

INSPECTION REPORT

KINGSWOOD INFANT SCHOOL

Basildon, Essex

LEA area: Essex

Unique reference number: 115267

Headteacher: Mrs W Moore

Reporting inspector: Dennis Maxwell
8798

Dates of inspection: 08 - 09 May 2001

Inspection number: 190673

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Clay Hill Road Basildon Essex
Postcode:	SS16 5DE
Telephone number:	01268 520840
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Pocock
Date of previous inspection:	02/12/1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingswood Infant is an average sized foundation school for 52 nursery and a further 180 infant boys and girls aged 3 to 7 years. Seventy children were not yet of compulsory school age at the time of the inspection. A very small number of pupils comes from ethnic minority heritages. No pupils are at an early stage of English as an additional language. The school serves the immediate area of Kingswood in Basildon, which has a mixture of council and private properties. The school is very popular and is over-subscribed, so that a governing body committee makes decisions on the small number of children to be accepted from outside the catchment area, using strict criteria. The percentage of pupils entitled to free school meals, at nine per cent, is below the national average. The attainment of the children as they enter the Nursery or reception classes covers a broad range and is below national average overall. Eight per cent of pupils are on the register of special educational needs, and two have statements of need.

HOW GOOD THE SCHOOL IS

This is a very successful and effective school which offers a stimulating and very well structured education that reflects its aims and challenges the children. Teaching is a major strength of the school, leading to above average standards by age seven. The school ethos is very good, promoted strongly by the whole staff working together as a team. Special needs provision is good for those children who require extra help.

The headteacher gives outstanding leadership, balancing her clear judgements and focus on making improvements with her lively and immediate response to people that establishes trust. The school fosters the pupils' personal development well and relationships throughout the school are very good. The school provides very good value for money.

What the school does well

- The quality of teaching and learning is very good, with an excellent focus on basic skills.
- Children achieve very well in the foundation stage and standards are above average by age seven in reading, writing and mathematics.
- Pupils have very good attitudes to work and behave well both inside and outside the classroom.
- The quality and range of learning opportunities are excellent for children in the early stages of their education and in the infant classes.
- The headteacher is an outstanding leader of a very strong team.
- The school provides a high level of care for the children.
- Parents have an excellent relationship with the school.

What could be improved

- The level of attendance is not as good as it could be.

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 December 1996. Since that time standards have improved in line with the national trend. The school has made good improvements in the key issues identified during the last inspection. There are policies and schemes of work for all subjects that provide a good structure and basis for planning and progression. The governing body participates fully in providing strategic direction, in asking searching questions and in monitoring standards. The headteacher and subject managers make regular lesson observations to monitor standards and provision. The school has maintained a high quality education for its pupils, with challenging and worthwhile tasks. The headteacher, governors and staff have the determination and understanding to make further improvements.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
Reading	A	A	A	A	well above average A above average B
Writing	A	A	A	A	average C below average D
Mathematics	B	B	B	B	well below average E

Standards in the national tests for reading and writing have been consistently well above the national average over the past three years and for mathematics have been above average. The school has interpreted the literacy strategy imaginatively to emphasise the style and structure of writing and to keep a very thorough basis for all language skills. Inspection findings show that standards in English, mathematics and science are above average in the lessons seen by age seven. Standards in English are currently below the results of the last year's tests because several pupils need additional support, although the pupils' good progress indicates that standards will again be well above by the time of the summer 2001 tests. The trend in results over the past three years has been broadly in line with the national trend. Overall, pupils are achieving above their expected levels. Children in the Nursery enjoy a wide range of worthwhile activities and make good progress as a result. Children enter the nursery with below average attainment but are only just below on average by the end of the reception year. The school's clear focus on working towards the higher level skills at Key Stage 1 is having a marked effect on standards and on the proportion of pupils reaching the higher Level 3 in reading, writing, and mathematics. Standards in the other subjects are broadly average overall, though with many examples of delightful writing and clear thinking by the higher attaining children.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school and have very good attitudes to work.
Behaviour, in and out of classrooms	Behaviour is very good in classrooms and around the school. There are no exclusions.
Personal development and relationships	Relationships are a strength of the school. Many routines support the children's personal development, such as the Makaton signing during assemblies.
Attendance	Attendance is close to the national average, but is not as good as it could be, and this affects pupils' learning. There are very few incidents of unauthorised absence. The school has good procedures to monitor attendance.

