

INSPECTION REPORT

LENTHALL INFANT AND NURSERY SCHOOL

Dronfield

LEA area: Derbyshire

Unique reference number: 112696

Headteacher: Mrs L Wallace

Reporting inspector: Mr Jean-Pierre Kirkland
4483

Dates of inspection: 19 – 20 June 2000

Inspection number: 189824

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
Gender of pupils:	Mixed
School address:	Marsh Avenue Dronfield Derbyshire
Postcode:	S18 2HB
Telephone number:	01246 414569
Fax number:	n/a
Appropriate authority:	Governing body
Name of chair of governors:	Mr Stephen Thompson
Date of previous inspection:	October 1996

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INFORMATION ABOUT THE SCHOOL

Lenthall Infant and Nursery School has a roll of 110 pupils, with 52 children attending the Nursery on a part-time basis, giving the full time equivalent of 26. The remaining pupils are arranged in three classes, with the teaching in the Nursery shared between the headteacher and a part-time member of staff. The area the school serves is a mixture of owner-occupied housing and local authority housing for rent. A significant minority of pupils travel in from rural areas nearby. Few pupils join or leave the school between the ages of three and seven. Twelve per cent of pupils are entitled to free school meals, which is well below the national average. Two pupils come from homes where English is an additional language, a figure well below average. Attainment on entry to the Nursery is broadly average. Overall, 15 per cent of pupils are identified as having special educational needs, which is below the national average. There are two statemented pupils in the Nursery. The headteacher was newly appointed at the start of this academic year.

HOW GOOD THE SCHOOL IS

This is a very effective school. Children enter with broadly average levels of attainment. By age seven, they are well above average. Very good teaching, a challenging, stimulating and interesting curriculum plus very good provision for spiritual, moral, social and cultural development ensure very good levels of learning and progress. Leadership and management, in which the parents place great faith, are strong and very effective in raising standards, which are improving year on year. As a result, the value for money provided by the school is very good.

What the school does well

- The school ensures that pupils make very good progress in English, mathematics and science through high quality teaching, especially in literacy and numeracy.
- Personal development and relationships are outstanding, contributing significantly to pupils' learning.
- The school provides its pupils with a rich and varied curriculum that broadens knowledge and successfully extends thinking skills.
- The school has a very high expectation of success for its pupils, with all aspects of school life celebrating pupils' achievements and increasing motivation.
- There is a very effective partnership between governors and staff supported by very good levels of management and leadership.
- There is a very good level of resources, including information technology, leading to high quality learning.
- Changes brought in by the new headteacher have successfully involved parents more fully and actively in their children's education and in the life of the school.

What could be improved

- The school needs to include individual targets in the pupils' reports to parents.

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 October 1996. The school has made very good progress in its rate of improvement since then. All the key issues from the previous inspection have been addressed successfully. The school has also improved its results in this year's national tests, especially in mathematics, which inspection findings confirm as well above average for Year 2 pupils. There has also been a significant increase in the proportion of pupils achieving the higher Level 3 in the national tests and assessments in writing, mathematics and science, though these are not yet officially confirmed. The quality of teaching is now very good overall, significantly better than at the previous inspection, and with no unsatisfactory teaching observed. The curriculum is much improved, with many stimulating and interesting initiatives linking subjects. This inspires pupils and accelerates the quality of learning. Leadership and management have also improved, with full consultation over action planning, and full involvement of the governing body in decision making. There have been other improvements since the school was previously inspected. These include an improvement in the level of attendance, better personal development of pupils, the improved quality of relationships

and the positive way in which the school is now working as a partner with its parents in the education of their children.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	C	A	B	B
writing	B	A	A	A
mathematics	B	B	B	B

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

Standards in the national tests and assessments were above average overall in 1999. The unconfirmed national assessments for this year, 2000, show a significant increase in the proportion of pupils reaching higher levels in all subjects. Inspection findings confirm these results, which are now well above average at the end of Key Stage 1 in reading, writing, speaking and listening, mathematics and science. Children under five make very good progress in the Nursery and Reception class in all the targeted areas of learning. In Years 1 and 2, progress over time is also very good in English, mathematics and science. In most lessons, pupils make very good progress due to very high quality teaching, a stimulating curriculum which holds their attention well, and very good use of assessment by teachers who know all their pupils very well. In information technology, the pupils are currently making excellent progress following the introduction of the large screen for learning and the opening of the new computer suite.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent – with pupils showing great interest and enthusiasm in their work.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. There were no exclusions last year.
Personal development and relationships	Outstanding, and affecting learning and standards in a very positive way.
Attendance	Broadly in line with national averages and an improvement recently.

