

INSPECTION REPORT

SPRINGHEAD INFANT AND NURSERY SCHOOL

Oldham

LEA area: Oldham

Unique reference number: 105668

Headteacher: Mrs C. A. Jones

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 20 – 21 March 2001

Inspection number: 189736

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and nursery
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	Cooper Street Springhead Oldham
Postcode:	OL4 4QT
Telephone number:	0161 6245504
Fax number:	N/A
Appropriate authority:	The governing body
Name of chair of governors:	Mr M. Milwain
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Springhead Infant and Nursery School serves a mixed area of private and rented housing. Several pupils with special educational needs come from outside of the immediate area. There are 212 pupils organised in three reception classes, three Year 1 classes and two Year 2 classes. There are 22 full-time children in the nursery and 36 part-time children. The reception children work in a purpose built Early Years Unit joined on to the main school building. The nursery children work in a separate building divided from the main school by a public footpath. Five per cent of pupils are eligible for free school meals, which is lower than the national average. There are nine pupils from ethnic minorities. Nationalities are Pakistani, Arabic, Maori, Moroccan, African, Chinese, Thai and Polish. Two pupils speak English as an additional language. Eleven per cent of pupils are on the special educational needs register, which is below the national average. One and a half per cent have full statements, which is broadly average. Attainment on entry is average but varies from year to year. There is a wide spread of ability across each year group.

HOW GOOD THE SCHOOL IS

This is a very good school. Its quality has been recognised in the Excellence in Schools Achievement Award¹. Pupils make very good progress through the school and by Year 2 their attainment is well above average in English, mathematics and science. Pupils with special educational needs and from ethnic minorities make very good progress. The reception teaching has some excellent features and there are very good features in the teaching in Years 1 and 2. The headteacher and deputy headteacher form a very effective partnership. The cost per pupil is high but the school provides good value for money.

What the school does well

- Standards in reading, writing, mathematics and science are well above average; standards in art, personal and health education are above expectations.
- Leadership and management are very good.
- Teaching in the reception classes is very good; teaching in the rest of the school is good.
- The curriculum is stimulating and challenging; the moral and social curriculum is very good.
- Partnership with parents is very good.

What could be improved

- The analysis of data to improve individual progress still further.
- The behaviour of a small number of pupils.
- The multi-cultural curriculum.
- The use of the library to develop research skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. There has been a very good level of improvement since that inspection. Standards have risen in English, mathematics, science and art. The quality of teaching has improved. There was no teaching identified as very good or better in the previous inspection. There is now 35 per cent of teaching that is very good and 12 per cent is excellent. The headteacher had only just been appointed at the time of the last inspection and the deputy headteacher was not yet in post. They had yet to establish the high quality effectiveness of their current shared leadership. All of the previous key issues have been addressed thoroughly. The quality of the accommodation has improved significantly with the building of a new wing for the reception children.

¹ The government gives this award to schools which achieve high standards by the time pupils leave the school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	A	A	A
Writing	A*	A	A	A*
Mathematics	A	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in reading, writing and mathematics are well above average. Apart from 1999 in mathematics, standards have been consistently well above average or higher since 1997. Compared with similar schools, standards in writing are in the top 5 per cent nationally and standards in reading and mathematics are well above average.

The inspection evidence is that standards of seven year olds in reading, writing, mathematics and science are well above average. Standards in art and personal and health education are above expectations. Children enter the school with attainment that is broadly average. They make good progress in the nursery and very good progress in the reception classes. Standards of five year olds are above average in all areas of learning and well above in mathematics, knowledge and understanding and creative development.

Pupils achieve well throughout the school. Pupils with special educational needs make very good progress. Pupils from ethnic minorities make very good progress including the pupils with English as an additional language.