The teachers' good relationships, choice of activity and management of the children encourage them to take an active part in their lessons and to work well together. All members of staff provide a high level of thoughtful support, particularly for those needing personal reassurance. Pupils develop confidence within a safe, caring and stimulating environment. The teachers give good

opportunities for personal education that help children think about their lives. Assemblies contribute very well to personal development, for example by recognising children's efforts or allowing quiet times when a child might say a prayer.

TEACHING AND LEARNING

Teaching of pupils:	Foundation stage	Aged 5-7 years
Lessons seen overall	Very good	Very good

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

The quality of teaching is a strength of the school and promotes good standards, showing an improvement over the last inspection. All lessons seen were satisfactory or better. The very good or excellent teaching amounted to 38 per cent. Teachers create a good environment for learning. The quality of their questions provokes the children to think and learn. Teachers have good subject knowledge and effective methods. They plan challenging and imaginative tasks so that pupils have a wide range of good learning experiences, although few plans include notes on the methods teachers intend to use. Teachers give excellent attention to basic skills across the whole curriculum. The teaching of English and mathematics is very good. Strategies for teaching literacy and numeracy are also very good and are evident in the standards reached. Early enquiry skills are developed through science, history and art and design, for example, by exploring the behaviour of mixed colours. Children are given time to explore ideas and to work in depth. They are encouraged to bring their own ideas to tasks and to use their skills. Pupils develop and apply their ICT skills through language, number and modelling programs such as dressing a Teddy. Teachers provide a good balance between understanding and the acquisition of skills. Pupils' work is marked conscientiously with helpful comment when appropriate. They use observations and assessments of the children well to guide planning. There is a valued contribution from the assistants to help meet pupils' needs. The strong partnership amongst the staff supports children's learning very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school is particularly successful in maintaining a broad and balanced curriculum. The pupils produce work of quality and depth in the foundation subjects as well as reaching good standards in the core.
Provision for pupils with special educational needs	The special needs support is of high quality and enables the pupils to make good progress. The coordinator has a perceptive understanding of the children's needs and manages the provision very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects of the children's personal development are given very good consideration. The children are encouraged to recognise and value others' achievements through the award of weekly 'well done' certificates or by naming a star pupil of the day.
How well the school cares for its pupils	The school offers very good care for all its pupils. The children are supervised well at all times.

The school provides a good range of tasks that covers the full curriculum. On a very few occasions the opportunities to apply literacy skills are not taken up sufficiently in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides exceptional leadership that creates an ethos of shared commitment to high standards. All staff enjoy and carry out their responsibilities to a high standard.
How well the governors fulfil their responsibilities	The governing body is very effective in its role, giving strategic direction for improvements and evaluating the work of the school through thoughtful support.
The school's evaluation of its performance	Excellent. The school is constantly reflecting on and improving its performance. It gives excellent attention to principles of best value.
The strategic use of resources	The staff, resources and facilities are employed very well for the benefit of the children. Practical activity has a high priority for pupils' learning and resources are chosen carefully to meet pupils' learning needs.

The high quality leadership of the headteacher and deputy has been recognised by giving the school Beacon status, the only Beacon Infant school in Essex. The headteacher has a clear vision that is shared by governors and all staff for a high quality education for the children. School routines are efficient, helped by the well-run school office. The accommodation is kept clean and hygienic by the site manager. The active parents association contributes generously for identified items. The school has accounted for the unusually large carry-forward figure in the budget and applies the principles of obtaining best value in all areas of spending.

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 like school. • Children make good progress and are helped to become responsible. • The teaching is good and children are expected to work hard. • They feel able to approach the school about a problem. • The school is managed well. 	<ul style="list-style-type: none"> • Several parents had concerns over the limited range of activities outside lessons. • A few parents do not think the children get the right amount of homework.

