

INSPECTION REPORT

St. Chad's Church of England Infant School
Derby

LEA area: Derby City

Unique Reference Number: 112873

Inspection Number: 189492

Headteacher: Mrs. Maxine Bull

Reporting inspector: Mr. David Carrington
15414

Dates of inspection: 27th – 29th September 1999

Under OFSTED contract number: 707192

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|----------------------------------|
| Type of school: | Infant |
| Type of control: | Voluntary Controlled |
| Age range of pupils: | 3 to 7 |
| Gender of pupils: | Mixed |
| School address: | Gordon Road Derby DE23 6WR |
| Telephone number: | 01332 345997 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr. Norman Cooper |
| Date of previous inspection: | March 1996 |

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|-------------------------------------|---|---|
| Mr. David Carrington, Rgl | Mathematics | Attainment and progress |
| | Geography | Characteristics of the school |
| | History | The curriculum and assessment |
| | English as an additional language | Leadership and management |
| | Special educational needs | Teaching |
| Mrs. Christine Field, Lay Inspector | Equality of opportunity | Attendance |
| | | Attitudes, behaviour and personal development |
| | | Support, guidance and pupils' welfare; |
| | | Partnership with parents and the community |
| Mr. Alan Blank | Science | The efficiency of the school |
| | Information technology | Staffing, accommodation and learning resources |
| | Design and technology | |
| | Physical education | |
| Mrs. Sharon Brown | English | Pupils' spiritual, moral, social and cultural development |
| | Religious education | |
| | Art | |
| | Music | |
| | Areas of learning for children under five | |

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MAIN FINDINGS

What the school does well

- Pupils make good progress in English, mathematics, science, information technology and religious education.
- Pupils' attitudes are good, they are well behaved and relationships are very good.
- The quality of teaching is good.
- There is a rich curriculum that develops pupils' individual strengths very well.
- The school is very well led and managed.
- The provision for pupils with English as an additional language is very good.
- Pupils' spiritual, moral, social and cultural development are all good.
- There are excellent links with the community

Where the school has weaknesses

- I. Attainment in English, mathematics and science is below the national average.
- II. Attendance rates are low and this affects the rate of progress made by pupils.
- III. There are times when the highest attaining pupils have work that is too easy, so they do always not achieve levels of work that are right for them.

St Chad's Church of England Infant School is a very good school. There is a happy, family atmosphere where pupils settle quickly and work hard. The school has many more strengths than weaknesses, though the weaknesses will be used by the governors to write their action plan. Parents and guardians of all pupils in school will receive a copy of the action plan.

How the school has improved since the last inspection

The school has made sure that pupils continue to make good progress in English and has improved teaching significantly. Progress is now better in science, music and physical education. The governors have greater involvement in monitoring and evaluating finance, the curriculum and standards in school. Attendance rates have improved a little, but not enough, and too many pupils take long holidays in term time. The playgrounds are much safer than they were and are now more attractive places for the pupils to play. The school has made good progress with these improvements and is in a good position to continue to improve in the future.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools |
|----------------|---------------------------|-------------------------------|
| English | E | C |
| Mathematics | D | D |
| Science | E | E |

| Key |
|-----------------------------|
| <i>well above average</i> A |
| <i>above average</i> |

Most pupils start school with very little English and their attainment is well below average. There is much to catch up in school, but pupils make good progress to achieve standards in English, mathematics and science at the age of seven which, whilst they are low, are higher than when they started. Reading standards are average when compared to schools with a

similar proportion of pupils entitled to free school meals, though writing is below average and mathematics much below the average of these similar schools. Standards in information technology and religious education are at the expected level for seven year old pupils.

· **Quality of teaching**

| Teaching in: | Under 5 | 5 - 7 years |
|------------------------|----------------|--------------------|
| English | good | good |
| Mathematics | good | good |
| Science | not applicable | good |
| Information technology | not applicable | good |
| Religious education | not applicable | good |
| Other subjects | good | good |

Inspectors watched 44 lessons or part lessons during the inspection. Teaching was good or better in three-quarters of these, and was satisfactory in the rest. There was no unsatisfactory teaching. Teachers have good subject knowledge and expectations and their lessons are interesting and enjoyable. They create good learning conditions in which pupils make good progress.

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

Other aspects of the school

| Aspect | Comment |
|---|--|
| Behaviour | Good. The pupils are a credit to the school and are well behaved. Classrooms and playgrounds are orderly places to work and play. |
| Attendance | Unsatisfactory. The rate of attendance is well below that found in other schools. Many pupils take long holidays in term time that means they miss a lot of work and take a long time to catch up when they come back to school. |
| Ethos* | Very good. There is much hard work in school and everyone wants to do well. The school is a friendly, caring place with a family atmosphere and relationships are very good. |
| Leadership and management | Very good. The school is very well led and managed. The head teacher gives very good leadership and all other staff and the governors share the determination to improve standards and the quality of education. |
| Curriculum | Very good. Plenty of time is spent on literacy and numeracy and other subjects are given enough time. Pupils study the right things, in the right order. Assessment is good, and is used to help adjust the work so that it is matched properly to the individual pupil's needs. |
| Pupils with special educational needs | Good. These pupils are given very good support and they make good progress towards the targets of their individual work programmes. |
| Pupils with English as an additional language | Very good. The pupils who start school with little or no English are very well taught. They make good progress so that speaking and listening and reading are greatly improved by the age of seven. |
| Spiritual, moral, social & cultural development | Good. The school makes sure that pupils know right from wrong, have good attitudes to their work and to other people, and know about their own and different cultures. They also know about the special things in life and show surprise at the wonderful things they are shown. |
| Staffing, resources and accommodation | Good. There are more teachers and support staff than is found in most schools of this size and staff are well qualified for the work they do. There are plenty of books, materials and equipment in school and although the accommodation is old, it is big enough, well looked after and made to look attractive. |

| | |
|-----------------|---|
| Value for money | Good. Because the school moves pupils on in their work at a good pace and standards improve by the age of seven, the inspectors judge that it gives good value for money. |
|-----------------|---|

** Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

| What most parents like about the school | What some parents are not happy about |
|---|--|
| IV. Their children are happy in school. V. Parents feel welcome when they call in school. VI. Behaviour is good. VII. The school looks after their children well. VIII. Their children learn good attitudes and values. | |

Twenty-nine parents attended the meeting with inspectors and just over half of all parents returned the questionnaire about the work of the school. The parents at the meeting were happy with what the school does. One or two parents felt that more could be done to keep them informed throughout the year about how well their children are doing and a small number of those who go overseas for long periods would like some school work to take with them. One parent wrote that the school is "like one big family" and all the others agreed in one way or another. The inspectors agree with the views of the parents and the school is happy to find ways of sharing news about the children's attainment and of providing holiday work.

KEY ISSUES FOR ACTION

In order to boost standards, particularly in English, mathematics and science, the school should:

- ◆. Work with parents and the community to continue to improve the level of attendance (Paragraphs relating to this issue are: 18, 24, 25, 59)

- ◆. Make sure that the highest attaining pupils always have work that is hard enough. (Paragraphs relating to this issue are: 14, 31, 44, 100, 107, 116, 143, 148, 151)

.. **INTRODUCTION**

.. **Characteristics of the school**

1. St Chad's Church of England Infant School is a small voluntary controlled primary school that is located about one mile to the south west of Derby city centre. The school serves a small area of older housing and has just celebrated its 110th anniversary. At the time of the inspection there were 44 boys and 46 girls between five and seven years old on roll. There are nine children under five years of age in the reception/Year 1 class. In addition, the nursery has 31 part time pupils on roll in the morning session and 33 in the afternoon. Pupils are admitted to the reception class at the start of the term in which they will reach their fifth birthday. When pupils start at the school their attainment level is well below average and about 85% speak English as an additional language with the Mirpori dialect of Punjabi the most common other language spoken. The social background of pupils is very mixed but tends to be below average.

2. About 17% of pupils in main school have special educational needs, including one with a statement. This proportion is about average. The percentage of pupils with English as an additional language is very high and the figure for pupils entitled to free school meals, at almost 34%, is above average.

3. There were four classes plus the nursery at the time of the inspection and these were staffed by a team of ten teachers, including the headteacher, and eight support staff. Three of these teachers and one member of the support team are employed specifically to support pupils with English as an additional language and to foster home-school links, including family literacy.

4. The aims of school are based on the mission statement of “Learning together, growing together” and place emphasis on the development of a caring, happy and diverse school community where high standards are pursued through a broad and balanced curriculum.

5. Recent targets of the school include the continuous improvement of teaching and learning, the development of a stimulating learning environment, improvements to the management structure, better staffing and the successful introduction of the literacy and numeracy hours.

6. Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1998 | 10 | 22 | 32 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or above | Boys | 8 | 6 | 6 |
| | Girls | 17 | 16 | 16 |
| | Total | 25 | 22 | 22 |
| Percentage at NC Level 2 or above | School | 78 (65) | 69 (77) | 69 (85) |
| | National | 80 | 81 | 84 |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 8 | 9 | 5 |
| | Girls | 20 | 17 | 14 |
| | Total | 28 | 26 | 19 |
| Percentage at NC Level 2 or above | School | 88 | 81 | 59 |
| | National | 81 | 85 | 86 |

¹

Percentages in parentheses refer to the year before the latest reporting year

Attendance

| | | | |
|---|-----------------------------|------------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year | | | % |
| | Authorised Absence | School | 9.6 |
| | | National comparative data | 5.7 |
| | Unauthorise d Absence | School | 0.0 |
| National comparative data | | 0.5 | |

Exclusions

| | | | |
|---|--------------|--|--------|
| Number of exclusions of pupils (of statutory school age) during the previous year: | | | Number |
| | Fixed period | | 0 |
| | Permanent | | 0 |

Quality of teaching

| | | | |
|---|------------------------|--|-----|
| Percentage of teaching observed which is: | | | % |
| | Very good or better | | 9 |
| | Satisfactory or better | | 100 |
| | Less than satisfactory | | 0 |

6. **PART A: ASPECTS OF THE SCHOOL**

6. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

6. **Attainment and progress**

7.St Chad's Church of England Infant School has a very high proportion of pupils with English as an additional language. This factor very much influences the pattern of attainment and progress in school, an element which has changed little since the time of the last inspection.

8.In 1996, standards in school were judged to be satisfactory in English, mathematics, art, design and technology, geography and history. They were found to be below the expected level for seven year old pupils in science, music and physical education but above average in information technology and religious education. Progress was judged to be good in English and mathematics.

9.In the 1998 standardised tests, the proportion of pupils achieving the expected level for Key Stage 1 was well below the national average in reading and mathematics and below average in writing. When the results are set against the standards found in schools with similar entitlement to free school meals, the score for reading is average and for writing it is below average. The score for mathematics remains well below average when matched in this way.

10.In evaluating the preliminary results for the 1999 standardised tests, it is evident that standards have risen compared to the school's 1998 position. This rise is confirmed by the outcome of the current inspection. Inspectors judged that standards at the end of Key Stage 1 are below, rather than well below, average in English, mathematics and science and average in information technology and religious education. There is much evidence to suggest that standards in the non-core subjects are at the anticipated level for seven year old pupils and that progress is good through the school.

11.Since pupils' attainment on entry to school is much below average, particularly in language and literacy, and improves to be just below average overall by the end of Year 2, it is clear that progress is good during the time pupils are at St Chad's Infant School. Good progress is made in individual lessons and the work scrutiny showed that this is merged into the good progress which pupils make over longer periods of time.

12.In the standardised tests over the period from 1996 to 1998 there was noticeable difference in the performance of boys and girls. On the whole, the boys tended to do better than the girls, particularly in writing. In contrast, no perceptible differences in the attainment of boys and girls were noted during the week of the inspection. In lessons, the girls showed as much interest and motivation as the boys and worked with the same degree of effort and made similar rates of progress.

13.The very good support given to pupils who speak English as an additional language enables them to make the same good progress as other pupils. There are often two or more adults working with the pupils in lessons, at least one of whom is able to speak the home language. The very effective partnership between these staff ensures that all

pupils have equal access to the same curriculum and that they understand what is required. In the nursery and reception years the home language dominates discussion but by Year 2 the pupils speak and think spontaneously in English for much of the time. This acceleration in English language use helps pupils to settle more quickly to the task and to achieve levels that are close to those found in the majority of infant schools. It also means that all pupils can gain benefit from the literacy hours that have been introduced with success over the last year.

14. Pupils with special educational needs are also well served in school. The quality of support is very good, their individual work programmes are very well matched to their individual needs and they make good progress. In some lessons, work is too easy for high attaining pupils and this limits the potential progress they could make over their time at the school. The second key issue of this inspection focuses on the need to set demanding work for high attaining pupils as a matter of consistent routine.

15. Levels of numeracy are satisfactory through the school, though the use of such skills and knowledge is restricted in part because English is an additional language for so many pupils. Attainment in other aspects of mathematics, such as problem solving and investigation, shape and space, and data handling is below average because spoken instruction and questions and written text are often difficult to understand. There is evidence that pupils have the background knowledge for these aspects of mathematics. This is seen when they converse in their home language with the English as an additional language staff, though pupils have trouble expressing this knowledge in English. Nonetheless, by the age of seven, pupils count and solve simple sums with accuracy and improving speed, though few have begun to look at place value and to work with larger numbers in more complex problems.

16. A similar picture extends to science where the ability to carry out investigations and to talk and write about the work is limited by language factors. However, pupils gain essential knowledge and skills in work with plants, animals, different materials and in investigations into sounds. They learn the language and ideas of basic science and observe and record what happens in the simple tests they carry out.

17. Pupils use computers with confidence to process simple text and to produce pictures in information technology. Computers are used well to support the work in other subjects, and in this way, pupils refine and develop their information technology skills and knowledge well. In religious education, they develop satisfactory knowledge of well known Bible stories and something of the Christian religion and are able to find similarities and differences when relating it to Islam.

18. A key factor in the rate of progress is the proportion of pupils who take extended holidays, often to Pakistan. The school has taken some measures to reduce the impact of such holidays, but staff report that pupils take a long time to settle and catch up when they return. Absence in this way has a negative impact on the progress made by pupils as it becomes disjointed and uneven. Improving attendance rates is therefore, a key issue of the inspection.

19. Teachers' expectations of work are high in school and they do not allow the low levels of spoken English to hinder the progress that pupils make, or the standards achieved. The school is making good progress in working towards the demanding

targets set for literacy and numeracy to the year 2002, and pupils are given every opportunity to improve knowledge, skills and understanding in all subjects.

19. Attitudes, behaviour and personal development

20. Children in the nursery and reception class are given good support which helps them settle well and nurtures successfully their personal and social development. These pupils under five years of age show emerging confidence as they meet new experiences and despite their lack of English, they mix happily with other children and develop very good relationships with the staff. In years 1 and 2, pupils grow in confidence, have good attitudes to learning, behave very sensibly, and get on very well with one another and adults. St Chad's School is an orderly and harmonious school, and a happy place to be.

21. Pupils work with good application and sustained concentration in most lessons, and show immense pride in what they produce. On the whole they work well independently, sometimes they need additional support because of their English language learning requirements. Pupils share appropriately and are willing to help one another with particular tasks. Many do jobs such as taking registers to the office, checking on how many people want a school lunch or generally helping organise and clear away class resources. In Year 2, pupils take on additional responsibilities for setting out the furniture for assembly and as helpers at lunchtime. All of these are making an important contribution to pupils' good personal development.

22. Pupils' behaviour is good in class and at play and lunchtimes. Pupils are very sensible in using the rather small outdoor space for playing without bumping into or upsetting anyone else. No instances of bullying or harassment were observed during the week of inspection, the school was calm and cohesive and very good quality relationships were in evidence at all levels. There have been no exclusions in the past twelve months. Pupils' attitudes to one another are tolerant and respectful and there is shared celebration of cultural differences.

23. The award of certificates is a very positive feature at the school. Pupils and parents acknowledge the great value of these in aiding personal motivation in both academic and social aspects. The school has successfully maintained the strengths identified in the previous inspection in respect of the standards of behaviour, the good attitudes and values promoted. These are underpinning the good progress pupils make in learning during their time at the school.

23. Attendance

24. The level of attendance in the school is below that of similar type schools and is unsatisfactory. This was raised as an issue at the time of the previous inspection, and remains a key issue for the school to address.

25. Most pupils are punctual and this marks a successful drive to encourage regular and prompt attendance. School registers are well maintained but the recording of extended holidays (over ten days) is not in line with legal requirements and thus the level of unauthorised absence appears to be much lower than in reality it is. Truancy is not an issue in the school. Governors are appropriately reporting attendance matters to parents.

26. Whilst the school has made some headway in alerting parents to the potentially negative impact that taking holidays in term-time has on their children's progress and achievement, too many pupils are still taken out of school for lengthy periods. Some fifteen per cent of pupils are affected, and the school's analysis shows that progress in learning is adversely affected for a significant proportion. Good attention is paid to re-integrating pupils back into school-life when they return to school but there are still difficulties associated with missed work and gaps in knowledge. The school is trying very hard to seek more co-operation from parents, and where holidays are absolutely necessary, plans to set work for pupils to do whilst away.

26. QUALITY OF EDUCATION PROVIDED

Teaching

27. At the time of the previous inspection, the quality of teaching was satisfactory overall, though there was a large proportion of unsatisfactory teaching. At that time, the best teaching was in information technology lessons, for pupils with English as an additional language and in the nursery. It was unsatisfactory in science, music and physical education. Since 1996, the school has introduced a very successful programme of professional development for all staff, and today, teaching quality is good. Teachers and support staff make a strong team at St Chad's Infant School and they are united in their aim to provide stimulating lessons where pupils work hard and progress is guaranteed.

28. During the inspection, inspectors observed 44 lessons or part lessons covering every teacher and all subjects, including the literacy and numeracy hours. Teaching was also evaluated by reference to a comprehensive sample of pupils' work and by studying planning. All these indicators support the judgement that the overall level of teaching is good. In fact, three-quarters of the lessons seen were of good quality, some were better than this, and none were of unsatisfactory grading. All teachers share in this profile of good teaching and the work of support staff contributed strongly to the quality seen.

29. Teaching is good in all subjects and for children under five. The teachers of children under five years old have very good subject knowledge and they provide a rich range of experiences that enable these children to make good progress. The level of support for pupils with English as an additional language or special educational needs is very good and is a considerable strength of the school. Few weaknesses were seen in teaching anywhere in the school.

