

INSPECTION REPORT

FRODINGHAM INFANT SCHOOL

Rowland Road Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117748

Headteacher: Mrs Judith Gray

Reporting inspector: Mr D Collard
11122

Dates of inspection: 6th – 7th March 2000

Inspection number: 18982

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Rowland Road Scunthorpe North Lincolnshire
Postcode:	DN16 1ST
Telephone number:	01724 842408
Appropriate authority:	The governing body
Name of chair of governors:	Reverend Michael Cooney
Date of previous inspection:	7th October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Frodingham Infant School is situated in the centre of Scunthorpe. The buildings are Victorian and have been thoughtfully renovated and extended over a period of years as pupil numbers have increased. The school roll presently stands at 245 including 132 pupils who are of compulsory school age. Four pupils speak English as an additional language, which is low, compared to the national average. Fifty-four pupils are on the register of special educational needs and there are six statemented pupils. Pupils' attainment on entry to the nursery is average although a minority have below average language, personal and social skills. On entry to full time education most pupils are ready to start work on the National Curriculum.

HOW GOOD THE SCHOOL IS

This is a particularly effective school. Standards have improved consistently over a number of years especially in writing. Progress in learning is good. Children enter the nursery with levels of ability that are only average and are below in some important areas. They leave the school with at least average standards and a significant number of pupils achieve standards that are above average. The level of good teaching has improved and is now much higher and there is strong and professional leadership. The governors have also improved their understanding of the strategic role that will help the school to improve further. Taking into account these factors and the average cost per pupil in achieving this, the school provides good value for money.

What the school does well

- The good level of nursery provision means that pupils are learning quickly particularly in personal and social skills
- The school has maintained and improved the standards in the core subjects of English, mathematics and science and in the provision for pupils with special educational needs
- The overall level of good teaching, except in information technology, ensures that pupils make good progress in their learning
- The school is led and managed well
- There is a very good level of care provided by all staff and pupils develop very well socially

What could be improved

- Opportunities for investigating and experimenting in mathematics, science and information technology are not high enough
- The teaching in the reception year, whilst satisfactory overall, is not as consistently high as in other years
- Communication is not as good as it could be with a small number of 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. Since then there have been substantial improvements in key areas and this has helped raise standards. There are now more opportunities, especially for the younger children to use standard English and writing has improved substantially at the end of Key Stage 1. There has been a major re-organisation of the nursery department that is beginning to ensure that teaching and learning are good. All teachers meet the demands made by pupils, time is used effectively and there are more opportunities for independence. This still needs some improvement in mathematics and science in Key Stage 1. The learning of skills and techniques in art have very much improved. The school has continued to provide a good level of special needs support and the standards

attained by these pupils has continued to rise
STANDARDS

The table shows the standards achieved by 7 year olds in 1999 based on National Curriculum test results.

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

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

The tables above shows that when compared to all schools, pupils achieved levels above average in reading and average levels in writing and mathematics. They did better when compared to similar schools where standards were well above average in reading and above average in writing and mathematics. The trend has improved over the last four years when standards were average. There has been a steep improvement in performance particularly in writing. The present Year 2 has broadly similar standards in reading and writing, with the development in writing showing another improvement and in mathematics. In science, standards are also similar but the school places insufficient emphasis on investigating and experimenting that would enable a larger proportion of pupils to reach the higher level 3. Pupils make good progress in the majority of other subjects relative to their own ability levels and have a good level of knowledge in religious education and local history. This is not the case in information technology where standards are below the national expectation. Children in the nursery progress well in all aspects of their development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and eager to come into school and want to settle quickly to the tasks they are doing.
Behaviour, in and out of classrooms	Good. Pupils expect that they have to behave well and there are good systems to ensure that this happens. There are a small number who challenge this expectation in the nursery.
Personal development and relationships	Good. There are good systems in place to promote tolerance and respect for each other. Relationships between adults and pupils are also good.
Attendance	Slightly below the national average despite being monitored closely by the school. Suitable support from outside agencies.