The school sets itself high targets and then strives to meet them with a good level of success.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about their work. They take a pride in completing their tasks to a high standard. They show a great interest in their activities.
Behaviour, in and out of classrooms	Behaviour is good. It is very good in the nursery and reception classes. Pupils move around the school sensibly. They behave very well at playtimes and lunchtimes. They are polite and courteous to adults. The behaviour of a small number of pupils is unsatisfactory.
Personal development and relationships	Relationships are excellent both between pupils and between pupils and adults. Personal development is very good. Reception children express their feelings well.
Attendance	Attendance is satisfactory. Pupils are punctual and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
17 lessons seen overall	Very good	Good

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

Teaching is very good in reception and good in the rest of the school. Twelve per cent of teaching is excellent. It features in the teaching of the deputy headteacher in reception in mathematics and knowledge and understanding. Her organisation is outstanding. Thirty-five per cent of teaching is very good and this features in each year group. Twenty-nine per cent of teaching is good and 24 per cent is satisfactory. There is no unsatisfactory teaching.

Teaching in English and mathematics is very good. Teaching of basic skills is very good particularly in literacy and numeracy. Planning is very good throughout the school, with some excellent features in reception. Teachers work very effectively in partnership with the classroom assistants. This partnership is excellent in reception and produces a very high level of effort by children. The use of resources is imaginative, which sustains pupils' interests well. Teachers produce high quality displays. Teachers consider individuals' needs carefully, which ensures that they acquire skills and develop understanding at a very good rate. The support for pupils with special educational needs is very good. Individual education plans are detailed and thorough. The school provides well-structured opportunities for pupils with English as an additional language to make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is carefully planned to cover every subject within different topics. The areas of learning in the nursery and reception are organised very effectively to stimulate children's imagination. The curriculum provides a challenge for both girls' and boys' interests. Assessment systems are comprehensive and are used well in future planning.
Provision for pupils with special educational needs	The curriculum and teaching for these pupils is very good. Individual education plans are detailed and are used well to track pupils' progress. Support assistants are organised carefully and work sensitively to encourage pupils to extend their learning. In whole class sessions, teachers consider their needs effectively by providing extra questions.
Provision for pupils with English as an additional language	The curriculum and teaching for these pupils is very good. There are very effective links with parents to share information about their children's progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The curriculum for moral and social development is very good. Pupils gain a very good understanding of right and wrong and abide by their own rules. Many opportunities are provided to develop social skills both in lessons and around the school. Spiritual development is good, with planned opportunities for reflection in assemblies and lessons. The curriculum for developing understanding of pupils' own culture is very good. The curriculum for developing multi-cultural understanding is unsatisfactory and does not prepare pupils enough to take their place in today's multi-ethnic society.
How well the school cares for its pupils	The school provides a very caring context for learning. The caretaker, midday supervisors and all other staff have a very good knowledge of the needs of individual pupils.
Partnership with parents	Partnership with parents is very good. There are excellent arrangements for parents to meet teachers every morning, settle their children into school and to celebrate the previous day's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are very good. She works very effectively in partnership with the deputy headteacher. They are determined to raise and sustain standards using an imaginative curriculum within a caring and supportive context. The deputy headteacher manages the Early Years Unit extremely well. Co-ordinators play an important role in developing their areas of responsibility.
How well the governors fulfil their responsibilities	Governors have a good understanding of the strengths and weaknesses of the school. They play an active part in the life of the school.
The school's evaluation of its performance	Monitoring systems are very good. All teachers have formal opportunities to monitor each other's teaching. Planning is monitored very carefully and ensures pupils in the same year group have access to the same experiences.
The strategic use of resources	The headteacher makes very good strategic use of resources. She identifies needs effectively and then finds ways of meeting them both in financial, material and personnel terms. The school uses the principles of best value very well.
Staffing, accommodation and learning resources	Staffing development is very good. Teachers have clear targets for development and a very good range of opportunities are provided to extend their expertise. Accommodation is used very well. Learning resources are used well except for the new library where systems are not yet in place.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty per cent of parents returned the questionnaire. Seventeen parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress at school. • The school has high expectations. • Teaching is good. • They feel comfortable approaching the school with problems. • The behaviour is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Supervision of their children at lunchtime. • Too much pressure in the Year 1 classes. • The number of parent workshops for Years 1 and 2. • Not enough written work in Year 2.