30. Of the elements of teaching evaluated by inspectors, nearly all are of at least good quality, and some are very good. Subject knowledge is strong and expectations are good, so activities are generally well matched to the needs of pupils. Lesson planning is good for the under-fives and satisfactory in Key Stage 1 and there are a good variety of tasks that stimulate learning. Teachers are well organised, pupils are very well controlled and time is used effectively to ensure learning develops at a brisk pace. Teachers use a good range of resources in lessons and they are skilful in the use of questions to gauge how well pupils are doing. The levels of homework set are demanding but appropriate, and the work taken home is of very good quality.

31. There are two aspects of teaching which, whilst satisfactory, could be improved to match the strengths of the rest. Firstly, lesson planning does not focus enough on the precise statement of what knowledge and skills are to be learned. Instead, it relates to what activities will take place. Secondly, because the lesson outcomes are rather vague, Key Stage 1 teachers cannot be certain in their day to day assessments that pupils have achieved the required level. These two aspects are inter-related factors in the inconsistent level of challenge provided for high attaining pupils.

32. Despite these shortcomings, teaching is successful. As an example of the

effectiveness of teaching, a Year 2 mathematics lesson indicates these skills in action. During this lesson on *more than and less than*, the teacher showed good understanding of the numeracy strategy and introduced the session with great energy. This held the pupils' attention and they worked with almost total accuracy, counting on and back within 100 with great speed and evident enjoyment. The very well chosen resources included real money that fascinated the pupils. Questions asked by the teacher were well gauged to involve everyone, discover the rate of progress and extend thinking and skill. She did not accept the first answer in all cases and often challenged the pupils by probing their thinking with follow-up questions and a demand for explanation. She also gave good feedback to pupils to help them master the work and to help them apply their knowledge to harder examples. In this way, the teacher promoted good understanding and progress and the pupils transferred to the written work with comparative ease.

33. In all lessons there is very good support for pupils with English as an additional language. The team teaching approach is successful in enabling all pupils to make good progress in their learning. In many lessons there are two or three adults working alongside each other. There is a seamless join between their different responsibilities and responses and pupils benefit greatly from the integrated approach to their needs. Behind the very good practical teaching skills demonstrated by the teachers and support staff for English as an additional language, there is effective planning which identifies exactly their role and responsibility in class. Beyond this, their very good skill of judging almost spontaneously, when to intervene to urge and encourage pupils to success makes a substantial contribution to the quality of learning and the good rates of progress seen.

34. Support for pupils with special educational needs is of similar quality and effect. Class teachers maintain the individual education plans for pupils on the register of special educational needs and they make effective assessments, keep very good records of pupils' progress and know the specific needs of individual pupils very well. In lessons they are supported by very successful ancillary staff and, together, they ensure that these pupils keep up well, complete good amounts of work and make good progress.

35. The good quality of teaching is a strength of the school.

35. The curriculum and assessment

36. The school's curriculum is rich and diverse and very well meets the needs of all pupils. Over the last year or so, the school has amended its curriculum to make time for the literacy and numeracy hours. It has also maintained the full range of other subjects and still found time for additional elements, which, taken together, make a strong contribution to the all-round development of pupils.

37. The work scrutiny and examination of curriculum planning showed clearly the strengths of the curriculum. There is very good breadth in coverage of all subjects and the balance between and within subjects is well judged. The working week is just under the recommended length, but such is the effect of good planning, there is ample time for all subjects. A typical day in school sees registration followed by an effective literacy

lesson then a numeracy session. The afternoon starts with registration and quiet reading with science or a topic based lesson that involves a blend of art, geography and history to follow. The afternoon often ends with a story with a literacy slant. Information technology is integrated into the ongoing work and design and technology, music and physical education have separate timetable slots. There is one assembly, sometimes class-based and one playtime each day. Over all this, there is integrated provision of English as an additional language and special educational needs support. In addition, literacy and numeracy skills and knowledge are well consolidated in other subjects such as geography, history and science.

38.The effective curriculum planning does not just extend to the day to day provision for subjects. It also includes good attention to the progressive development of work through the school. This ensures that pupils learn subjects in proper sequence and do not repeat work unnecessarily. The two-year cycle of topic planning ensures that each subject is given enough coverage. For example, history and geography are included in each half term's topic but one will have greater emphasis than the other depending on the substance of the work. The planning cycle usefully shows the relative importance of each subject each half term and how the subject receives full recognition through the two-year period.

39.The school has adopted the local education authority's policy on equality of opportunity and successfully provides equality of access and opportunity in curriculum matters for all pupils. The elements of English as an additional language and special educational needs provision are well integrated into the overall planning and the pupils involved are provided with a curriculum which fulfils their needs very well. For special educational needs pupils the curriculum is based firmly on the specifications of their individual education plans. The special educational needs coordinator gives very good support to her colleagues in providing suitable learning experiences, the pupils are given very good support and they complete much work and make good progress. Where withdrawal from lessons takes place, this is well gauged and pupils benefit from the out-of-class activity. A very good example is to be found in the family learning project on Wednesday mornings, when pupils in turn join younger family members and parents in a programme of activities to extend the home-school partnership in learning. The work is carefully planned to match the cycle of work in the classroom. During the week of inspection the focus, besides language development, was on science which matched the ongoing work back in class.

40.The school meets all statutory requirements concerning the curriculum. Drugs and sex education are provided and all subjects of the National Curriculum are planned and taught properly. Planning for the under fives is based on careful interpretation of the Desirable Learning Outcomes and the curriculum provided for these young children is very well structured. Religious education is well developed from the locally agreed syllabus and complies with its requirements. Parents are told their rights in withdrawing pupils from assemblies, religious education lessons and sex education sessions, but very few take up this option.

41.Good progress has been made in introducing both the literacy and the numeracy hours. The school's strategies for these are good and the planned work is dovetailed well into overall provision for English and mathematics. There is already evidence of the positive impact of the literacy hour and early indications show that numeracy levels

are improving because of the more regular practice introduced this year.

42. The programme of extra curricular activities is good and it is well supported by pupils and staff alike. The school takes a strong part in the local after-school club provision that is housed in the neighbouring *Number One Community House*. In addition, there is a programme of fun and sports days and other activities to extend pupils' experiences and help them in their learning. There are no competitive games or sports against other schools, though the school compensates for this by the wealth of other activities it hosts. There is also a good programme of visits and visitors to school that gives pupils access to a wider learning environment. There is also good provision for the arts, including dance and drama.

43. The school has adopted very good procedures for assessing pupils' achievement. Besides the statutory standardised assessment tests and teacher assessments, the school has effective baseline assessment, and teachers use a good range of other assessment procedures, including careful observation and skilful questioning in lessons. Subject coordinators have built up very good portfolios of pupils' work which are matched to levels of the National Curriculum. These are very helpful in matching the work of other pupils to the correct level.

44. The interpretation of the results of assessment is effective. The baseline assessment is very well used to identify specific needs of the youngest pupils and to select appropriate experiences from the six areas of learning for children of this age. Assessments later in school provide data that is used well to provide distinct work for pupils of different attainment level. However, there are two aspects of the use of information from assessment that require improvement. One concerns the identification of specific things to be taught and learned next in the sequence of work. Most curriculum planning centres on what will be done in lessons – the activities – rather than what will be learned – the outcome. Linked to this, the second aspect is the degree to which the higher attaining pupils are given work that is hard enough. Inspectors observed some lessons with demanding work set for all pupils, but also others where the high attainers finished quickly and then bided their time to the end of the lesson. Accordingly, provision for high attaining pupils is one of the key issues for this inspection.

45. Overall, the quality of the curriculum is very good and is a particular strength of the school.

45. ***The provision for pupils with English as an additional language***

46. The great majority of pupils speak English as an additional language. At home most speak the Mirapor dialect of Punjabi and few hear much English. In school, the youngest pupils prefer their home language. The school employs a team of three teachers and a support assistant, who are very well qualified and experienced, to work with these pupils and, in some cases, their parents, to increase the level of spoken English. It is very successful in this work.

47. Very good levels of English support are provided in all lessons. Staff work as an integrated team to help pupils adjust to the demands of immersion in English and then to think and speak fluently in their new language. A typical lesson sees the support

teacher seated with the pupils as the class teacher leads the session. As the teacher develops the theme, the support teacher makes very successful interventions at critical and well-judged moments to translate the explanation, instruction or question or to expand the detail to help the pupils understand, then respond. Once the pupils start the written element of the work, the support teacher moves from group to group to reinforce and encourage positive responses and hard work. This system is very effective in bringing about good progress.

48. Pupils respond very well to the opportunities provided to extend their English. Attitudes, behaviour and relationships are all strengths and their personal development is good. In all, the very good quality of teaching of English as an additional language ensures that learning conditions are effective and that pupils advance their knowledge and skills at a good rate.

49. Planning of the work is very good and there is a very good level of resource support provided. The management of the work is highly successful, and continued effectively despite the absence of a key member of staff.

50. Considerable extra funding is provided to finance the additional staffing levels. This money is wisely spent, well accounted for and brings good value in terms of the quality of teaching and learning and in the good progress made by the pupils.