Pupils show interest in their work, teachers conduct registrations quickly and there is an urgency about settling down to the lesson. Behaviour is good in all lessons and around the school. This has improved with the new procedures that have been put in place by the school. The school fosters personal development through formal and informal methods. Teachers relate well to the pupils and encourage self-reliance. Pupils have opportunities to undertake specific jobs in the classroom and when preparing for assemblies and practical sessions. The school has suitable systems for child protection and to deal

with personal problems. It monitors attendance carefully.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	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 good overall. Twenty per cent of the lessons seen during the inspection were very good and 75 per cent were good or better. All lessons were at least satisfactory. Teaching is strongest in the nursery and Key Stage 1 where the level of good teaching is very high. It is satisfactory overall in the reception year. English and mathematics are taught well using the format of the national strategies. The school has now fully established literacy teaching and reviews it constantly. This is having a good effect on the teaching within other subjects. High expectations, thorough planning, good use of support assistants and appropriate methods and organisation characterise the large number of good lessons. This produces a swift pace in learning by all pupils. Where teaching is satisfactory but not good it is usually because the methods used are not as appropriate or because teachers do not use time so well. Learning is particularly good in English, history and religious education and for those pupils with special educational needs. It is not good in information technology because teachers do not give this subject sufficient time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory but improving for the under fives and reception and good in Key Stage 1
Provision for pupils with special educational needs	Very good. The school identifies problems at an early stage and gives pupils good support through well constructed individual education plans. The assessment procedures developed over a period of time are very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for spiritual and cultural development is satisfactory and for moral, social and personal development it is good. The school places a high priority on ensuring that pupils are tolerant of one another and have respect for the beliefs and traditions of others.
How well the school cares for its pupils	Good. There are good systems in place to deal with academic reporting, attendance, educational and personal support.

The school provides a broad and balanced curriculum both within the nursery and in Key Stage 1. A range of visits and visitors as well as helpers from the local community enhances this provision. The school has placed much emphasis on ensuring that the curriculum is progressive and continuous to ensure that learning is kept at a high level. The school is successful in achieving this. It meets all aspects of the statutory curriculum. There are many strengths in the way the school cares for its pupils. They feel safe and secure and this is reflected in pupils' enthusiasm for coming to school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and effective leadership and receives good support from the senior management team. These members of staff as well as other teachers and non-teaching assistants receive opportunities to increase the level of managerial responsibility that they hold.
How well the governors fulfil their responsibilities	Satisfactory. The governing body now have a good overview of the work of the school and receives a good level of information to enable them to function effectively. The number of new governors is high and there are satisfactory procedures in place to induct these members
The school's evaluation of its performance	Good. The school has a realistic understanding of the ability of the pupils, the improvements that it needs to undertake and where it is heading. This has been effective because of the level of monitoring and evaluation that has taken place.
The strategic use of resources	Good. The school development plan is a useful tool for development and is costed against the budget and specific grants that have been received. The co-ordinators have a sufficient understanding of its purpose to allow them to improve their own areas.

The headteacher has a clear vision about where the school needs to improve and how to achieve it. She expects the highest level of professionalism from all the staff and a similar level of commitment from the pupils. This is one of the reasons why the school is continuing to improve. The governing body are committed and now more fully understand their roles. They are beginning to consider well how the best value can be 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"> • Children like school • They make good progress and are becoming more mature • Parents are informed well about how their children are getting on • The school is able to solve problems in an approachable way • Children work hard • The school works closely with parents 	<ul style="list-style-type: none"> • There are not enough extra-curricular activities • A small number feel that they are not listened to when they come in about their children • A small number feel that there have been too many changes recently

The inspection team agrees with the positive views expressed by the parents. Inspectors do not agree with the negative views. However, the school does need to address the issue of misleading perceptions more fully.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good level of nursery provision means that pupils are learning quickly, particularly in personal and social skills