The very great majority of parents are happy with the work of the school. The school has many good procedures that the parents appreciate, such as the after school consultations. The school provides very good information to parents about the progress of their children. Inspectors find that an appropriate amount of homework is given for the age of the children. The inspectors find that the school achieves a good balance between work and play. There is only one after school activity at present, which is limited but not unusual in an infant school, and the headteacher is considering the position. However, the school arranges several visits and invites visitors into the school to extend the children's experience.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching and learning are very good, with an excellent focus on basic skills.

1. The quality of teaching is very good and is a strength of the school, improving on the standards of the last inspection. The school plans for the needs of all pupils carefully, adjusting the demands of tasks well to match their understanding. All teaching was at least satisfactory and 38 per cent was very good or excellent. This very good teaching has a direct impact on raising standards and encourages pupils to become interested and engaged in learning. The teachers have high expectations of the children that promote very good learning, motivation and standards.
2. The teaching in the foundation stage is very good and provides a stimulating environment so that the children make good progress. All teachers plan lessons thoroughly and choose tasks well to promote children's learning and interest. Basic skills are taught very well in literacy and numeracy. The teachers give good attention to early skills in all subjects, for example enquiry skills are developed in several subjects, such as science, ICT and art and design. In a very few lessons the consolidation of children's skills, for example in literacy, is under-emphasised, although the plenary sessions are always used well to discuss what has been learnt and to secure the children's knowledge.
3. Teachers provide informative, lively and well-structured explanations which are based on good subject knowledge and contribute well to very good quality learning. For example, a discussion about what Goldilocks may have put in a letter to the three bears led to some interesting ideas and writing. Teachers throughout the school use their skills of questioning to good effect in helping pupils to think about their work and to challenge them. This was shown well during a lesson on the Good Samaritan, where the teacher demonstrated good skills as a storyteller but also asked questions appropriate to the reactions and ideas of the children. The teachers build up a good exchange with the pupils by talking about what they have understood or making points clear for improvement. Teachers mark pupils' work conscientiously. There is a sensible amount of recorded notes for the age group, teachers using verbal praise and comment much of the time. They make good day-to-day assessments of the pupils as they work and constructive observations.

Children achieve very well in the foundation stage and standards are above average by age seven in reading, writing and mathematics.

4. The baseline assessments indicate that attainment is below average on entry to the nursery. This improves to just below average as pupils transfer to Year R, so that by age five most children are close to meeting the expectations in language and literacy, mathematics and knowledge and understanding of the world. A small group of pupils is well advanced for their ages while a similar number has been identified as having special educational needs. In general, most children meet the expectations for personal and social development and in the creative and physical areas of learning. Overall, the children make good progress in both the nursery and reception classes so that standards are just below average by the end of the reception year.
5. Children make good progress in their personal and social development in the nursery and reception classes. Most children quickly become aware of the routines of the school day and learn what to expect. They have positive attitudes to learning, are eager to explore new activities and are secure in their surroundings. Behaviour is very good for their age and children understand the simple rules that are established. Many examples of excellent

and very good teaching provide purposeful and worthwhile learning experiences, particularly on basic language skills but also introducing children to many higher levels of interpretation. Children know traditional tales such as Goldilocks and recognise many punctuation features that portray expression when reading. Children learn the letters of the alphabet confidently and associate these with sounds at the beginnings of words. There is a very good emphasis on teaching phonic skills and reinforcing these in practical ways, which has a strong impact on pupils' learning. Children begin to use mathematical language such as 'more than' and 'longer than'. They are developing counting skills although this is not yet secure for several children. The curriculum for children in the reception classes dovetails well with the numeracy work of Year 1 for those who are ready for it.