50. Pupils' spiritual, moral, social and cultural development

51. Provision for pupils' spiritual, moral, social and cultural development remains a strength of the school and contributes very significantly to pupils' progress, as it did at the time of the last inspection.

52. Provision for pupils' spiritual development is good. Opportunities for spiritual development are provided in assemblies that are reflective and help children to understand and share values and beliefs. Assemblies are well-planned, effectively delivered and fully meet statutory requirements. They also reflect the ethos of the school, one of care and concern for others, which helps pupils to grow well spiritually. Spiritual development is promoted well in some lessons and pupils are given the opportunity to marvel at the world around them. For example, the youngest children show wonder and delight using magnifying glasses to look at fruits. In art and music, teachers successfully provide opportunities for spiritual development when children observe the work of great artists such as Rousseau and listen to '*Coppelia*'. Visits to places of worship also promote spiritual development effectively.

53. Pupils' moral development is well fostered. Right and wrong are clearly taught through a clear code of conduct that is well promoted and upheld consistently by all staff. The adults provide good role models and respect for honesty and fairness is positively promoted. Teachers manage pupils well and have high expectations of their behaviour. They praise pupils frequently, rewarding good behaviour efforts and achievements positively. Class rules are clearly displayed and pupils understand their purpose and respond positively to them. Moral issues such as conservation, destruction of the rainforests and endangered species of animals are shared with pupils appropriately. For example, poetry written by Year 2 pupils shows sensitivity towards

endangered creatures such as whales and a developing awareness to mankind's responsibilities to preserve and protect wildlife. Through various fundraising efforts, pupils are encouraged to respond to the needs of people less fortunate than themselves.

54. The social development of pupils is good. Pupils are encouraged to play and work constructively together, and to understand and tolerate each other's views. Relationships throughout the school are good and this is central to the school's strong sense of community. Pupils work well together in a variety of groupings, and those with special educational needs are well cared for, helped and encouraged. Older pupils are encouraged to take a good degree of responsibility, for example, for a range of monitoring jobs to support daily routines. Many good opportunities for social development arise through school visits to local museums and places of educational interest. The school has an effective programme for personal and social education. Pupils learn about the local community and the needs of the people within it. The 'Family Literacy Project' and after school clubs are just two examples of the successful links with family and community.

55. Good provision is made for pupils to appreciate their own cultural traditions and those of others. Through religious education, pupils visit a variety of places of worship and are taught well about other faiths, cultures and customs, for example Eid, Diwali, Harvest and Christmas. Understanding of English culture is well enhanced by visits to museums, farms and other places of interest. The work of artists is celebrated well through the school with paintings in the style of famous artists such as van Gogh, Rousseau, Kandinsky and Mondrian. Pupils develop their appreciation of famous composers as they listen to excerpts from music. In Year 1/2 they contrast western classical pieces with Zulu music, whilst in the nursery, they learn to sing songs in their mother tongue.

55. Support, guidance and pupils' welfare

56. Very good attention is paid to meeting pupils' special needs and in providing a safe, secure and happy place in which pupils' individual talents are recognised, and adults are caring and encouraging. This approach ensures that pupils' self-esteem and levels of confidence are good and that they are well placed to take full advantage of the good quality education provided. Strengths identified in this aspect of provision at the time of the previous inspection have been well maintained. Parents have confidence in the school's ability to look after their children very well when in school.

57. The induction arrangements in place to help young children start school successfully are good. Parents are encouraged to stay as long as is necessary to ensure that children settle well into the nursery. Although only in school for a few days prior to the inspection, children under five had settled confidently and without anxiety, and were already enjoying the good opportunities for learning through well-structured play.

58. The procedures in place to monitor pupils' academic and social development are good, and those to monitor their behaviour very good. All adults reinforce positive behaviour successfully through a consistent approach, which is resulting in pupils knowing exactly what is expected and behaving appropriately. Teachers keep useful

records of each pupil's progress in core subjects. On-going discussions throughout the year enable all adults working with children to have good insights into individual learning needs. Good team-work between class teachers and support staff ensures a well co-ordinated approach is in place to guide pupils' personal and social development. They are also supported by the good involvement of appropriate external agencies such as the local authority's Access Service and by parents who are becoming increasingly involved in a partnership approach to their children's education. Child protection procedures are securely in place. Routine health and safety procedures are very good and statutory requirements are met in full.

59.Procedures for monitoring attendance are good, and the school has given good attention to tightening up on this since the time of the previous inspection. School managers aim to improve the level of attendance, and are continuing to work to raise awareness in the community about the importance of young children attending school regularly if they are to establish firm foundations for life-long learning. Unsatisfactory levels of attendance are an on-going key issue for the school to address.

59. Partnership with parents and the community

60.The school has built an effective partnership with parents; many of whom come into school on a regular basis to give help or take part in some of the initiatives the school is promoting such as family literacy sessions and Friday "tea and toast". The school is very much a focal point for the community, and successfully promotes opportunities for parents' involvement in education through activities run at the adjacent Number One Community House. Links with the church are strong. Recent celebrations to mark the school's one hundred and ten years of opening, attracted much local support for the "Victorian Day", during which the Bishop of Derby led worship and school blessing. Through a well-conceived programme of visits and visitors to school, pupils are experiencing life beyond their neighbourhood. All of this is enriching the quality of education, and is a strength of provision.

61.The quality of information for parents is very good. Regular newsletters are sent home which parents say they find useful and informative. A number of well attended meetings about aspects of the curriculum are held during the school year. Consultation meetings between teachers and parents take place each term and attract virtually one hundred per cent attendance. A positive feature of school life is the natural way that staff and parents exchange information at the start and close of sessions. Parents find the school welcoming, approachable and willing to take on board suggestions. A few parents at the meeting with the Registered Inspector thought that more opportunities to find out about how well their children were getting on at school would be useful and the team agrees with this view.

62.Parents are well involved with the work of the school in a number of ways. These include supporting the fund raising activities of the parent teacher association, helping in classes with reading and group work, helping make story sacks for use in the literacy hour and organising the weekly open-school mornings where tea and toast is served. Many parents support homework, and some come into school to learn alongside pupils in developing English language proficiency or information and communication technology skills.

63. Links with the community are extremely well forged. Nurse, vicar and police are regular visitors to share their experiences. Artists, musicians and drama groups from a variety of cultural backgrounds have extended pupils' appreciation of different slants on life. Visits to such places as St Chad's church, the Gurdwara, Mayor's Parlour and further afield to Snibston Discovery Park and Carsington Water have widened their horizons. Through a broad and rich curriculum, which draws successfully from local resources pupils at the school are well prepared for the next stage in education, and for future citizenship.

63. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

63. Leadership and management

64. St Chad's Infant School is very well led and managed. Every member of staff and the governors work very effectively as a team and they are committed to school improvement. The school is a very pleasant place to work and all management procedures are focused firmly on the interests of the pupils.

65. The headteacher gives very good leadership. She has made significant changes to the management structure to ensure that, in this small school, everyone has a distinct management role that dovetails with those of other people. The headteacher also serves as the school's special educational needs co-ordinator and is very effective in this. The provision for pupils with special educational needs is very good and its management is efficient. Much of the management of the curriculum, teaching and the quality of learning is undertaken by teams of staff, each of which shares a common goal and works in complete unity. The membership of these curriculum teams includes teachers from the English as an additional language support staff that ensures that the needs of this large group of pupils are well represented in discussion and decision making.

66. The management roles of individual members of staff are complementary and very well undertaken. The deputy headteacher has a range of distinct duties that she carries out effectively. She has good command of what is happening around the school and has made many major contributions to management since she took up her post one year ago.

67. In the classroom, individual teachers manage their work well. They follow policy consistently, the quality of communication is very good and relationships are a strength. The typical lesson is a session where hard work, the commitment to high standards and a pleasant working atmosphere underpin the very good ethos of the school. Equality of opportunity for all pupils is implicit in the school's statement of aims and staff make sure that no-one loses the chance to study the full curriculum.

68. One of the key issues at the time of the last inspection was the need for greater involvement of the governors in the monitoring and evaluation of the work of the school. This has been accomplished well, and today the governors have good command of the role of critical friend of the school. They are alert to the main issues, well involved in school activities and their committee structure well supports informed decision making. The governors have good involvement in financial matters and they ensure that all statutory requirements are met and they publish all the necessary information.

69. All forms of monitoring within school are good and the evaluation which follows this is effective because it is used to make adjustment and alteration to policy and practice to further the school's mission of *learning together, growing together*. School management ensures that the aims of the school are very well realised and that staff are good role models in the promotion of good values and attitudes. The school has adopted a set of demanding targets for English and mathematics to the year 2002 and management has established good strategies to keep these in focus and subject to ongoing review. The achievement of pupils is monitored by scrutinising external and internal test results and works well. The monitoring of attainment by gender and race is in place but in the early stages of development.

70. The process of school development planning is good. Governors and all staff have a set role in this work and the headteacher gives overall coordination. The plan itself is of good quality and it is well used to support decision making, particularly with respect of the budget. The plan is kept under constant review and is well related to the needs of

the pupils and the quest for high standards.

71. The management of the provision for pupils with English as an additional language is very good. The focus of this is the deployment of very well qualified and experienced staff to support in classrooms. This works very well, and the calibre of their work is a particular strength. This enables the pupils to make good progress and to keep up with the other pupils.