1. Since the last inspection the nursery has been through a period of considerable change. At that time the teaching was not directed sufficiently and children did not make the progress that was expected of them. This has improved considerably with the appointment of a new teacher in charge and a better planning structure. Teaching and the progress in learning are now good.
2. Standards are broadly average in literacy when children enter the reception class. They are confident in speaking because the teachers and other assistants encourage this. Teachers develop children's language in groupwork and class discussions with pertinent questioning and through this there are opportunities to widen their initially limited vocabulary. In one lesson the assistant was making magic wands and during the demonstration asked children to describe what they looked like. She drew out words such as sparkle and glitter in the discussion. In addition she asked the children to explain what they were doing. Teachers encourage initial reading skills through work in the literacy hour and regular sessions of story reading. Children are beginning to write strings of letters, some can recognise their name and understand in basic terms that a sentence has to make complete sense.
3. Similar standards are evident in numeracy. The older children are able to recognise numbers up to ten and can match shapes. They can talk about numbers and some are beginning to work out simple addition. The level of good teaching ensures that teachers challenge brighter children further by giving them more complicated tasks to undertake. This indicates that teachers have a good understanding of the standards that children already have.
4. The assessment of children on entering the nursery indicates that personal and social development is weak. During their time in the nursery children have good examples of how to behave and relate well to each other. Generally behaviour is satisfactory but there are some incidences where it is inappropriate such as when sharing. When this happens a small number of children resort to arguing or hitting. Teachers manage these situations well. Consequently there is a positive and calm atmosphere within the working areas and most children behave well because they know it is the right thing to do. Adults encourage good habits by presenting stickers for work and effort. The older children have developed better working practices especially in groups.
5. Children learn to develop their creative skills appropriately. There are good structured opportunities for role play as was seen in the kitchen and shoe shop. This involved some mathematical language such as bigger and smaller and helped them also extend their vocabulary through the Cinderella story. Artwork is good and already teachers are showing children how to develop skills such as blending and mixing colours, using different materials and building 3D models. The inspectors saw few examples of work involving children's knowledge and understanding of the world but in discussion, a number of children talked about their route home and the history of the school buildings. The school fosters physical development well and children make good progress. They can use scissors and other tools, and the majority understand how to use pencils, glue and paintbrushes under adult supervision. They concentrate very well when using construction equipment and can make models using quite complicated structures. They also use computers well. A number of children can manipulate the mouse, use single letters and the space bar and know how the program that they are using works.

6. The nursery unit has three distinct areas and children form groups within each one. Adult support is plentiful although there is only one teacher in charge at some periods of the day. The older children who will join the reception class get good opportunities to integrate within the main school whilst still retaining the security of the nursery. All teaching seen during the inspection was at least good and over half of it was very good. This represents an improvement from the last inspection. When it is good there is a clear understanding of the link between structuring the activities and allowing children to choose their own tasks. Teachers plan work carefully and link it to a common theme.

The school has maintained and improved the standards in the core subjects of English, mathematics and science and in the provision for pupils with special educational needs

7. Results in the 1999 Key Stage 1 tests show that in reading pupils achieved standards that were above the national expectation. This represents a trend of improvement over four years when it had hovered around the average. In writing, standards were at average levels although over four years there has been a steep improvement against the national figures. In mathematics they were also average although over the last four years they have been more variable. The number of pupils gaining higher levels (2B and above) is good. The teacher assessments in science are also average with the understanding in investigating and experimentation being particularly strong. These results represent an improvement from the last inspection especially in writing. Results are better when related to similar types of schools. In reading they are well above average, in writing and mathematics they are above average.
8. Standards within the present Year 2 are broadly similar and across a range of subjects pupils achieve highly and make good progress in relation to their previous work. In English the majority of pupils speak confidently but with a limited vocabulary. They sometimes have difficulty expressing their ideas in language that flows and develops their thoughts. In contrast they listen well to each other and to adults and respond well after a consideration of their answer. Reading skills in Year 2 are above average overall but variable. All levels of ability can recognise the text they are reading. However, the average and above average attaining pupils have not yet developed ways in which they can predict what will happen in a story or talk in depth about the characters. Pupils read many words correctly because they have been given good strategies for breaking down difficult words and use their phonic understanding to good effect. In the reception classes some of the books are too simple. For instance one pupil is only using a picture book but is able to read simple sentences. Progress here is not as swift. The school has placed much emphasis on this area and this is reflected in the wide range of writing. Extended story writing is a feature of the work and this shows a good understanding of grammar and sentence construction. Even the less able pupils can use capital letters, full stops and have a basic understanding of speech marks. The range of the written work is good and includes stories, poems and letters. Pupils use literacy well across many areas of the curriculum such as history through descriptions of the school and in geography and science. The school has implemented the literacy hour. The higher standards that pupils are achieving demonstrate its success.
9. Standards in mathematics by the pupils in the present Year 2 are average. The majority can work confidently with two digit numbers by adding and subtracting. They are also beginning to gain confidence in working with three digit numbers. They recognise higher and lower numbers and can explain why. They are less confident about understanding the placing of the digit to make hundreds, tens and units and why this effects the number that is written. Pupils can also divide and multiply single digit numbers but need to think more closely about the answer. This is a level that would be expected by this age. From the work in books it is clear that pupils also understand some two and three dimensional shapes and can talk about some of the characteristics. The numeracy hour introduced last year has had a good impact on the progress that pupils make in

their learning. The pupils in Year 1 are beginning to be adept at using numbers and can write simple mathematical sums. They use numeracy in other lessons but the school could place more emphasis on using it in real life situations such as in science, geography and design and technology.