6. Structured activities help children to explore materials, which they use to make patterned butterflies and other objects. Many children use the computer mouse to click on icons confidently and are beginning to gain mouse control in dressing a teddy, for example. They know how to mix paints to produce other colours and make simple observational drawings. Collage work is well featured and this is linked with the topic work. Children make good progress in developing their physical skills. They handle small tools such as pencils, scissors and glue spreaders competently. The children have good opportunities to paint with large brushes and practise writing patterns, mould clay and wet sand and build with construction material. Most children show that they are developing satisfactory skills when running, jumping, and using small apparatus.
7. The good provision for children in the nursery and reception classes ensures that the children have a wide range of worthwhile experiences. Planning is very well structured with clear detail for the language, literacy and mathematical sections. Assessments are carried out carefully and teachers keep conscientious records of individual needs. Teachers are well informed about the progress of children in the nursery and reception classes. The accommodation is attractively laid out. It is spacious and well managed and there is a designated enclosed space for foundation age children as is required. Resources are good and are well used.
8. By age seven standards are above average in reading, writing, and mathematics in the work seen. In the national tests of summer 2000 standards were well above average in reading and writing, and were above average in mathematics and science. This picture has been consistent over the past three years and reflects the very good teaching and high expectations in the school.
9. The standard of children's writing is good, and often very good, because the teachers make a careful and secure link between reading and writing. This provides the pupils with good phonic knowledge and other language skills which are used confidently when they want to write. The school places a high priority on children's personal development through formal class discussion sessions as well as direct support for any child who needs it. This consistent approach has a directly positive effect on the children's standards through their improved view of themselves and ability to concentrate.
10. The school also makes very explicit that teachers have high expectations and focus on the higher level skills. This ensures that pupils gain good knowledge and understanding from the good teaching and choice of tasks. For example, a lesson on coin values encouraged children to think of the fewest coins to use for a given total, leading to good learning. Similarly work with pupils having special needs was focused well on both encouragement and building up their sense of coin values. Another lesson showed that pupils in Year 2 are gaining a good understanding of the values of tens and units in numbers such as 76. The teacher's very good management of the pupils kept them focused so that they made good gains in the skills of mental calculation. A thoughtful discussion about what enables us to pick up a pen from the floor got the children thinking and keen to share their ideas on movement. The teacher's good subject knowledge and approach supported the children's learning well so that they made their own observations and recordings. The children's good

work in geography about the island of Struay in Scotland was also linked well to a task using a programmable Roamer to follow a route. The children demonstrated good skills and understanding of how it operates, giving a cheer when it reached the target correctly.

11. The school has adopted an excellent programme of physical activities to help build children's physical coordination and readiness to learn. While registration takes place, eight children take part in a very well structured range of activities that include balancing, coordination and control of their muscles. All these require the children to concentrate and put effort into their movements. The school has clear evidence that the programme is helping those children to improve their standards of work in subjects such as reading, writing and mathematics.

Pupils have very good attitudes to work and behave well both inside and outside the classroom.

12. Pupils have very good attitudes to school life and are enthusiastic about their work. They are motivated well to learn since the good teaching gives positive recognition to all achievement. The children are quickly interested in their tasks and try to do well with good concentration, which promotes their attainment. The pupils are given good opportunities to set up experiments such as growing seeds, for example, so that they learn from first hand experience. Most children are hard working and keen to achieve good results. Pupils help each other in many ways, for example, by working together to talk about movement of mammals in science. The excellent relationships between staff and pupils are strengths of the school.
13. Pupils listen well to their friends and are interested in what they are doing, as shown for example when children say a prayer in assembly. They are sensitive to those who find the work more difficult and are glad to help. Most pupils continue to work well even when not directly supervised and they maintain concentration well. Pupils with special educational needs are given very thoughtful support that maintains their attention well, helps them to feel good about themselves and promotes their achievement. Pupils are genuinely pleased for the success of their friends, for example, in assembly when certificates were awarded for good work or effort.
14. The pupils' behaviour is very good. Pupils respond well to the considerate and well-managed atmosphere and they mature as they progress through the school, becoming responsible young people. They are helped to understand what is appropriate behaviour by the consistent expectations and strategies used by the teachers. The classroom assistants make a valuable contribution in supporting those who find good behaviour difficult to maintain. Pupils are friendly and polite and, as we found around the school, are keen to talk about their school life and interests. Lunchtimes are civilised occasions where children talk happily together. They take good care of the school, the resources and the environment. There have been no exclusions during the last year.

The quality and range of learning opportunities are excellent for children in the early stages of their education and in the infant classes.