TEACHING AND LEARNING

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

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

All pupils in the school benefit from very good teaching, enabling very good levels of learning to take place. During the inspection, 19 per cent of teaching was graded excellent, 75 per cent was graded very good, and six per cent was graded good. No unsatisfactory teaching was observed. Teaching of basic language, literacy and numeracy skills is very good throughout the school. The literacy and numeracy strategies have both been introduced successfully and standards are rising as a result of very good quality learning in those areas. Children under five acquire basic skills quickly through very good provision. This is progressively developed to the age of seven when they achieve well above average levels in the national tests and teacher assessments. Very good teaching was also seen in religious education, physical education, geography and music. The single instance of teaching information technology using the new resources was excellent, and pupils were learning skills and knowledge at a very high level. Pupils with special educational needs, English as an additional language and higher-attaining pupils are all challenged very effectively in lessons, with good levels of support and clear targets for which to aim, where appropriate.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good and fully meeting statutory requirements. There are many examples of very good links between subjects which help inspire pupils and lead to higher levels of learning. Information technology provision is outstanding.
Provision for pupils with special educational needs	Very good, enabling very good progress to be made. Statemented pupils receive very good support in the Nursery.
Provision for pupils with English as an additional language	Very good for the few pupils who qualify, especially in literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good and a significant strength. Learning takes place in a calm, orderly and purposeful atmosphere where each pupil is valued. As a result, personal development is outstanding.
How well the school cares for its pupils	Very well. No concerns regarding health, safety or welfare were found.
How well the school works in partnership with parents	Very well and a significant improvement since the last inspection. The school has a positive and welcoming approach which parents value greatly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is clear educational direction for the work of the school, a shared vision between staff and a commitment to raising standards.
How well the governors fulfil their responsibilities	Very well – full involvement in all aspects of the work of the school, including obtaining best value for money through obtaining competitive quotes and measuring the impact of spending on standards.
The school's evaluation of its performance	Very good – a full analysis enables the school to set realistic and achievable targets.
The strategic use of resources	Very good and a significant strength, especially in information technology and the deployment of support staff and helpers. The school works hard to ensure that all spending has a positive effect on learning and that very good value for money is achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children love coming to school and make very good progress. • Teaching is good. • Behaviour is good. • The school is well led and managed and readily approachable, more so since the appointment of the new headteacher. • The school has high expectations of achievement and helps children to mature and act responsibly. • The values and attitudes promoted by the school, especially in the Nursery. 	<ul style="list-style-type: none"> • The range of extra-curricular activities • The quality and range of homework • Better information on progress

Inspectors fully support parents' positive views of the school. While agreeing with parents over the range of extra-curricular activities, inspectors found that the school was now making a great effort in this area by asking parents for their suggestions, and by listening to their answers. The school has already introduced football coaching after school, and plans more activities for the autumn term based on parents' requests. Inspectors found the levels of homework, including reading, spellings and learning tables to be satisfactory. Inspectors also noted that the school had introduced another evening for parents to discuss children's progress with staff, which improves the current situation. However, inspectors judged that the absence of comments on pupils' reports focusing on how to improve through working towards individual targets was an area for the school to develop further.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school ensures that pupils make very good progress in English, mathematics and science through high quality teaching, especially in literacy and numeracy.