10. Standards are average in science in all areas. Overall this is similar to the national teacher assessments of 1999. However, pupils in the present Year 2 do not have such high levels in investigating and experimenting as the previous year. They get opportunities in science lessons to undertake experiments. However, the subject's timetabling in a two year cycle means there is insufficient time for pupils to develop these opportunities at a high enough level year on year. For instance, the timetable covers study in sound and light only once in the two years and so Year 1 pupils do not build on their knowledge in Year 2.
11. Learning is good in other subjects and is particularly good in religious education where pupils have a good level of knowledge. It is good also in history, geography and art. In the latter subject this represents an improvement since the last inspection. Pupils do not attain high levels in information technology because they do not have sufficient time on the computers.
12. Progress made by the pupils with special educational needs is very good. The school highlights problems and concerns at an early stage. It closely monitors children with difficulties in learning in the nursery and gives them appropriate support quickly. It provides more formal support through well constructed and thorough individual education plans. These identify small, achievable goals that are regularly checked for their success. In this way teachers are able to ensure that pupils receive the correct type and level of assistance. In addition there are other monitoring procedures that identify progress in learning for instance, with reading. In each reading record the school keeps a list of steps that pupils have achieved. These have been carefully thought out and mirror the requirements within the national levels. In this way teachers are able to ensure that they have a good guide as to how well each pupil is gaining better skills and understanding. The school analyses the results of pupils' work to identify any who may be gifted or talented in a particular area. Whilst these numbers are small the school monitors their progress carefully.

The overall level of good teaching, except in information technology, ensures that pupils make good progress in their learning.

13. Teaching is good overall. Twenty per cent of the lessons seen during the inspection were very good and seventy-five per cent were good or better. All lessons were at least satisfactory. Teaching is strongest in the nursery and Key Stage 1 where the level of good teaching is very high. It is satisfactory overall in the reception year. Lessons in information technology are infrequent and the work seen and discussions with pupils suggests that there is a lack of confidence amongst teachers, insufficient hardware and an unsatisfactory range of suitable software.
14. All teachers plan lessons carefully in year groups. This ensures that parallel classes get the same range of experiences. The headteacher monitors planning very closely and quickly questions any anomalies or discrepancies. Similarly, all teachers manage their classes well. There are few disturbances or interruptions and there is an expectation about good behaviour all pupils share. Teachers use rewards and sanctions well and they ensure that good conduct is rewarded. Support staff understand what is required of them and receive full briefing before lessons. They are able to use their own initiative and some keep very detailed records for assessment purposes. Teachers have a good understanding of teaching literacy and numeracy. Their own knowledge of language is good and they use this to good effect in lessons. Subject knowledge is generally secure although it is not as good in information technology. A training programme is now in place to address this issue. Overall, teachers have high expectations of what they expect from pupils both in academic

terms and their behaviour. They set good role models for the pupils and relationships are sound. The pace of lessons in the reception year, whilst being satisfactory, is not to the same high level because the teachers try to cover too much or do not set work that is sufficiently challenging to the ability range of the pupils in their class. In the best lessons seen, the combination of high expectation, careful planning, clear objectives and a swift pace to the work combined to produce good learning by the majority of pupils.

15. Pupils quickly develop new skills. They are able to assimilate information and use this to build up better understanding. They have enquiring minds and often ask searching questions when they do not understand something. They work hard and concentrate on what they are doing well. Teachers give their pupils various jobs to do in the classroom and trust them to undertake these sensibly. They allow pupils to gather together what they need for a task but pupils do not take advantage of this responsibility. In consequence there is little wandering about the classroom and pupils are happy to get on and complete work. Some pupils have individual targets set for them. Teachers lay these out clearly and set another stage when pupils achieve them. This ensures that pupils are beginning to build independence in their own learning.

