very good monitoring, assessment and curricular planning arrangements that are in place. Assessment arrangements are well developed. Assessment data is used to set measurable end of year targets for each pupil; these targets challengingly expect more from a child than is the case nationally. The information about pupils' attainment and progress is rigorously analysed to check that everyone is on target and making the progress that they should. If progress is not on target, then the teachers evaluate the cause and what needs to be done to increase progress. In addition to end of year targets, specific curricular targets are set for each child to focus learning on their weakest areas and fill in the gaps in individual knowledge, which is excellent practice.

19. There is a good climate of debate among the teachers about standards, teaching, what might be improved, and how more effective ways of working might be developed. The headteacher and her deputy have a very close working relationship and between them they have a detailed understanding of strengths and weaknesses within the school. The development plan is very comprehensive and thoroughly based on careful evaluation of previous performance in all aspects of school life. Local and national developments are monitored closely and used or adapted where they are relevant to the needs of the school. Staff and planning meetings are carefully coordinated and have clear purposes to them.

20. Monitoring is a key part of the management approach. Teaching is checked regularly through observation; appropriate records of her findings from visits to lessons are maintained by the headteacher and used to develop teachers' expertise. Pupils' work is systematically examined for signs of improvement and the teachers' medium and weekly planning is checked by the headteacher and by subject coordinators against long-term plans and national Frameworks. Where monitoring indicates that improvement is necessary, follow up visits occur to ensure improvements are implemented.

21. Delegation is good, both among the teachers and among members of the governing body. Roles and responsibilities are clear, well understood, and acted upon diligently. The business of the governing body is conducted properly. The structure of the governing body has completely changed since the last inspection, when it was criticised for lack of involvement and formed part of a joint body with the neighbouring junior school. A new single governing body was established in 1999 and has responded very positively to the criticisms in the previous report. Committee structures have been established; individual curriculum responsibilities allocated; training provided; and a policy for visits to the school introduced. These, together with the headteacher's termly report to the governors, give them a good understanding of the strengths and weaknesses of the school and what it needs to achieve. All relevant statutory requirements are met. The governors have consulted with parents, for example, they sent a questionnaire to parents to consult on homework and behaviour policy, and this is good practice. Financial management is very good and appropriate arrangements are in place to obtain best value for money from all expenditure.

WHAT COULD BE IMPROVED

The procedures for identifying the specific needs of talented and gifted children are relatively undeveloped

22. The procedures for identifying and supporting talented or gifted children are not clearly established and this has potential for their needs not being met. At present, no child attending the school fits into this category, although there are many very able pupils whose needs are well met by the school, and so the impact of this shortcoming is currently potential rather than actual. A policy has been written but it does not define clearly enough what constitutes talent or giftedness and tends to group such pupils along with all pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The headteacher and her staff are meeting the needs of pupils well, including those who are more able. They are already getting large numbers of pupils to achieve beyond expected national standards and rightly see increasing this proportion as a priority if high standards are to be sustained. As part of the measures to achieve this priority, the headteacher and her staff, with the support of the governing body, should:

- ❑ define clearly the attributes that constitute talent and giftedness and what the teachers should look for when determining whether a child's abilities measure up to this standard;
- ❑ maintain a register of talented and gifted pupils;
- ❑ when appropriate, in consultation with parents, produce an individual education plan for each talented and gifted child and use the plan to track their progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	84	8	0	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-Y1
Number of pupils on the school's roll (FTE for part-time pupils)	151
Number of full-time pupils eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR-Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.2

Unauthorised absence	%
School data	0.1
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	24	32	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	31	30	30
	Total	53	53	53
Percentage of pupils at NC level 2 or above	School	95 (92)	95 (92)	95 (87)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	31	30	31
	Total	54	53	55
Percentage of pupils at NC level 2 or above	School	96 (92)	95 (89)	98 (92)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	6
Chinese	0
White	97
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only (ie 119 out of 151 on roll).

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)	8.0
Number of pupils per qualified teacher	18.9
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	137

Financial information

Financial year	1999-2000
	£
Total income	351833
Total expenditure	354901
Expenditure per pupil (174 on roll)	2040
Balance brought forward from previous year	27834
Balance carried forward to next year	24766

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	18	4	2	2
My child is making good progress in school.	78	18	2	0	2
Behaviour in the school is good.	61	37	0	0	2
My child gets the right amount of work to do at home.	57	31	6	2	4
The teaching is good.	74	24	0	0	2
I am kept well informed about how my child is getting on.	53	41	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	18	4	0	0
The school expects my child to work hard and achieve his or her best.	65	33	0	0	2
The school works closely with parents.	65	33	0	0	2
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	67	31	2	0	0
The school provides an interesting range of activities outside lessons.	24	38	14	2	22

Other issues raised by parents

No other issues were raised by the parents other than those listed in the summary.