15. The curriculum for the Nursery is planned well to provide pupils with interesting and worthwhile tasks. Activities are planned carefully to support children's broad experience and development. This approach is maintained well in the infant classes since the school places a very high priority on maintaining a broad and balanced curriculum. It has been particularly successful in this, with pupils producing work of depth and quality in the foundation subjects as well as reaching high standards in the core subjects. The daily timetables are managed very well to allow time for subjects to be taught in depth. Practical enquiry work is central to the teaching approach and in science, for example, this enables pupils to observe and reason.

16. Since the last inspection the school has worked hard to prepare schemes of work that support planning and provide good progression in accordance with an issue identified then. All subjects receive good attention within a balanced timetable. The school gives a good focus to literacy and numeracy that is often extended into other subjects, for example measuring in control technology and writing a special book as a member of a class. There is also a good programme to help children consider and discuss personal, social and health education issues. All pupils have good access to the planned tasks since the differing attainments and needs are taken carefully into account. There are good opportunities for the children to learn and make progress.
17. Pupils take part in several local activities which enhance their experiences well. Visitors are often invited into school for special occasions and a representative from a local church takes school assemblies. The school has very good relationships with partner institutions, including the junior school and the college of higher education from which students come. The overall provision for pupils' personal development, and their spiritual, moral, social and cultural development is very good. The school makes good provision for the pupils to consider others, and many opportunities are provided that encourage pupils to take responsibilities on as they get older. The school encourages good attitudes to learning through the close attention given to individual children. Provision for cultural development is good, with suitable worthwhile activities which help an understanding of today's multi-cultural society.

The headteacher is an outstanding leader of a very strong team.

18. The headteacher has many qualities of leadership that she uses to very good effect in promoting high quality experiences for the pupils, a productive, busy atmosphere and high standards. Her vision and the aims and values of the school are clearly evident through its work. The school has addressed all the issues of the previous inspection carefully, making good improvements in them as well as tackling its own priorities. Through her regular monitoring and close contact with all staff, the headteacher has a detailed understanding of all aspects of the school.
19. The headteacher has established good procedures for the support and monitoring of teaching by making regular lesson observations of all teachers, and providing constructive feedback. The curriculum is managed and developed well. Subject managers have good procedures to monitor planning and to make lesson observations, having strengthened their roles in accordance with the recommendation of the last inspection. The curriculum managers work closely with colleagues in giving advice. The year group teams work well together to plan for well-structured activities. Staff professional development is matched well to school priorities. The school is a home school for initial teacher training students which provides a good focus for applying the many professional skills the staff have developed. The school's involvement in several initiatives helps to keep the staff at the front of developments as well as demonstrating the school's good management and procedures supporting change.
20. The process of development planning is very good. The staff evaluate the progress through the previous year thoroughly and agree new priorities together. The headteacher and governing body work together very well and have a clear view for the strategic management of the school. The governing body is effective in its work, is strongly committed to the school and bases its decisions clearly on raising standards. They fulfil their statutory duties well. The school has several good procedures to monitor and evaluate performance. The headteacher is proactive in managing planned developments. The school secretaries are very efficient in handling school business and in welcoming visitors, so that the school runs smoothly. The governing body considers the effects of spending decisions carefully and obtains best value. The school meets statutory requirements in all respects.

The school provides a high level of care for the children.