The school is led and managed well

16. The headteacher has a clear vision for improvement and expects the highest level of professionalism from her staff. Thorough evaluation of the strengths and weaknesses of the school has had a major influence in some of the difficult decisions that the school has taken. She leads by example and the deputy headteacher, the senior management team and the governors give good support. All now have a clearer understanding of the part they need to play in achieving the highest level of academic and personal development for the pupils. The school reflects these standards in its school aims but unfortunately, a small but significant minority of parents does not yet fully understand these aims.
17. The school meets the statutory curriculum requirements including those for religious education that is, at present, being incorporated within a new locally agreed syllabus. All staff have job descriptions and delegation of work allows them to gain better levels of management expertise. This provides teachers with good professional development opportunities. They have undertaken their roles conscientiously and this has been a major factor in improving the standards within the school. Monitoring has played a crucial part in improving teaching. Planning, lessons and managerial responsibilities have all been scrutinised closely. Improvements have been put in place when necessary and action taken to address shortcomings. Staff have generally supported the initiatives and a shared team spirit is now becoming evident.
18. The members of the governing body have a clear understanding of their role, a suitable committee procedure and undertake their responsibilities seriously. The school utilises well their good level of expertise. They attend courses and have recently addressed difficult issues with vigour. The headteacher has further developed their role since her arrival. The governing body now receives more information and is expected to take a stronger lead in the strategic development of the school. Governors are starting to achieve this. The school has set realistic targets in light of the different levels of ability within Year 1 and 2 and also within the development of the curriculum and sound financial management. The school sets its budget carefully and allocates the money not spent each year to suitable priorities. It makes sensible use of grants when given and the governors expect to be informed of the outcomes. The school is beginning to apply the principles of best value for money.

There is a very good level of care provided by all staff and pupils develop very well socially

19. Opportunities for pupils' spiritual and cultural development are satisfactory. Assemblies are held in accordance with statutory regulations and include a time for reflection or prayer. Pupils are taught songs and hymns that reflect Christian beliefs and told stories from the Bible related to their own experience. Religious education is taught but more opportunities could be made to include belief within other subjects of the curriculum. Other cultures are studied through artwork such as Van Gogh and in history through themes about different eras. Other non-western cultures are also studied although these need improvement. There are good links with other subjects for example in the topic on the Great Fire of London. Pupils have gathered factual information and teachers have asked them to write an account of what it would have been like to have lived at the time. There are other links with music and religious education. The school is planning further enhancements in this area.

20. The school fosters pupils' moral development well and their social development very well. This has been a priority for improvement and has improved since the last inspection. There is an expectation within the school that all pupils will behave sensibly, have consideration for others and learn to live with tolerance and respect. The school has put procedures in place to ensure this happens. Pupils receive behaviour reports on a regular basis with comments explained by the class teacher. There is now a positive discipline code in operation that ensures teachers encourage and praise good behaviour and that they respond to unacceptable behaviour. Bullying, whilst being rare, is dealt with sensitively and quickly. Relationships in the playground are good. Young and older pupils mix well and play together easily. Supervision is good and on a number of occasions during the inspection adults interacted very well with small groups of pupils. In the classroom poor behaviour does not interrupt lessons even though there are a small number of pupils, especially in the younger classes, who can challenge authority. Teachers handle this well. This ensures that pupils keep their progress in learning high as teachers waste little time dealing with incidents. There are systematic procedures to monitor behaviour, including personal files, and the senior management team and special needs co-ordinator participate closely in providing individual plans for those pupils who need support. Attendance is slightly below the national average but, again, there are good procedures to monitor any unexplained absences. All teachers are aware of the systems for child protection and the designated teacher is about to undergo further training.

21. Monitoring of academic progress has improved. The school benefits from a strong cluster group of local schools. During the regular meetings discussion takes place about how to ensure that any assessment procedures are similar. Within the school, teachers mark work so that pupils understand how to improve. In the best cases this includes an assessment of the standard reached. This then influences the work that teachers set next. Not all marking is to this very high standard although it is all satisfactory. The senior management team has started monitoring trends in performance over time. This includes testing on entry to the nursery and in reception and other regular assessments of ability during pupils' time at the school. It has had a particularly good effect in writing and is reflected in the improving national test results. As the school has placed yet more emphasis on English and to a lesser extent mathematics, it has only recently begun work in science and this is part of the reason why standards are not so high.