The inspection team agrees with the positive comments of parents. They judge teaching to be very good with excellent features in reception. Standards of behaviour are good. The range of activities outside of lessons is similar to other infant schools. The supervision of children at lunchtimes is very good. The Year 1 pupils work hard, but have very positive attitudes towards their work because the teachers are skilful at supporting them in lessons. There are a good number of workshops for parents in the Years 1 and 2 classes. There is a very large amount of writing carried out in the Year 2 classes of a high standard.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in reading, writing, mathematics and science are well above average; standards in art, personal and health education are above expectations

Reading

AT AGE 7	SATs 2000 National comparison	SATs 2000 Similar schools comparison	Inspection judgement	Comments
Level 2, the expected level	Well above average	Well above average	Well above average	Very effective teaching of basic skills to support pupils in tackling unknown words confidently.
Level 3, above the expected level	Well above average	Well above average	Well above average	Very good opportunities to develop personal responses and analytical skills for reading.

1. Reading is given a high priority throughout the school. In the nursery, children are given good opportunities to respond to books both individually and as a whole class. The reception classes are very carefully organised to ensure a high quality curriculum for each child. Children are taught in groups of similar attainment to ensure teaching matches their needs. The nursery nurses play a crucial role in reducing the numbers of children in each group by working in pairs with a fourth group of children taken from the three main classes. Each teacher or team of nursery nurses is responsible for one area of the curriculum each week and the children are rotated around these teachers in turn in ability groups. This system has a significantly positive impact on standards in reading. This is because every child receives the same experience, but the teaching is targeted at different levels to extend their learning fully. For example, some children read simple words related to Jack and the Beanstalk, whilst others read full sentences and the more able children responded to key characteristics of Jack, his mother and the giant. 'Story sacks' with objects based on individual children's books are used very effectively to extend children's analytical skills. For example, children matched different sized pieces of clothing to the main characters in Jack and the Beanstalk, which enriched their understanding of these characters very effectively.
2. The very good organisation of reading is continued through Years 1 and 2. Time is set aside each day for pupils to read individually. This extends their technical skills of reading fluently as well as allowing them opportunities to develop personal responses to their chosen stories. This independent reading time is combined very effectively with reading development in the literacy hour. Teachers provide thorough coverage of the curriculum. They extend pupils' analytical skills very effectively, challenging the more able pupils to achieve their potential. For example, a pupil was able to relate a favourite book to another humorous book by another author because she had discussed this during a literacy hour. Reading records are exemplary, both the home school reading diaries and the teachers' whole class records. They are very detailed and the best have very detailed identification of the next steps in learning. This enables parent, teachers, pupils and any other adult involved in reading to reinforce the same learning need. Midday supervisors play a valuable role in supporting reading during wet lunch hours because they talk to pupils about their work and share books with them.

Writing

AT AGE 7	SATs 2000 National comparison	SATs 2000 Similar schools comparison	Inspection judgement	Comments
Level 2, the expected level	Well above average	Well above average	Well above average	Pupils are given a wide variety of stimulating writing tasks.
Level 3, above the expected level	Well above average	Well above average	Well above average	Pupils are expected to reach higher levels of writing across tasks.

3. The same pattern of development in reading is evident in writing. Children in the nursery learn how to appreciate stories. This develops in the reception where teachers give clear guidance for developing technical skills and are expected to respond individually to writing tasks. This builds their confidence in expressing their understanding and feelings in their own words. The Years 1 and 2 teachers continue this approach. They build on early writing skills and expect pupils to strive to achieve sophisticated and imaginative ideas. For example, in Year 1, pupils had to imagine themselves as a whale and explain their life styles; whereas in Year 2, pupils had to write a menu for Fussy Freda. Year 2 pupils develop a confident literary style. For example, a pupil wrote "One hot sunny day, Handa put seven delicious fruit in a basket," to begin her story. Pupils are expected to write extended pieces of work across the curriculum and continue to develop both their technical and imaginative skills. The literacy hour is used effectively during the first half hour. However, there is some inconsistency in the group work. Most teachers spend the expected time with one or two groups during this time but a few teachers do not spend enough time with groups to extend individuals' learning efficiently.