72. Visitors to school are struck immediately by its sense of purpose, cheerful approach to its work and the very pleasant working conditions for pupils and staff alike. These are all successes of management. Because of this, management and leadership are particular strengths of the school.

72. Staffing, accommodation and learning resources

73. There are an above average number of teachers who are well qualified to teach pupils throughout the school. There has been a significant investment in the training of staff since the last inspection particularly in the areas of the curriculum where staff are judged to have needed it. The teachers employed to provide special help for pupils who have English as an additional language are very well qualified to carry out their roles. Other classroom staff and nursery assistants are sufficient in number and are similarly well qualified to carry out their responsibilities. In all, the staff are a particular strength of the school because they are committed to the needs of all pupils and they work as a good team to bring about improvement at a good rate.

74. Systems for the appraisal of staff are well established and provide a relevant focus for staff training and development. There is a good programme of professional development for teachers that builds well on both their individual needs and that of those of the school as a whole. New members of staff and new members of the profession are well supported when they are first appointed.

75. The problems with the school accommodation mentioned in the last inspection have been remedied. The school, though old, is well-maintained and high standards of decoration, display and cleaning help to create a pleasant working environment.

76. The school has a plentiful supply of resources to support effective teaching and learning. For science and information technology the resources are good. Teachers and other staff make good use of the resources and this contributes effectively to the good quality of learning in school.

76. The efficiency of the school

77. Governors of the school now play a full part in the strategic planning of the school's development and the monitoring of how the school budget is used and they do these things well. Governors are also well involved in monitoring school performance and pupil progress.

78. Very effective use is made of all staff. The deployment and work of teachers and staff supporting pupils for whom English is an additional language is especially effective in helping these pupils to make good progress. Teachers' specialist knowledge and expertise is well used, for instance in the teaching of information technology. The school makes good use of the accommodation available on site, and resources are also used effectively by staff to promote learning and pupils' progress.

79. The day to day administration of the school is carried out effectively to ensure the smooth running of the establishment. Administrative staff are familiar with and confident in using new technology. Systems of financial control are efficient and effective.

80. When the quality of education provided and the progress made by pupils is considered in the light of school costs, inspectors judge that the school provides good value for money.

80. PART B: CURRICULUM AREAS AND SUBJECTS

80. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

81. There were no key issues for action concerning provision for children under five in the previous inspection report. The quality of education was found to be good under the positive leadership of the teacher in charge. The school has maintained this good provision for children under five. This is a strength of the school. Teaching is good and ensures that pupils make good progress, including those children with special education needs.

82. The children are admitted to the nursery on a termly basis between the ages of three and four. After an appropriate induction programme, children are gradually introduced to the nursery. In addition there are nine children in a class of seventeen reception/Year 1 children. The local authority's early assessment system is in place and the information gained supports the inspection findings that attainment on entry is well below average, particularly in language and literacy due largely to the fact that for the majority of children English is an additional language. By the age of five most children are below the standard expected nationally in most areas of learning for children of their age. They make good progress in acquiring and applying knowledge, skills and understanding in all six areas of learning, but skills in language and literacy remain well below the expected standards.

82. *Personal and social development*

83. The children under five make good progress in their personal and social development. They settle well into the caring and safe environment where basic routines and high expectations are fostered. They enjoy a wide range of stimulating activities. The teacher and other adults place great emphasis on the development of the children's self esteem, confidence and independence. As a result children respond positively to new challenges, displaying enthusiasm and enjoyment in their work and play. The children know the importance of class routines such as lining up, listening quietly to the teacher or putting their hand up when they want to contribute to a discussion. They work and play well together, particularly in outdoor play, taking turns to use wheeled toys and behaviour is good in the nursery and reception class. Some pupils are able to sustain interest for some time. They relate well to teachers and other adults and are beginning to know the difference between right and wrong. The well-structured activities support children's personal and social development well, encouraging cooperative play and consideration for others. There is good teaching of personal and social development.

83. Language and literacy

84. Attainment is well below that expected of children of similar age when the children start school and progress is satisfactory. English is not the first language for the majority of children. Many have a limited vocabulary and understanding of English when they first come to school, and are not able to engage in extended conversations with adults. Within the nursery and in reception the development of language and literacy skills is given a high priority. Rich opportunities are provided for children to practise speaking and listening skills. They enjoy stories, poems and rhymes in a variety of settings and from a variety of cultures. The staff use questioning effectively to encourage children to respond to stories. Well-structured role-play areas provide good opportunities for the children to extend their language skills through imaginative play. Appropriate intervention by the adults helps to extend the children's limited vocabulary. By the age of five, standards of language and literacy are below average.

85. Those children with special educational needs are well supported to help them to integrate and communicate with others. In spite of the good teaching, the majority of pupils do not attain standards which would be expected of them by the age of five. Children are learning to handle books carefully and develop a love of books. For many children this is their first experience of books when they come to school. A small number pretend to read in the book area, using picture clues to help retell a familiar story. They know that words and pictures carry meaning. In the nursery some children are unable to recognise their name, and by the age of five a significant number are unable to write their name independently. Whilst some children know that marks and letters carry meaning and attempt to write, writing is at a very early developmental stage, with few children being able to form letters well or write simple words unaided. Joined handwriting is introduced from an early age. By the age of five a few can write their name in joined writing. Overall, the pupils make good progress in language and literacy because the quality of teaching is good.

85. Mathematics

86. The children achieve below average standards by the age of five, even though they make good progress compared to their attainment on entry to school. Regular opportunities for sand and water play provide good experiences, enabling children to be introduced to early mathematical language and to undertake practical 'filling' and 'emptying' activities but there is limited evidence of their understanding of *full/empty* and *more/less* because of the difficulties experienced with English.

87. Some children can count to five, but few have a good understanding of sequence or a good grasp of the language of shape. Many are not able to identify 'more than' and 'less than'. They know a selection of number rhymes and most are confident when using number in rhymes. They use number apparatus and games to develop their sense of number, quantity and shape. A wide range of practical mathematical experiences is provided with good support and teaching quality is good in mathematics. For example, with help, children are able to complete a simple bar graph of 'favourite weather'.

87. ***Knowledge and understanding of the world***

88. Attainment in knowledge and understanding of the world is well below average when children first start school. They make good progress because the quality of direct teaching is good and the experiences provided are rich, varied and challenging. In spite of this good progress, attainment by the age of five is still below that expected of children of a similar age. Children observe, and some can identify, a range of fruit and vegetables. They experience the textures and tastes and use magnifying lenses to examine the seeds and patterns inside and make graphs of their favourite fruit. They are interested in the world about them and are keen to explore and find out. They are becoming aware of the different varieties of fruit provided by staff and understand that there are different times for daily events. They observe the changes in the weather and the seasons and learn about simple life cycles such as butterflies and frogs. They compare photographs of themselves as babies and look at changes over time.

89. Children look at globes and maps. They explore the local environment and visit parks and farms, talking about the places visited. They think about the local people who help them such as police, firemen and the caretaker and how important they are to the community. They use magnets and magnifying glasses in their early scientific exploration. Visitors to school introduce the children to Asian musical instruments. They visit the mosque and make special cards to celebrate Diwali. Pupils have good opportunities each day for learning through exploration and observation. The good range of large and small construction equipment and sand and water activities are used well to develop children's early geographical and scientific understanding.

90. Through their celebrations of festivals such as Diwali, Eid, Easter and Christmas the children explore customs and life in their own and other cultures. They are able to make and sample food, dress up and take part in songs and dance. The well-planned activities and careful explanations enrich the children's learning well.

90. ***Physical development***

91.Children’s attainment in physical development is below average at the age of five. They make good progress in developing their larger movements and precision handling of pencils, brushes and scissors. Improvements to the outdoor provision enable the children to walk, run, balance, climb and use the large wheeled toys in safety. The majority of pupils show reasonable control when using these toys. They enjoy a good range of physical activities including dance and physical education in the main hall.

92.During their time in the nursery and reception class, the well-structured activities help them to gain increasing control and coordination in their movements. The children with special education al needs are well supported to enable them to participate fully. Most children show increasing awareness of the space around them. They are learning to listen to instructions and are aware of the rules for safety. The resources for outdoor play are satisfactory.

93.A large proportion of children under five use sound manipulative skills to construct toys and complete jigsaws but skills required for finer movements such as writing, drawing, cutting and painting are less developed. They make good progress in cutting, sticking, joining and threading because the adults provide good opportunities for them to practice these skills and good resources to help them and the quality of teaching is good.

93. ***Creative development***

94.Children’s attainment in creative development is below the expected level at the age of five. Good opportunities are provided for them to experiment with a range of media. They use a variety of techniques including painting, printing, collage and drawing and improve their cutting and sticking skills. A good example of this was the work on ‘Sunflowers’ inspired by the artist van Gogh, using collage and paint. Children also print using fruit and vegetables and draw these from first hand observation. They receive good adult support that helps them to develop their skills. Their work over time shows an increasing attention to detail. Children enjoy music and participate enthusiastically in singing a wide range of songs. Progress in creative development is good because regular opportunities are provided for children to explore and experiment with colour, select brushes and use materials and musical instruments to express ideas and communicate feelings. Creative aspects of the work are well taught.