WHAT COULD BE IMPROVED

Opportunities for investigating and experimenting in mathematics, science and information technology are not high enough

22. The school has introduced the numeracy hour successfully and it incorporates comprehensive schemes of work to cover all areas. Progress in learning is sound overall. The school introduces new themes and reinforces them through regular practice. Knowledge of the four rules of number shows good progress. However, from the scrutiny of work it is clear that the school does not give enough time to developing understanding rather than just trying to learn a new skill. Pupils do not, for instance, link the work they have done on addition, subtraction or measuring to looking how they could use this knowledge in practical situations such as design and technology. There are more opportunities to work with number patterns but the examples used are sometimes too abstract and do not relate to pupils' own experiences. Little work is linked to the use of collecting data and analysing it, especially with computers.
23. Science has a two year cycle which covers all aspects of the subject at least once. Progress here is also sound. It is difficult for teachers to ensure that better progress is made because they have to introduce and then give work at an appropriate level for both years. During the inspection pupils were being introduced to sound and light. This was an introductory lesson that was correctly enabling the teacher to assess what pupils already knew whilst starting to use words such as higher and lower sound. Some pupils found the work too easy and the task did not sufficiently challenged them. The emphasis on coverage also inhibits the number of times pupils can undertake experiments. Teachers often direct the experiments undertaken and pupils do not have enough opportunity to work out a hypothesis and test the conclusion or to learn by making mistakes. In consequence, older pupils have little knowledge of what is meant by a fair test or why it is necessary to conduct experiments in this way.
24. The use of information technology, whilst improving, is not yet fully developed. Consequently pupils do not reach nationally expected levels. The number of computers in the school is below the national average although the school has well developed plans to increase this provision. In addition the range of software is limited and pupils are not able to use the machines within different areas of the curriculum on a regular basis because teachers are not confident in their own expertise. Pupils use word processing intermittently to write stories. They also use art packages to draw pictures and illustrate other work. Pupils have not had regular practice in using a floor turtle to control movement or to understand the use of modern technology within our society. Despite this, the school has now developed a good plan of action to remedy this shortcoming. This includes a programme to increase the number and condition of the hardware, to purchase better software and to train thoroughly teachers to be confident and capable of teaching the subject. The school is phasing in the programme and it should be complete by the end of 2001. Temporary measures to ensure that the present pupils have their correct entitlement to the subject are also in place.

The teaching in the reception year, whilst satisfactory overall, is not as consistently high as in other years

25. Teaching in the reception classes is never less than satisfactory. Pupils reach the reception classes with average levels of ability although the social and personal development of a significant minority of pupils is below average. Teachers, through their planning, provide a wide range of opportunities to ensure that there is a balanced and broad curriculum offered. In this they are generally successful. They encourage pupils to share equipment, and work and help each other. Teachers clearly explain the tasks they are about to do and have a positive working environment within the classroom. They undertake the teaching of groups and individuals conscientiously. The school uses

classroom support effectively and plans it well in consultation with the class teacher. All these factors contribute to the satisfactory teaching. However, teachers do not achieve the higher level of good teaching seen in other years because there is less understanding about what the pupils can achieve, a slower pace and use of time and on occasions because there are too many activities.

26. The reception pupils are willing and eager to learn and are keen to take part in the activities they are given. However, the given tasks do not always challenge their ability sufficiently. In one instance a pupil was reading from a picture book but was already able to read simple sentences so the book did not help him to improve or build on previous understanding. In another group lesson in mathematics a number of the groups completed their tasks quickly because there was insufficient challenge in the exercise. They wasted a short amount of time until the teacher gave them another activity. This indicates a lack of knowledge and expectation about what these pupils could achieve.
27. Teachers generally use time satisfactorily. They start lessons promptly, explain the tasks and ensure that the class has the information needed to complete them. However, occasionally lessons finish too quickly and time is wasted. At the end of one school day the pupils had ten minutes to collect their coats and assemble ready to go home. This does not help instil independence or good working practice and meant that the previous lesson only lasted fifteen minutes. In another lesson too many activities were being carried out. In this case the teacher, whilst planning very carefully to ensure the correct level of work, had difficulty in giving each member of the class some personal instruction or attention.
28. There are satisfactory procedures to monitor the teaching and learning within the school. This includes regular monitoring of planning and teaching but the school has not yet done enough to share good practice and develop this within the year group.