Mathematics

AT AGE 7	SATs 2000 National comparison	SATs 2000 Similar schools comparison	Inspection judgement	Comments
Level 2, the expected level	Well above average	Well above average	Well above average	The curriculum is covered thoroughly with regular practice to consolidate skills.
Level 3, above the expected level	Well above average	Well above average	Well above average	Pupils are challenged to achieve their potential.

4. Children in the nursery have a variety of opportunities to develop early mathematical skills. The nursery staff provide counting activities across a range of different activities. For example, when discussing making spiders, worms and ladybirds out of dough, the children were asked about the number of legs they would be making.
5. The organisation of the reception classes supports mathematical development very effectively. The organisation together with the excellent quality of teaching of the deputy headteacher ensures a fast rate of progress in this age group. Children build a very confident foundation of understanding and skills across the mathematical curriculum in

mathematics in reception. This is continued through Years 1 and 2 where there is thorough coverage of all of the aspects of the National Curriculum. Pupils handle numbers confidently both in mental and written work. They use mathematical skills well to solve problems. They have a very good understanding of shape and space. Teachers plan their work very carefully with different tasks for pupils of different ability. The National Numeracy Strategy is implemented very effectively and ensures that pupils develop skills of mathematical thinking systematically. Teachers use resources effectively to check the accuracy of pupils' responses. For example, they organise pupils to use fans of numbers to show their answers to sums worked out in their heads.

Science

AT AGE 7	Year 2 Teacher assessment	SATs 2000 Similar schools comparison	Inspection judgement	Comments
Level 2, the expected level	Well above average	Well above average	Well above average	Pupils develop a very good understanding of science from the nursery through to Year 2.
Level 3, above the expected level	Well above average	Very high	Well above average	More able pupils are challenged to extend their thinking.

6. Children are given a good range of scientific experiences in the nursery. For example, they watch sunflowers grow from seeds they have planted and are fascinated to see the frogspawn turn into tadpoles. This work is continued in the reception classes where children develop scientific skills such as identifying differences and similarities.
7. In Years 1 and 2 the teachers have worked hard to achieve a balance across the curriculum. Last year's teacher assessment at the end of Year 2 showed a higher level of expertise in investigative science and physical processes than in life processes or the properties of materials. The co-ordinator has monitored this year's work carefully and pupils now have an equal level of knowledge across all the required aspects of the National Curriculum. Pupils cover a large amount of work and record their findings carefully on interesting worksheets.

Art

8. Standards are above expectation by Year 2. Pupils throughout the school are given a rich range of opportunities to develop artistic skills and appreciation using a wide variety of materials. In reception, the nursery nurses provide a very effective framework for children to extend their creative development. For example, they supported each child in expressing what made them happy and sad. They then offered the choice of blues and greens or reds and oranges to express their feelings in paint. Children handle paint confidently and use colours sensitively. In Years 1 and 2, pupils use fabrics and other materials skilfully to produce three-dimensional objects and take time to produce sensitive paintings and drawings. For example, they drew pictures of geese migrating using lead pencils on tracing paper and produced delicate and finely drawn pictures. The standards of display are excellent both in classrooms and in all shared areas. This greatly encourages pupils to produce high quality work as the whole school shares in their efforts.

Personal and health education

9. Standards in personal and health education are above the expected level by Year 2. The school has worked hard to include opportunities for pupils to make personal responses across the curriculum. Teachers regularly challenge pupils to reflect on their individual responses to the content of lessons. For example, in reception, children developed an excellent understanding of their own lives compared with previous generations when asking a granny about her life on a farm and when using a 'dolly tub' to do some washing. The school has a healthy schools award and sets very good examples in carrying this out in their everyday work. For example, there are large heaps of fruit to encourage pupils to eat healthy food for their snacks.
10. Standards have risen since the last inspection in English, mathematics, science and art.