1. Teaching is a great strength of the school. Its high quality has a significantly positive effect on learning throughout the school, and it enables pupils to make very good progress and achieve standards that are well above average. Nineteen per cent of teaching was judged as excellent, 75 per cent as very good and the remainder good. The strengths of teaching include:
 - very detailed and thorough planning showing exactly what pupils will learn during each lesson;
 - work prepared so that each group of pupils in each classroom has no problems in understanding what is required;
 - high, yet achievable challenges to different groups of pupils, so that all are encouraged to make very good progress;
 - very clear and high levels of subject knowledge, and the effective use of technical language, raising levels of pupils' literacy continuously;
 - very good methods of teaching that encourage pupils to make connections and links between subjects, raising their breadth of understanding effectively.
2. Lessons in many subjects focus effectively on the development of literacy, enabling pupils to make very good progress in language and literacy development. Teachers show pupils in advance what is going to be learnt in each lesson, by writing the objectives of the lesson on the board or by holding up prepared 'boards' showing the objectives. This gives pupils clarity of understanding from the outset. Throughout any initial explanations, teachers never miss opportunities to ask pupils to pronounce words or to explain their meaning. For example, in science in Year 2, pupils learnt a wide range of terms including 'positive and negative poles', 'rechargeable', 'crocodile leads' and 'circuit'. Subsequent activities, which arranged pupils in groups according to their prior understanding, enabled them to understand the functions of these words during the experiment and writing up. The teacher also ensured that pupils rehearsed some mathematical skills at the same time by checking that pupils understood 1.5 volts was the same as one and a half volts. In a literacy lesson in Year 1, pupils were enabled to make very good progress by the teacher concentrating on specific language development at a high level. Pupils came away at the end understanding words such as 'scanning', 'information captions' and 'glossary'.
3. Understanding of whole lessons is reviewed towards the end, when teachers question different groups of pupils very skilfully to check that they have understood what they have been taught. In a Reception class lesson, the teacher used a glove puppet very effectively in the fashion of a ventriloquist; ensuring the puppet 'mispronounced' some words, pupils were invited to shout out the correct sounds, thereby speeding up their understanding of initial sounds very rapidly. Learning how to round up and add or subtract was very clearly summarised in a good end of lesson activity in mathematics in Year 2. Understanding of this principle was checked out by pupils having to explain their different strategies, consolidating very effectively their earlier learning.

4. By the end of Year 2, as a result of a very good curriculum and very good teaching, levels of achievement and standards are well above average. The introduction of the National Literacy Strategy has had a very significant effect on learning. Most pupils read very fluently and with understanding. They explain difficult words in the text and know the differences between author and illustrator, and glossary and contents. Pupils are very clear in their speech. In the video of the Millennium Concert, a group of older pupils were able to speak and pronounce the text clearly and unaided in front of the whole school and invited parents with confidence. Writing improves very well throughout the school, with all pupils learning how to hold and control their pencils correctly and how to form letters appropriately. Inspectors found that standards in English for all pupils have risen since the publication of the 1999 national tests, but especially for higher-attaining pupils, with a significant increase in the numbers working at higher levels. The school is now benefiting greatly from the introduction of the National Numeracy Strategy. Teachers provide all pupils with high challenges in mathematics not only at the start of lessons in the mental arithmetic sessions but also in the group work which follows. As a result, pupils make very good progress in understanding number patterns, problem solving, the properties of different shapes, how to measure and estimate and how to convert statistics into graphs. Inspectors found that attainment levels are well above average by the end of Year 2, and a significant improvement on the levels achieved by pupils in the 1999 national tests.

Personal development and relationships are outstanding, contributing significantly to pupils' learning.

5. In all classrooms, at play and during assemblies, pupils respond to the staff in an excellent fashion. Teachers have very high expectations, not just of academic standards but also of very good behaviour and self-control. Pupils learn to take these levels of responsibility seriously. From an early age in the Nursery, children begin to handle resources with care. They are expected to tidy up and put things away when they have finished with them. In the Nursery, children are provided with a wide range of toys for outside play, a parasol cafe and a space station play corner, all of which are used well and contribute significantly to personal and social development. In the Reception class, pupils learn to experience first hand, through role-play, the formalities of a departure lounge and customs control at an airport. In Year 2, pupils are given specific tasks to complete on their own in lessons such as English and mathematics.
6. Pupils take great care when handling resources. In music, for example, pupils handle the instruments well and hold them correctly, with teachers emphasising the correct way of laying them down on the floor to avoid damage. In geography, pupils learn how to plot their way through Derbyshire when planning a journey to the local Tramway Museum; much of this is accomplished unaided following a demonstration from the teacher. In out of school football training, mixed age groups of boys and girls learn to dribble and attack and defend, developing a very good sense of fair play and individual responsibility. In assemblies, pupils are given additional responsibilities such as playing percussion instruments to accompany the piano during the hymn or performing on recorders. One Year 2 pupil had written the prayer for an assembly. At Christmas, all pupils contributed to the whole-school production, focusing on the achievements of the last millennium. These very carefully planned activities provide many and varied opportunities for the raising of self-esteem and self-confidence, leading to a high level of personal development.
7. Relationships are excellent throughout the school. In the Nursery, staff are welcoming and firm as they teach children basic skills. Children are happy and content, and