Communication is not as good as it could be with a small number of parents

29. The majority of parents are very supportive of the school. The results of the questionnaires received as well as the comments at the parents' meeting indicate that they feel an ownership of the school within the local community. They speak warmly about the way their children have improved and many of them are able to relate to the environment because they attended the school in their youth. There is a regular, willing and active pool of helpers both in the classroom and at fund-raising and social events. There are few difficulties involving parents when something is planned. A good example of this when the parents were asked to provide costumes for a Victorian Day. The photographs are a credit to the thought and effort that went into ensuring that the children looked as authentic as possible. The school provides good information through newsletters, wall displays and personal contact. There has also been a range of curriculum information evenings to provide parents with a better understanding of ways they can help their children.
30. Despite this, the school has been through a period of rapid change. It has had to implement new procedures and alter the organisation of entry to the school. Although the school consulted parents thoroughly, a small number of parents do not fully understand the reasons for the decisions that the school has taken. There have been some isolated cases where the perception of parents is that the school's approach is too aloof. However, the school does work well in partnership with the majority of parents but the recent initiatives require a more sustained effort to ensure parental support develops further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise the standards of pupils still further, the headteacher, staff and governors should:

As already highlighted in development plans the school should develop pupils' investigative and experimental skills by:

- giving more opportunities to plan, carry out and record their own investigations in mathematics and science.

- developing these opportunities further in real-life situations and within other areas of the curriculum especially information technology

- as identified in the school development plan the school should continue to develop the use of information technology by:

 - improving the skills and competence of all teachers)

 - improving the use of hardware and software

 - devising ways of assessing the present capability of pupils

 - developing the draft scheme of work to build continuously upon specific information technology skills and ensuring that all aspects of the subject are addressed

 - ensuring that all pupils have full access to the curriculum including using computers within other subjects

 - developing an effective learning environment.

(See particularly paragraphs 22 - 24 of the main report)

As already highlighted in development plans the school should raise the number of good lessons in the reception year by:

- providing opportunities for teachers to share the best practice

- ensuring that planning provides sufficient challenge for all pupils

- providing professional development

- monitoring the effectiveness of any changes

(See particularly paragraphs 25 - 28 of the main report)

The school should improve the communication with all parents by:

- identifying clearly the concerns that parents have

- establishing whether these are perceptions or real issues and devising ways of addressing both

(See particularly paragraphs 29 - 30 of the main report)

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	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	17.6	52.9	29.4	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)	56	157
Number of full-time pupils eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	7	54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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	38	40	78

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33 (27)	26 (29)	30 (32)
	Girls	38 (32)	38 (32)	36 (29)
	Total	71 (59)	64 (63)	66 (61)
Percentage of pupils at NC level 2 or above	School	91(78)	92(80)	85(80)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27 (26)	30 (29)	33 (26)
	Girls	38 (31)	36 (31)	38 (21)
	Total	65 (57)	66 (60)	71 (47)
Percentage of pupils at NC level 2 or above	School	83(75)	85(79)	91(67)
	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	10
Bangladeshi	0
Chinese	0
White	132
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22
Average class size	22

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	145.25

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.

Financial information

Financial year	1999
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	£
Total income	463511
Total expenditure	446796
Expenditure per pupil	1643
Balance brought forward from previous year	3555
Balance carried forward to next year	20270

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	39

Total number of education support staff	4
Total aggregate hours worked per week	136

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	243
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	3	1	0
My child is making good progress in school.	50	46	2	0	2
Behaviour in the school is good.	46	44	2	1	7
My child gets the right amount of work to do at home.	34	51	10	1	1
The teaching is good.	60	36	0	0	4
I am kept well informed about how my child is getting on.	37	47	14	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	1	1
The school expects my child to work hard and achieve his or her best.	56	42	0	0	2
The school works closely with parents.	32	51	13	0	3
The school is well led and managed.	46	46	1	1	6
The school is helping my child become mature and responsible.	49	48	1	0	2
The school provides an interesting range of activities outside lessons.	31	29	11	8	14