Leadership and management are very good

11. The headteacher is a very effective leader. She has an excellent understanding of the school's strengths and weaknesses and works very effectively to establish consistent systems across the school to raise standards. She has ensured a very good level of improvement since the last inspection. She deploys her staff skilfully and has very good relationships with all the pupils. She has set up comprehensive monitoring strategies throughout the school which concentrate on improving teachers' expertise and providing a more challenging curriculum. She establishes clear priorities for improving the school and explores financial opportunities to enhance resources further. She uses available finance very skilfully to implement the plans. Together with the governors, the headteacher ensures there is a regular surplus in the budget to ensure stability of staffing in case of changes to pupil numbers. Last year's surplus included money that had not yet been spent on the new Early Years Unit. The headteacher analyses the use of the accommodation and staff very carefully, which has a direct impact on raising standards. For example, she set up a classroom as an additional space for groupwork and ensured high quality resources and display in this area, which has increased reception children's progress very effectively. She works closely with the chair of governors to share decision-making. The governing body have a clear commitment to the school and have increased their responsibilities since the last inspection.
12. The deputy headteacher works in close partnership with the headteacher and they both have a clear understanding of each other's roles. The deputy headteacher works very hard and manages the Early Years Unit extremely effectively. She has organised the teaching team into a complex pattern after very careful analysis of the needs of the children. This ensures the most efficient use of teachers and support staff. Co-ordinators all have a very good understanding of their roles. They have clearly identified formal systems to carry out monitoring and to use their expertise to support the rest of the school. Performance management is securely in place and there is a well structured staff development programme.

Teaching in the reception classes is very good; teaching in the rest of the school is good

13. The quality of teaching has improved since the last inspection. There was no teaching in the very good or excellent category last time, whereas 12 per cent is now judged to be excellent and 35 per cent is very good. Teachers' planning throughout the school is very good and it is excellent in the reception classes. It focuses clearly on learning objectives, which are explained to pupils at the beginning of lessons. Teachers carry out very good quality evaluations and assessments at the end of lessons and these are taken forward as a basis for planning the next lesson. Lesson plans consider the needs of pupils with different attainment very effectively. More able pupils are challenged to produce more

difficult work and less able pupils are given careful support. As a result, these pupils make very good progress.

14. Teachers work very effectively in a close partnership with support staff throughout the school. For example, in a Year 1 class the support staff worked with a special needs pupil to reinforce key words during groupwork. He continued this work into the beginning of the whole class session, but moved across smoothly to join the rest of the pupils when he had completed his task. The teamwork in the reception classes is excellent. Teachers and support staff work in a wide range of different combinations with each other and are equally effective in any of these combinations.
15. Teachers have very good subject knowledge that they use very effectively to extend pupils' understanding. They have high expectations of each pupil and challenge them to do their best. For example, in Year 2 pupils worked in pairs to write 'th' and 'thr' words on their whiteboards. The more able pupils were expected to produce a large number of different words while the less able were expected to produce words in both categories and all pupils were expected to write neatly. Teachers emphasise the importance of the quality of the final presentation of pieces of work. Pupils respond well to this and take a great pride in the quality of their work.