95.The quality of teaching of the under fives is good. The enthusiastic class teacher has good knowledge of the ‘Desirable Learning Outcomes’ as well as a clear understanding of the needs of the children in her care. Work is carefully planned to these learning outcomes, leading to well-matched interesting activities that motivate the children well. There is a good balance between planned activities that children choose for themselves and those that are led by adults. The support staff are well deployed and make an effective contribution to the children’s learning. Colourful displays contribute well to the purposeful learning that takes place.

95. **ENGLISH, MATHEMATICS AND SCIENCE**

95. **English**

96. In the last inspection in 1996, standards in English were judged to be in line with the national expectation. There were no key issues relating to English in the previous inspection report other than to maintain the good progress being made. This has been achieved. The headteacher, co-ordinator and team responsible for English provide good support and good role models, through their own teaching example.

97. In 1998, at the end of Key Stage 1, tests show that standards in reading are well below the national average, but are average when compared with similar schools. In writing, standards were below the national average and also below the average for similar schools. The proportion achieving the higher level in reading was well below the national average but in writing was well above the national average. The inspection findings match these results.

98. Realistic targets for improvement have been set in English. Improvements in reading strategies have been reflected in the 1999 tests. The school now closely monitors the results to identify weaknesses and has successfully implemented the National Literacy Strategy. These initiatives, including monitoring of teaching and recent in-service training for staff, are beginning to have a positive effect on standards, notably in reading. Trends over time also reflect a steady improvement, particularly in reading. There was no significant difference between the achievement of boys and girls.

99. Although their levels of attainment are below average, pupils make good progress, when considering that attainment on entry to school is well below average. Pupils with special educational needs and those for whom English is a second language also make good progress because provision is very good and they are well supported, particularly through bilingual support.

100. Teachers work hard to deliver the literacy hour and this is starting to have a positive effect on progress, particularly in speaking, listening and reading. In the most effective lessons, teacher's planning identifies clear objectives and provides for whole class and group sessions, with interesting tasks matched to pupils needs and abilities. Planning is less secure where learning objectives have not been clearly identified and tasks are not sufficiently challenging with additional work to extend learning. Sometimes in these lessons, higher attaining pupils do not always make sufficient progress.

101. Pupils' speaking skills are below average at the end of the key stage, though listening skills are average. This is because the majority of pupils have very limited English when they first start school, and limited social skills necessary for successful conversation. Many take time before they speak clearly and many need time to acquire skills in taking turns to speak. In all classes the shared text work at the beginning of the literacy hour provides good opportunities for listening and speaking. In a Year 1 lesson, the teacher used the big book '*Suddenly*' effectively with the whole class. They enjoyed the story and some gave clear responses when questioned about the text. The bilingual support was used very effectively to ensure that all pupils had understood the story. Most pupils listen carefully to teacher's instructions but discussion of the text is more limited, with few extended conversations. Pupils make good progress in their speaking and listening skills although speaking skills remain below average at the end of the key stage.

102. The majority of the pupils have few early reading skills when they enter school. Although reading standards remain below average they make good progress because they are very well supported in lessons, particularly by the bilingual support staff. Those pupils identified by the school as higher achieving readers are beginning to read with fluency and expression and are developing greater confidence. Some pupils of average attainment make systematic use of letter sounds but in some other cases use only the initial letter sound to help them read unknown words.

103. The lower attaining pupils have a limited sight vocabulary but some are able to use picture cues to help them make sense of their reading. For these pupils, word-building skills are limited. Although they are heard to read regularly by teachers and other adults, few pupils can discuss their reading or talk about favourite authors. They do not have sufficient skills in many cases to enable them to locate and retrieve information in reference books. Additional practice in reading aloud in the shared text session is beginning to help pupils to understand punctuation in reading and improve expressions.

104. Standards in writing are below average at the end of Key Stage 1. Skills in handwriting and presentation are not secure. The youngest pupils are introduced to joined writing since the introduction of the National Literacy Strategy, but many pupils are unsure of basic letter formation. A few higher attaining pupils have a reasonable cursive style by the time they leave the school. Across the school there is a good emphasis placed on writing for a purpose. By the end of Key Stage 1 pupils write stories, accounts of visits, book reviews, instructions for looking after pets and character descriptions. They learn to write labels, pose questions and write poems, letters and prayers. There is evidence of non-fiction writing such as the writing about 'snails' displayed in the hall.

105. The majority can copy information competently but a significant number still struggle to gain fluency and control in basic letter formation. The range of vocabulary used in writing is limited for many pupils and spelling remains weak. The National Literacy Strategy is having a positive effect on spelling high frequency words for a number of pupils. Pupils with special educational needs make good progress, where they are supported, as do the many pupils for whom English is an additional language.

106. The pupils' response to English is good. They listen attentively and try hard to please their teacher. Pupils enjoy the literacy hour and join in well, in spite of the language difficulties of a good number of pupils. They behave well and relationships are very good. Most pupils respond well when working in groups in the independent session. They co-operate well with each other.

107. Teaching of English is good. All the teachers have a good working knowledge of the literacy strategy, but planning could be sharper, with more specific learning objectives and references to the levels of ability at which the pupils are working, in some cases. Resources are well prepared and used effectively. Very effective use is made of support staff, in particular, bilingual support to help pupils improve their English. On occasions, higher attaining pupils could be better challenged with more demanding work. Teachers manage pupils very well. Pupils with special educational needs are well catered for.

108. The co-ordinator together with the English team makes a significant contribution to the progress in English. The clear policy and scheme of work provide a good framework against which teachers can plan their lessons. There are effective systems for assessing and recording the progress of pupils and a detailed portfolio helps class teachers in their assessment of pupils' work. Home/school diaries are maintained and parents are encouraged to be involved in their children's learning. The quality of marking is better than at the time of the last inspection, but does not give sufficient information to pupils about how they can improve their work.

109. The school works hard to support families in developing literacy skills. The family literacy project is effective in developing good links with families and supporting their needs. Homework is used effectively throughout the school to reinforce learning. It is set regularly and valued by teachers.

109. **Mathematics**

110. At the time of the 1996 inspection, standards in mathematics were sound, but the pupils' command of mathematical problem solving and investigations was weak because they found open-ended questions difficult to comprehend. Teaching quality was satisfactory and the quality of learning was good. In the intervening years many changes have been made and teaching is now good. This has resulted in improved progress rates and more even achievement levels across all aspects of mathematics, though many pupils have difficulty in understanding spoken and written instructions and overall attainment levels are below average because of this.

111. In the 1998 standardised tests, the percentage of pupils achieving the expected level for seven year old pupils was much below the national average. The picture is the same when the proportion at level 2 or above is compared against schools with a similar entitlement to free school meals. It is too early to make such comparisons for the 1999 results, but early indications are that the proportion reaching the expected level has risen in school.

112. Mathematics and numeracy have a very secure place in the school's curriculum and for this reason, there is ample evidence of the standards achieved. It is evident that standards are better than suggested by the standardised test results, though they are still rather below average by the end of school. The difference between the test results and the outcome of the inspection is mostly related to the high proportion of pupils who speak languages other than English at home. The factors identified at the last inspection that make the understanding of spoken and written English difficult, still hold. In addition, the pupils have more difficulty than most in relating mathematical symbols to knowledge and ideas. This makes the interpretation of written tests harder for the pupils at St Chad's Infant School.

113. The school has undertaken a thorough analysis of the performance of pupils in mathematics. It has identified, for example, that boys and girls sometimes achieve at different levels in the standardised tests. There is, however, little difference in the results of pupils of different ethnic background. Inspectors noticed that in a few lessons, one or two boys are more restless at times than the other pupils, though overall levels of motivation and progress are similar for both girls and boys.

114. All pupils in lessons make good progress and this is confirmed by the examination of work from all classes for the last year or so. During their time in school, pupils learn to count with accuracy and fluency to and from 100, they master simple addition and subtraction, develop a knowledge of some of the patterns which underlie number and arithmetic and start work on the first steps in multiplication. Although there is a little evidence that the older pupils start work on the place value of number, this is at a level below that found in other infant schools. The pupils use their mathematical knowledge soundly in other subjects but experience difficulty in thinking and talking in English about their knowledge and discoveries. Skill level is generally sound and pupils have satisfactory command of basic number work because the school has a good strategy for numeracy.

115. Pupils respond well to the opportunities given them to learn mathematics. They form very good relationships with staff and other pupils and show interest, enjoyment and enthusiasm for lesson work. Their behaviour is good and because of good quality teaching, their personal development is good. The pupils accept responsibility well and

are reliable, trustworthy workers who develop a good measure of independence in the work for pupils so young.

116. Teaching is good for mathematics. The staff have good subject knowledge and high expectations and they set work which is usually well matched to the needs of each pupil. There are times when the degree of challenge for high attaining pupils could be greater, particularly in the later stages of lessons. The class teacher always works in good partnership with English as an additional language or special educational needs support staff and between them, they ensure that all pupils know what is expected of them and work with determination. Teachers set up good working conditions in lessons because control, discipline, organisation and the variety of tasks are at least good. The creation of such working conditions means that all pupils settle well to the task and make good progress. The team of classroom staff makes good everyday assessment of how well pupils are doing in the work, and they use this knowledge well in planning. The identification of exactly what skills and knowledge is to be learned in lessons could be sharper, though a strength lies in the way teachers share their expectations with the pupils. Homework makes a good contribution to the standards achieved and is set at sensible yet demanding levels.