appreciate the many and varied activities on offer. Throughout the school, teachers and support staff know their pupils very well and ensure that everyone is included in all the activities, including pupils who have special educational needs. Parents, grandparents and visitors are all made welcome, and pupils are ready to explain what they are doing and how they are going to achieve it. The presence of parents and other helpers in the classroom enhances the learning greatly, and provides frequent opportunities for pupils to work in smaller groups and develop a wider range of personal skills effectively.

The school provides its pupils with a rich and varied curriculum that broadens knowledge and successfully extends thinking skills.

8. The curricular provision for children under five and throughout the rest of the school is very good. The appropriate statutory curriculum is fully in place, including personal, social and health education, with full observation of the requirements of the locally agreed syllabus in religious education. The school is working very hard and successfully to ensure that many subjects are linked together, so that learning is accelerated through pupils making connections across a range of subjects.
9. A very good example of this was observed in a creative writing lesson in Year 2, where pupils were designing a pamphlet to explain how to use the remote control for a video machine. Through very careful planning, the lesson incorporated the use of prior knowledge from science and design and technology as well as focusing very well on writing skills. The lesson was carefully structured to include the development of technical terms such as 'timer', 'on/off switch' and 'mute'. Pupils were challenged to ensure that the instructions were sequenced in a logical order, beginning with switching on and ending with how to change television channels. The result was very effective learning in the extension of pupils' language, logical thinking and decision making skills. In a literacy lesson in Year 1, pupils' learning was very well extended into geography, as the teacher focused the literacy aspect of long vowel sounds related to work on rivers.
10. In the Nursery, acquisition of language is greatly enhanced by the use of puppets which are imaginatively linked to music as an end of day activity. Also, numeracy development is effectively linked to knowledge and understanding of the world through using magnets by sorting out articles which are magnetic and non-magnetic. Language development is also greatly enhanced as children learn new words such as 'magnetic', 'metal' and 'attract'. In a religious education lesson with the Reception class, a very good link is made with language development as pupils learn new vocabulary and find similar words to substitute for them. Teachers never miss an opportunity to emphasise this. In a Year 1 geography lesson, the teacher did not move the lesson forward until she was completely satisfied that the end of the word 'south' was being pronounced correctly. Such attention to detail leads to all-round improvements in many aspects of learning.
11. The rich and varied curriculum is evident in the written work of pupils. There are numerous examples of this in projects such as a science topic on friction using higher level graph skills to record the effects of different surfaces on movement. A Year 1 topic successfully links physical education work on the movement and control of the body with science and literacy. These links across the curriculum serve to help consolidate prior learning and understanding very effectively, as well as extending technical language and general vocabulary. Outside lessons, the examples continue. In assemblies, there are very good links made between geographical topic work on

Africa to the music of the continent and its lifestyle. Similar links are made in many of the excellent displays around the school, for example art and science in the work on light, dark and shadows, or displays linking pupils' hair colour to numeracy through simple graphs.

12. The school is also very conscious of the need for curriculum development to be extended beyond the school day. Parents have recently been surveyed with a view to school providing a wider range of extra-curricular activities after formal lesson times. Currently, football coaching and seasonal presentations, such as the Millennium Concert given at Christmas, engage large numbers of pupils. The school has acknowledged the value of extra activities in extending pupils' learning, and is drawing up plans for the future, to include clubs which focus on information technology, music and other sports.

The school has a very high expectation of success for its pupils, with all aspects of school life celebrating pupils' achievements and increasing motivation.