The curriculum is stimulating and challenging; the moral and social curriculum is very good

16. The school organises its curriculum in topics to provide meaningful and stimulating experiences for pupils. Great care is taken to ensure that all the National Curriculum and Early Learning Goals² are covered systematically within the topic framework. Pupils are given very interesting tasks to carry out to extend their understanding. For example, in reception: teachers and children dressed up in Victorian clothes to travel back in a time machine; examined and worked with flat irons and poss sticks in a dolly tub; followed a recipe for dough and made coil pots and flat irons; drew historical objects on computers or made reference books to show objects from then and now. All these experiences were provided within one lesson and were extremely effective because there were a large number of adults supporting each group of children to draw out the individual responses of each child to the experiences. Teachers plan very thoroughly for information and communication technology both on a termly and weekly basis. There is a good range of different programs in use across the curriculum and teachers ensure that pupils all get their turns in developing their skills.
17. There is a very high level of consistency in the curriculum provided across the different classes in each year group. This is ensured through high levels of communication across the different year group teachers with a great deal of time dedicated to planning annual, half termly and weekly planning. Teachers in each year group take a full part in sharing the planning. For example, when one teacher has carried out a lesson she reports back to the rest of the team of the successes and failures and the other teachers modify their lessons accordingly. The consistency in planning is carried through to the high quality of display. It is evident that teachers have followed the same processes in lessons as pupils produce similar pieces of work that are sensitively mounted around classrooms to celebrate and promote further learning.
18. The curriculum for the special educational needs pupils is very good. Individual education plans are very detailed and are regularly updated to track progress. They cover several areas of each pupil's development such as English, mathematics and behaviour. The curriculum for pupils with English as an additional language is very good. These pupils take a full part in lessons because they are given very well targeted support.

19. The school provides a very good curriculum for moral development. Pupils produce their own rules and are then required to carry them out. This reinforces the importance of establishing appropriate rules for working within a community. Many opportunities are provided for social development both within lessons and around the school. Boys and girls from different cultural traditions learn to work in harmony together. Pupils are organised in a range of different contexts to develop social skills. For example, in some tasks more able pupils work with less able pupils to share their skills and in other contexts pupils work with pupils of similar attainment. The caretaker plays an important part in providing a caring, supportive and safe context for the development of social and moral skills. The midday supervisors also play an important role in this development. They know the pupils very well and ensure that they eat and play co-operatively together during the lunch hour.

Partnership with parents is very good

20. Parents hold the school in high esteem. The school makes partnership with parents a high priority and the effectiveness of their links is excellent. A particularly effective aspect of this partnership is the very high level of communication between parents and the school at the beginning of the school day. Parents are whole-heartedly welcomed into the school before lessons begin. Pupils eagerly show their parents or carers work from the previous day and teachers discuss any aspect of pupils' work with parents. The school is a hive of activity with parents, pupils, teachers, support staff, headteacher and caretaker all interacting together. This provides an excellent start for each pupil's learning. Parents play a very valuable role in working in classes to support groups or individuals. There is a very successful Parent Teacher Association that organises a wide range of social events and raises considerable funds to enhance the resources of the school. The school provides high quality displays to keep parents informed of the work of the school. For example, there is a display of each Early Learning Goal near the school entrance to explain the content of each area.

WHAT COULD BE IMPROVED

The analysis of data to improve individual progress further

21. The school records the outcome of children's attainment on entry to both the nursery and reception classes using the local education authority assessment system. They predict the outcome of the national tests at the end of Year 2 based on these statistics in order to set themselves challenging targets. However, the school does not yet record this information in databases to allow the analysis of individual, group or class progress as they move through the school. There is no data available at present to identify progress at the end of Year 1. It is not possible to identify differences in progress either by gender or ethnicity to allow more direct responses to their needs and raise standards further. The school analyses the national tests to identify weaknesses in the curriculum and teaching, but this is done after the pupils have left the school. The absence of a detailed database does not allow this analysis sufficiently early to support the direct needs of pupils currently in the school. The headteacher has identified the need to extend the analysis of pupils' progress and has organised a pilot study to improve systems in partnership with the local education authority.
22. The school uses a range of effective assessment systems. However, in the pupil profiles the pieces of work are kept in loose-leaf folders. This does not allow easy access for monitoring the development of different skills within different subjects.

The behaviour of a small number of pupils

23. The school organises its teaching and curriculum for pupils with special educational needs very well. However, due to this expertise the school is attracting more of these pupils from out of the school's usual area. Several of these pupils have a range of different types of behavioural disabilities. Teachers generally handle these pupils effectively, but overall the school has not considered the range of strategies used across the school or the consistency or effectiveness of these strategies for different pupils.