117. Staff are successful in overcoming the factors imposed by the high proportion of pupils with English as an additional language. This was shown in one lesson for the reception and Year 1 pupils and stands as a good example of the effect of good teaching. In this lesson, the pupils were grouped into three teams, each with a teacher or special needs support assistant. The group with the greater linguistic difficulties was seated on the carpet with the English support teacher. They were enjoying finding out about halves. When the teacher spoke in the home language it was noticeable that key words were left untranslated. This enabled the pupils to build their knowledge of English number and colour names whilst exploring the relationships of two rods of cubes. The pupils were confident in showing that the two lengths matched and that one rod formed half of the whole. They could not explain this totally in English, but the mathematical understanding was clear and was at the expected level for the age group.

118. Mathematics is a very well managed subject. The team that co-ordinates the subject is well versed in its strengths and weaknesses and the level of monitoring is good. There has been some direct monitoring of standards and teaching, though this has been by the headteacher and her deputy rather than by coordinators. The introduction of the numeracy hour has been well managed and it is already showing impact on standards. The targets set by managers for attainment into the year 2002 are well on the way to being achieved, though they present the school with challenge. The support for pupils with English as an additional language and special educational needs is well managed and results in good teaching and progress by pupils.

118. **Science**

119. At the time of the last inspection, standards in science were below average and progress was variable. Most science teaching was unsatisfactory at that time and science was a key issue of the inspection. The school has devoted much time and effort to improvement, and whilst standards remain below average, the quality of teaching and learning is now good.

120. The attainment of pupils in the 1998 teacher assessments was well below the national average. These assessments showed that the percentage of pupils reaching the expected level for seven year olds is below the level found in most schools judged to have a similar intake of pupils. The proportion of pupils who has English as an additional language is a significant factor in the below average standards in science at St Chad's Infant School. Results in the teacher assessments in 1999 show that the proportion of pupils reaching average levels improved when compared to 1998.

121. Observations throughout the period of inspection confirm the results of the teacher assessments. Some pupils perform at levels appropriate for their age and show the expected level of skill and knowledge. A number of pupils in year two are able to classify leaves according to colour, shape and smell and then record their observations with accurate drawings. They know the parts of plants such as roots and stem, they look at fabrics dividing them into natural and man-made. These pupils carry out investigations into sound, constructing musical instruments and experimenting with different kinds of materials for shaking instruments. They also investigate the best kind of sound to attract children's attention at lunchtime. The majority of pupils, however, have low levels of basic English and this restricts the development of skills and

knowledge because they cannot voice their knowledge clearly. Overall, standards in science are below the expected level for seven year old pupils.

122.The progress pupils make is good. They learn language and ideas associated with early science and develop appropriate skills of observation and recording in carrying out tests, experiments and investigations. Pupils with special educational needs and those with English as an additional language also make good progress because their individual needs are well taken care of by all staff.

123.Pupils respond well in science lessons, they enjoy the practical nature of the subject. Pupils are able to work independently or co-operatively as required and demonstrate good levels of concentration.

124.The quality of teaching has improved significantly since the last inspection and is now good. Teachers are now very aware of how to make lessons practical and how to develop children's skills and ability to investigate. Teachers manage pupils well and have good control based on very good relationships.

125.The science curriculum meets statutory requirements and provides pupils with a good range of activities and experiments. The school documentation supports staff well. They have received relevant training on how to deliver the subject. Resources for science are good.

125. OTHER SUBJECTS OR COURSES

125. Information technology

126.The school has sustained the strengths of information technology since the last inspection. The use of computers across the curriculum supports work well in a range of subjects such as literacy and mathematics. Teaching has improved over the last three years and there is now no unsatisfactory teaching because skills and knowledge are now the clear focus of the work.

127.Attainment in information technology is in line with national expectations. Year 2 pupils use computers to write and edit text and to generate pictures. They also use them to draw graphs and pie charts of pupils' food preferences and modes of transport to and from school. Pupils enter instructions into devices that can move in many directions, sometimes these instructions involve estimation of direction and distance. Pupils also use programs to design towns, placing buildings in various places that reflect individual pupils' preferences and ideas about town design.

128.Progress is good. Pupils enter the school with limited experience of information technology and its applications, by the time they leave they have experiences and skills that are in line with national expectations for pupils of their age. Pupils enjoy using information technology. They work sensibly on computers, sometimes solving the problems that arise by themselves and at other times helping other classmates working at nearby computers. Pupils demonstrate good levels of concentration and very positive attitudes to work in this area of the curriculum. Pupils with English as an additional language or special educational need make good progress in the work because it is

well matched to their individual requirements.

129.The quality of teaching is good. Teachers are confident in using computers and are able to help pupils. Good use is made of specialist expertise when small groups of pupils are extracted from class to work on the small suite of computers. Teachers also make good use of the computers in their own classrooms to develop skills and knowledge. In most cases this work is done as part of other subjects and helps pupils to improve their knowledge and skills in those subjects as well.

130.The school has good documentation that supports staff in their planning and maps out pupil progress in a strategic and coherent way. Resources for information technology are good and they are used effectively to promote pupils' attainment and progress.

130. Religious education

131. At the time of the last inspection, standards in Religious Education were reported as being good. These standards have been maintained. Most pupils develop a good knowledge and understanding of the major principals of Christianity and other world religions, following the requirements of the locally agreed syllabus.

132. By the time they leave the school, the oldest pupils know about the major Christian, Muslim and Sikh festivals. They clearly understand that people of different religions celebrate special events in their lives at different times of the year. They are aware that different religions celebrate different festivals and have a good knowledge of the major festivals such as Eid, Diwali, Easter, Harvest and Christmas. They learn about some of the beliefs of other religions, such as the five pillars of Islam. Pupils know where and how Muslims, Sikhs and Christians pray and the routines associated with Islamic prayer. Pupils have a good awareness of stories from the Bible and other world religions. For example, the story of creation is linked to awareness of the beauty of the world. They know that the Bible and other holy books are special. Pupils show much sensitivity in relating religious teachings to their own moral and spiritual development. For example, they learn the importance of sharing, caring for each other, respect for the natural world and they empathise with those less fortunate such as the homeless.

133. Pupils throughout the school make good progress, including those with special education needs and those with English as an additional language. They learn new information and develop their ideas. Pupils learn the importance of time for quiet reflection. There is a growing awareness of their own feelings. Through their explanation of other faiths pupils make good progress in respecting multicultural diversity within religious beliefs. Written work undertaken in Religious Education makes a satisfactory contribution to the development of pupils literacy skills but many pupils have difficulty recording their ideas because English is not their first language. They are well supported, particularly by additional bilingual support.

134. Pupils have good attitudes to learning. They listen carefully and with respect in lessons. They are happy to share their experiences although not all have sufficient skills to engage in extended conversations. They care about, and respect each other's point of view, and clearly enjoy these lessons.

135. The quality of teaching is good. Teachers have a good depth of understanding of the varied backgrounds of the pupils and use this well to develop all pupils' awareness of different religions. They show respect for their pupils' beliefs and are good role models, leading by example. Support staff, particularly bilingual support assistants, make a valuable contribution to these lessons. Teachers have good subject knowledge and are enthusiastic about the subject, they have good levels of expectation and set interesting and varied tasks for pupils.

136. The co-ordinator makes a valuable contribution to the progress being made. She has good expertise in the subject and has linked the schemes of work carefully with the topics being taught, and also with pupils' personal and social development. Visits to places of worship are an important element in the scheme of work. Pupils visit the local church, mosque and Gurdwara, and visitors to school also enhance the curriculum

being taught. A good supply of resources including books and other religious artefacts support the teaching of the major religions. A carefully compiled photographic record of festivals and celebrations and portfolio of work provides useful information to teachers when planning work. Formal assessment is not yet secure and this affects the setting and sharing of targets for attainment, as specific things still to be learned are only known imperfectly. The subject is very well established in school and strongly supports the school's ethos. It enhances the spiritual, moral, social and cultural provision of the school and underpins efficiently the quality of the daily acts of collective worship.

136. **Art**

137. At the last inspection, standards in art at the end of the key stage were in line with national expectations. This standard has been sustained and pupils continue to make satisfactory progress.

138. Younger Key Stage 1 pupils experiment with a variety of materials. They explore colour, shape, texture and patterns, as in their collage pictures based on shapes in reception/Year 1. Older pupils explore the techniques of colour mixing and the style of Henri Rousseau. Using two primary colours to mix a secondary colour, they produce bold jungle paintings. In year 1 pupils paint pictures using seasonal colours of autumn and throughout the school, attention is given to the skills of observational drawing. There are good cross-curricular links in art, such as the Year 2 pencil sketching work during a visit to the local church. By the end of the key stage, pupils have explored a variety of media and styles and recognise features of the work of artists such as Kandinsky, van Gogh and Rousseau. Progress in the development of skills, knowledge and understanding is satisfactory.

139. Pupils show enthusiasm for the subject and enjoy the experiences offered. They show pride in their work, behaviour is good and all pupils, including those with special educational needs, are well involved in the work. Teaching quality is satisfactory. Subject knowledge is sound, control and discipline good and the teaching of skills and knowledge is a strength. Occasionally, work does not match the pupils' attainment level well.