13. Teachers have very high expectations of what pupils might achieve. In lessons, questioning is purposeful and effective. Pupils are challenged to think, for example, in the mental arithmetic sessions in mathematics lessons. They are not 'let off the hook' if they answer correctly. 'How did you arrive at that answer?' is the next challenge. When pupils succeed, they are rewarded appropriately with praise, giving them a sense of pride in their achievements. Throughout the school, pupils' achievements are celebrated widely; displays are excellent. In classrooms, large amounts of pupils' work, covering all areas of the curriculum, give instant recognition and affirmation of what they can do well.
14. Pupils with special educational needs and those with English as an additional language are expected to learn as well as the rest of the class. Provision for these pupils is very good, with detailed planning from class teachers and support, where appropriate, from outside specialists or other school based staff. Individual education plans for pupils with special educational needs are of a very high standard and give clear, realistic and achievable goals for which pupils may aim. Progress towards these targets is carefully noted and half-termly reviews ensure that new and better targets replace those already achieved so that pupils are constantly moved on in their learning. Higher-attaining pupils are very well challenged in lessons with high expectations of achievement signalled from the outset. Teachers provide these pupils with very good quality extension work in subjects such as English, mathematics and science, and match the work set to what is known of the potential of each pupil. As a result, very good progression in learning occurs in all classrooms.
15. These achievements are celebrated throughout the school. Pupils' work on display is a permanent reminder of good practice and helps them to remember what they can achieve and do well. Positive comments in the marking of work in books and on projects also reinforces success and helps in motivating pupils to produce even better levels of work. In assemblies, pupils perform regularly, by writing prayers, playing the recorders or other musical instruments. Success is celebrated and hard work is rewarded. Pupils see around them very good quality work, high standards of display and high standards of décor and resources, all reinforcing a positive learning environment.

There is a very effective partnership between governors and staff supported by very good levels of management and leadership.

16. There is now a very effective partnership between governors and staff, leading to better quality educational provision throughout the school. There has been a change in the style of management brought in by the recently appointed headteacher, which has been very successful. One of the first changes introduced was the principle of full consultation, so that governors and staff have become part of the decision-making process. This began with the production of the high-quality school development plan, involving subject leaders and appropriate governors from the outset. As a result, plans are now being put into practice in a consistent manner, with all relevant personnel having some degree of ownership. The staff and governors share the same vision for the school, enabling very good progress to be made in improving the quality of education. One example of this was the head's vision of having a large screen and computer suite for the teaching of information technology. Governors and staff worked hard to ensure this vision became a reality, which it has very recently. Provision and teaching in this field are now excellent.
17. Teaching and the curriculum are being monitored and evaluated. Subject leaders in English and mathematics have begun to monitor lessons in their areas, and the head regularly visits all classrooms with specific criteria as her checklist. There is appropriate feedback and development in teachers' planning and the subsequent learning by pupils, with changes in methods of teaching, especially in literacy and numeracy. Unconfirmed Year 2000 results have improved and reflect some of these improvements in teaching. Governors know their school thoroughly as a result of the wider consultation. This enables them to work alongside the staff effectively, in identifying shortages, setting improvement targets and seeking to spend money wisely, and evaluating the impact of spending decisions on pupils' standards and progress. The governors question decisions regularly, yet support the staff well in many ways, such as in classroom activities, visits and other areas such as fund-raising and pupils' trips out of school. This partnership in working together for the benefit of the school is ensuring that all statutory requirements are being met, that realistic improvement goals are set up, and that progress towards these goals is monitored effectively.

There is a very good level of resources, including information technology, leading to high quality learning.

18. Resources in the school are very good and are used very well in all areas of teaching. The school library has an ample supply of books, with classrooms supplementing this well. These resources are used very well in all areas of the school by staff and, as a result, pupils' learning is greatly enhanced. The main subjects of English, mathematics and science are very well resourced so that all pupils have a range of books, counting blocks and equipment to aid their learning. In other subjects, such as physical education, music and geography, resources are very good. In music, there is a wide range of appropriate musical instruments on which pupils perform during lessons; the physical education equipment is put to very good use as pupils begin to learn the skills of control and self-discipline. In geography, the development of map-reading skills, including scale and direction, is very well taught through the very good use of sketch maps, Ordnance Survey maps and photographs. The Nursery has a very extensive outdoor play area, used imaginatively for developing physical skills. The hard surface of the yard is also used effectively in the football coaching after school, with pupils of both sexes learning the skills of dribbling, attack and defence.