The multi-cultural curriculum

24. The school provides some multi-cultural experiences for its pupils. However, teachers do not consistently identify opportunities across the curriculum for including a multi-cultural dimension to pupils' work. The individual needs of the wide range of pupils from different cultural traditions are met very well. However, there is no specific focus on their cultures to increase the quality of learning of other pupils and raise the self-esteem of the pupils from minority ethnic groups. There is a very good range of visits out of school and visitors into school to extend pupils' own cultural understanding. This range, however, does not include a broad enough multi-cultural dimension.

The use of the library to develop research skills

25. The school has carried out a thorough review of the library books to ensure that they meet the needs of boys, girls and minority ethnic groups. The library has been relocated to provide easy access to teachers and pupils. However, the school has not yet devised a scheme of work to develop pupils' research skills in this library. Consequently, pupils do not extend their levels of independence by identifying the need to use the library to support their own learning within different subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In order to raise standards still further the governing body, headteacher and staff should:-
- (1) improve their analysis of attainment data in order to increase the rate of progress of individual pupils still further by:-
 - implementing the pilot scheme to use computerised records of individual's annual progress;
 - analysing this data by gender and ethnicity to identify any trends;
 - using this analysis to:
 - (a) target individuals, groups or classes more effectively;
 - (b) identify any weaknesses in the curriculum and strengthen them;

(paragraphs 21 and 22)
 - (2) improve the behaviour of a small number of pupils by:-
 - devising whole school strategies to improve these pupils' behaviour;
 - carrying out staff training for all adults working in the school to develop their skills in handling these pupils;
 - monitoring the implementation of the new strategies;

(paragraph 23)
 - (3) improve pupils' learning of multi-cultural issues by:-
 - increasing the opportunities across the curriculum to include multi-cultural teaching;
 - using the diversity of the school's ethnic minority cultures as a basis for selecting multi-cultural experiences;
 - widening the range of visits and visitors to include a more diverse multi-cultural dimension;

(paragraph 24)
 - (4) improve pupils' personal research skills in using the library by:-
 - devising a programme of work to teach these skills;
 - organising pupils to develop these skills through using the library independently;

(paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
12	35	29	24	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	40	212
Number of full-time pupils known to be eligible for free school meals	N/A	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	7	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	35	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	35	35	35
	Total	61	63	63
Percentage of pupils at NC level 2 or above	School	95 (91)	98 (93)	98 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	28
	Girls	35	35	35
	Total	62	63	63
Percentage of pupils at NC level 2 or above	School	97 (91)	98 (99)	98 (99)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	2
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	1
White	270
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	22.3
Average class size	16

Education support staff: YR – Y2

Total number of education support staff	7.0
Total aggregate hours worked per week	137

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of children per qualified teacher	40

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of children per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	451,715
Total expenditure	435,995
Expenditure per pupil	1,912
Balance brought forward from previous year	39,937
Balance carried forward to next year	55,657

Results of the survey of parents and carers

Questionnaire return rate 30%

Number of questionnaires sent out	279
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	57	40	2	0	1
My child gets the right amount of work to do at home.	54	42	2	0	2
The teaching is good.	70	29	1	0	0
I am kept well informed about how my child is getting on.	65	26	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	73	25	1	0	1
The school works closely with parents.	62	31	6	1	0
The school is well led and managed.	56	37	2	0	5
The school is helping my child become mature and responsible.	65	30	2	0	2
The school provides an interesting range of activities outside lessons.	40	22	18	1	19

Figures may not total 100% owing to rounding or where not all parents expressed an opinion.

Other issues raised by parents

Fewer than four parents were concerned about the following issues:

- not enough supervision of their children at lunchtime;
- too much pressure in the Year 1 classes;
- the number of parent workshops for Years 1 and 2;
- not enough written work in Year 2.