140. Art is well managed, there is a good level of documentary support for teachers though assessment is not used sufficiently to assist future planning. The focus on three-dimensional art is not as strong as that on two-dimensional work. The subject contributes well to pupils' cultural and spiritual development.

140. **Design and technology**

141. At the last inspection, in 1996, standards in design and technology were satisfactory and teaching was satisfactory. Today, this pattern is the same, though teaching has improved.

142. Pupils make satisfactory progress in design technology, they experience a good range of activities and experiences including work with fabrics, food and ridged materials. Pupils make good quality models using cardboard and construction kits, they learn how to sew and to design and make sandwiches with various fillings. Pupils are introduced to the basics of the technological process including components of design and make and achieve at appropriate levels.

143. The school keeps a portfolio of pupils' work and has good quality documentation that supports teachers in planning their lessons. The small amount of teaching observed during the period of inspection was satisfactory, as there was appropriate teaching of skills and knowledge, though higher attaining pupils could be given more taxing work at times. Pupils enjoy the practical work and tasks that they carry out, demonstrating good levels of concentration and pride in their work.

143. **Geography and history**

144. In 1996 standards, progress and teaching in geography and history were all at the expected level. In the three years since then, the school has made improvements to the curriculum and teaching with the result that these subjects are well provided for and pupils' progress is good.

145. Geography and history are taught over a two-year cycle and are planned as unified subjects. During the inspection there was greater emphasis on geography, though there is ample evidence for the place of history in the curriculum and for the progress made by pupils in this subject.

146. Pupils make good progress in both geography and history and there is considerable evidence that standards are close to the recommended level by the end of Year 2. Geography and history are clearly differentiated in the pupils' minds and they know that one is the study of places and the other of time. During their time in school, for example, pupils learn more about the places around them. The younger pupils draw pictures of what they can see from their front windows, later they study the route from home to school and learn about the local area. Older pupils walk through Derby city centre and talk and write about the differences they see. The oldest pupils have sound knowledge of the main places in the British Isles and about the weather patterns in Derby and, for comparison, in Scotland on the same day. The pupils know that some countries are hot and others cold and many talk in simple terms about the differences between England and Pakistan.

147. In history, the celebration of the school's 110th anniversary has been the focus of much comparison between things today and in the past. The pupils have learned that teaching and learning was different in the past, and perhaps not as enjoyable! Their walk into the city showed them about different types and ages of buildings and in the topic of "*Changes*" they learn that whilst many things have changed over time, some things remain constant.

148. Pupils enjoy geography and history, they work well and are well behaved. Teaching quality is good in both subjects. Expectation levels are good, though the high achievers could be set more taxing work as a matter of routine in all classes. The variety of work set in lessons is a strength and the assessment of what has been learned is good. Lesson planning could be more precise in its statement of the skills and knowledge to be taught and learned.

149. The management of geography and history is good. The coordinator is firm in her intention to preserve their part in the curriculum and gives colleagues good support. The monitoring of the subject is good, though there is little direct monitoring in the classroom. The quality of support for speakers of English as an additional language and for pupils with special educational needs is very good and makes a strong contribution to standards and rates of progress.

149. **Music**

150. At the last inspection, standards in music were unsatisfactory and it was a key issue of the inspection. Since then, the school has given good attention to improvements in music, and today, standards are better. There is now a joint-coordinator for the subject and an effective policy provides clear guidance for teachers. A scheme of work that covers all elements of music has been introduced recently.

151. By the time pupils leave school, they can recognise simple rhythms and recreate these by clapping, using percussion instruments and singing. Throughout the school,

pupils learn an increasing number of songs and hymns that they sing with confidence and enthusiasm. However, songs for older pupils are sometimes undemanding and do not extend singing skills sufficiently. Pupils are developing a sound knowledge of a range of music and are learning to listen carefully and to appreciate what they hear. All pupils have opportunities to compose simple tunes and to perform to an audience, for example in major festivals such as Diwali. Overall, progress is satisfactory in all aspects of music.

152. Pupils enjoy music and have positive attitudes. Behaviour is good and they form very good relationships with each other and with the staff. The quality of teaching is satisfactory. Most lessons are planned appropriately, but assessment is used inconsistently to help plan the next step of learning. Because of this, some aspects of work are not demanding enough and pace can be too slow. The subject is well managed and good support is given to teachers. Music makes a satisfactory contribution to pupils' cultural and spiritual development and the music weeks are effective ways of extending pupils' musical experiences.

152. **Physical education**

153. In 1996 standards in physical education were below those expected of seven year old pupils and teaching was unsatisfactory. The subject was a key issue for improvement at that time. Today, there is much improvement, progress is sound and teaching is always satisfactory or better.

154. Progress in physical education is satisfactory. Pupils develop suitable gymnastic skills using mats and apparatus. Pupils learn how to walk carefully over benches and perform a range of jumps including turns and various body shapes. In dance, pupils are able to interpret music and move in ways that simulate falling leaves and trees in strong winds. Pupils are given opportunities to develop their ball skills. The school invites the local professional football club to work with children, and this results in improved skills.

155. Pupils enjoy physical education lessons and behave well in the hall. The quality of teaching is satisfactory overall and is sometimes good. The teaching of physical education has improved since the last inspection, teachers prepare lessons that have a good structure and they are able to identify key skills and techniques that help pupils to make progress. The training of teachers in this area of the curriculum was part of the strategic plan for improvement after the last inspection.

155. PART C: INSPECTION DATA

155. SUMMARY OF INSPECTION EVIDENCE

156. Hours spent observing lessons: 25 hours 10 minutes
Hours spent sampling work: 8 hours 20 minutes
Hours spent listening to pupils read: 3 hours 15 minutes

The team observed 44 lessons or part lessons, 6 assemblies and 10 registration sessions.

All classes, subjects and teachers were observed and the work of support staff for special educational needs and English as an additional language was evaluated.

Especial study was made of literacy and numeracy lessons.

Discussions were held with most members of staff and visiting specialists and representatives of the governing body.

A comprehensive sample of pupils' work from all age and ability ranges was analysed.

Time was spent reviewing photographic, cassette and video evidence and work on display.

There was a complete and thorough analysis of pupil records and reports and the statements, individual education plans and reviews of pupils with special educational needs.

Inspectors talked to pupils about their work and life in school. This took place in class, with groups and individuals and at lunch times and break, in the playground and around the school.

Arrangements at lunch time, both inside and outside, were observed.

The documentation supplied by the school before and during the inspection was carefully studied and comparisons made with the last inspection report.

Registers and registration periods were examined.

157. DATA AND INDICATORS

Pupil data

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------|---|---|--|---|
| YR – Y2 | 90 | 1 | 15 | 30 |
| Nursery | 32 | 1 | 1 | 0 |

Teachers and classes

Qualified teachers (YR – Y2)

| | |
|---|------|
| Total number of qualified teachers (full-time equivalent) | 7.0 |
| Number of pupils per qualified teacher | 12.9 |

Education support staff (YR – Y2)

Total number of education support staff
Total aggregate hours worked each week

| |
|------|
| 4 |
| 50.5 |

Qualified teachers (Nursery school, classes or unit)

| | |
|---|-----|
| Total number of qualified teachers (full-time equivalent) | 1.0 |
| Number of pupils per qualified teacher | 32 |

Education support staff (Nursery school, classes or unit)

| | |
|---|------|
| Total number of education support staff | 4 |
| Total aggregate hours worked each week | 58.4 |

| | |
|---------------------|------|
| Average class size: | 22.5 |
|---------------------|------|

Financial data

| | |
|-----------------|-----------|
| Financial year: | 1998/1999 |
|-----------------|-----------|

| | £ |
|--|---------|
| Total Income | 281 680 |
| Total Expenditure | 249 614 |
| Expenditure per pupil | 1 495 |
| Balance brought forward from previous year | 0 |
| Balance carried forward to next year | 32 066 |

PARENTAL SURVEY

Number of questionnaires sent out:
Number of questionnaires returned:

| |
|----|
| 90 |
| 46 |

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 89 | 11 | 0 | 0 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 91 | 9 | 0 | 0 | 0 |
| The school handles complaints from parents well | 89 | 11 | 0 | 0 | 0 |
| The school gives me a clear understanding of what is taught | 87 | 11 | 0 | 2 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 96 | 4 | 0 | 0 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 78 | 20 | 0 | 2 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 84 | 14 | 0 | 2 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 74 | 23 | 0 | 2 | 0 |
| The school's values and attitudes have a positive effect on my child(ren) | 93 | 5 | 0 | 2 | 0 |
| The school achieves high standards of good behaviour | 70 | 28 | 0 | 2 | 0 |
| My child(ren) like(s) school | 93 | 7 | 0 | 0 | 0 |

Other issues raised by parents

The parents at the meeting with the inspectors were happy with what the school does. There was some feeling that more could be done to keep them informed through the year about how well their children are doing and those who go overseas for long periods would like some school work to take with them. One parent wrote that the school is "like one big family" and all the others agreed in one way or another. The inspectors agree with the views of the parents and the school is happy to find ways of sharing news about the children's attainment and of providing holiday work.