19. Teachers use their support colleagues very well in lessons. Planning shows clearly how each additional adult in classrooms, from the Nursery upwards, is to be deployed. This is often in the form of helping specific groups of pupils to learn more effectively. For instance, in Reception, the teacher supports a group experiencing learning difficulties in literacy, while a parent volunteer is engaged in raising awareness of language development by extending pupils' writing skills elsewhere. The smaller groups enable pupils to get more individual attention and learning is enhanced.
20. The new information technology suite, which came into use just before the inspection, is a very valuable resource. The large 'interactive' screen is a very successful aid to learning. With the teacher's skilful demonstration pupils learnt very quickly how to move from one level of the program to another, how to bring up the menu scroll and how to exit a program. All pupils had a very clear view and they were able to see each move readily. This consolidated the knowledge they had already acquired through computers at home or in the classroom very successfully, while helping them develop more advanced skills at a rapid rate. Linked in to a science program, pupils soon learnt the effects of force on movement, and were able to demonstrate their understanding in the questioning which followed.

Changes brought in by the new headteacher have successfully involved parents more fully and actively in their children's education and in the life of the school.

21. Parents are fully supportive of the school with one hundred per cent of replies to the parents' questionnaire saying they had faith in the leadership and management. Parents also commented especially favourably on the changes which have taken place recently. Some of these changes have been specifically designed for parents, so that they are becoming more involved in their children's learning. One of the first priorities of the new head was to consult parents over issues involving parents. These included the home-school agreement which was redrafted following the initial consultation to make the issue of homework clearer and meet parents' concerns. Further, the school recognised that there were insufficient opportunities for parents to consult formally with their child's teacher during the year, so an additional consultation evening has been arranged for the spring term. Parents appreciate the value of this and stated it was a help in measuring progress.
22. Parents were also consulted over the lack of extra-curricular activities. As a result, the school has begun to meet requests effectively and plans to extend this. The Parents' Association has continued to raise funds and enhance the resources of the school, as well as providing social activities for all. Parents said they felt welcome in the classrooms, and many come in regularly to hear readers, support teachers and nursery nurses and attend trips. Pupils value the support and help they receive in this way. They treat those who come into classrooms with respect, working well and learning effectively as a result.

WHAT COULD BE IMPROVED

The school needs to include individual targets in the pupils' reports to parents.

23. Pupils' annual reports currently do not contain sufficient information on how to improve the quality of their work and what pupils need to do to make progress. While the writing in the reports is carefully crafted by teachers, in order to inform parents about knowledge, understanding and progress, targets for further improvement are missing. A significant number of parents said they did not receive sufficient information about their children's progress.
24. The current reports tend to be descriptive with some evaluation and judgements about levels of knowledge and understanding and progress. Reports fail to set a clear target on how to improve. The reports give a clear picture of where the pupils are in terms of learning, but nothing about how to develop or improve for the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards and the quality of education provided, the school should now:

- Ensure that pupils' reports contain clear and achievable targets for improvement in areas of the curriculum and any other areas of concern (Paragraph 24).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	75	6	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	84
Number of full-time pupils eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	2	0
Number of pupils on the school's special educational needs register	3	14

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	6
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	6.2
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	16	21	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	20	21	20
	Total	34	36	36
Percentage of pupils at NC level 2 or above	School	92 (81)	97 (79)	97 (85)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	16
	Girls	19	20	20
	Total	33	34	36
Percentage of pupils at NC level 2 or above	School	89 (100)	92 (100)	97 (100)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	59
Any other minority ethnic group	0

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)	3.5
Number of pupils per qualified teacher	28:1
Average class size	28

Education support staff: YR – Y2

Total number of education support staff	1
Total aggregate hours worked per week	15

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52

Total number of education support staff	4
Total aggregate hours worked per week	51

Number of pupils per FTE adult	10.4
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	22,2014
Total expenditure	22,6079
Expenditure per pupil	1518
Balance brought forward from previous year	-1212
Balance carried forward to next year	-5277

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	136
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	0	2	0
My child is making good progress in school.	66	31	2	0	2
Behaviour in the school is good.	57	41	0	0	2
My child gets the right amount of work to do at home.	33	38	22	2	5
The teaching is good.	69	29	0	0	2
I am kept well informed about how my child is getting on.	41	34	21	3	0
I would feel comfortable about approaching the school with questions or a problem.	82	16	2	0	0
The school expects my child to work hard and achieve his or her best.	58	35	2	0	5
The school works closely with parents.	58	29	13	0	0
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	61	38	0	0	2
The school provides an interesting range of activities outside lessons.	24	31	28	5	12