21. The school provides a very good level of support, care and guidance for the children. The provision for their welfare and personal development is very effective. It makes a positive contribution to educational standards and to helping pupils feel happy and secure. The pupils develop a strong moral and social sense through assemblies and the school's good emphasis on pupils' social and moral education. The class discussions help pupils to act responsibly and to learn to communicate. A particularly fine example of this emphasis occurred in a Year 2 ICT lesson where pupils suggested that the efforts of a child with a broken arm be recognised as the star pupil of the day.
22. The school has a very welcoming and friendly atmosphere. Class teachers and learning support assistants look after their pupils well. They know the children's strengths and character well and use this to motivate and challenge for good standards. They keep a close eye on personal progress, especially that of pupils with special educational needs, and pupils know that they can turn with confidence to them or other staff for help. All pupils have a personal record file which includes examples of their work each term. This is good practice.
23. Procedures for monitoring and promoting discipline and good behaviour and for eliminating bullying are extensive and highly effective. The teachers have a patient firmness in handling the children that maintains attention well and a calm working atmosphere. Pupils negotiate and agree their own basic class rules and are quite clear about the school's expectations on behaviour. The last inspection report noted that good behaviour was actively promoted. The high standards noted then have been maintained, albeit a few children present very challenging behaviour that is handled sympathetically at all times.
24. The deputy headteacher has taken the lead in establishing good formal procedures for assessing pupils' attainment and progress. Data to track pupils' progress are recorded very effectively. Clear targets are identified to focus pupils on making appropriate progress. Information from tests is analysed carefully and applied well to monitor aspects where the school is doing well or targets to improve. Pupils' reading ages are compared with national standards, for example, and are used very well to identify progress or underachievement. The clear focus on the higher level skills of English, mathematics and the other subjects has been of fundamental importance as the school has successfully sought to raise standards. The teachers use their observations of children's understanding well to inform further planning. Assessment procedures for pupils with special educational needs are good. Pupils' progress is monitored closely, regular reviews take place as required and information on assessments is used to inform future targets.
25. The school complies fully with child protection guidelines and liaison arrangements with external agencies are very good. The school has a very good health and safety policy which the governors oversee closely. Regular tests are carried out on all types of equipment and risks are assessed as they arise. Provision for medical care and first-aid are very good. There is a medical room where sick pupils can rest when necessary. The support staff provide a good level of supervision during breaks and lunchtimes.

Parents have an excellent relationship with the school.

26. The headteacher has helped to establish an active partnership between parents and the school which the parents value. The very good procedures which ensure pupils' safety and well being help to give parents confidence in the school. The school has a warm, busy atmosphere in which pupils are happy and secure. Parents find daily contact with the teachers to be open and helpful. They feel very easy about coming into school to discuss any problems, knowing that they will be listened to and understood. They know that their children like school and are happy there. The parents know that all members of staff provide a very good level of pastoral support and pupils approach them confidently about any worries or problems. Parents recognise that the school promotes good behaviour so

that pupils are attentive and work hard. They are confident in the very good quality of teaching that helps their children to make progress. They have formed a very strong and accurate view that the school is managed well. They think that the governors and headteacher are making good improvements.

27. The parents feel that the school has excellent relationship with them and works closely with them on the education of their children. This is shown, for example, through the regular reading and appropriate amounts of homework. Many parents help in school and are active in promoting developments.

WHAT COULD BE IMPROVED?

The level of attendance is not as good as it could be, and this affects pupils' learning.

28. The school's measures for monitoring and improving attendance are good. The school works closely with the local education welfare service to support those few pupils with known difficulties in attending. However the current level of attendance is just below the national average. The growing pattern of taking extended absences for holidays during term time means that children miss important sequences of lessons and it is difficult for them to catch up on the work. The consequence of this is that these children under-perform in class and in the national tests. The school should strengthen the procedures and contacts with parents to improve attendance. It should also make clear to parents the consequences of long term absence. Where possible, the arrangements for negotiating how missed work may be covered should be clarified.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The headteacher, governing body and staff should give attention to the following issues.
- The school should continue to press for high levels of attendance, making clear to parents the adverse effects that absence have upon learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	6	11	2	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	162
Number of full-time pupils eligible for free school meals	0	15

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	1	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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	5

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.4	School data	0.0
National comparative data	5.2	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	29	32	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	26
	Girls	30	31	31
	Total	56	59	57
Percentage of pupils at NC level 2 or above	School	92	97	93
	National	83	84	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	26
	Girls	30	30	30
	Total	57	57	56
Percentage of pupils at NC level 2 or above	School	93	93	92
	National	84	88	88

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
Any other minority ethnic group	4

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)	7
Number of pupils per qualified teacher	27
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	192

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	3
Total aggregate hours worked per week	33

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

Financial information

Financial year	2000-1
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	£
Total income	533811
Total expenditure	515843
Expenditure per pupil	2569*
Balance brought forward from previous year	41485
Balance carried forward to next year	59453

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	188
Number of questionnaires returned	123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	1	0
My child is making good progress in school.	70	28	2	0	1
Behaviour in the school is good.	63	33	1	2	1
My child gets the right amount of work to do at home.	41	42	6	2	9
The teaching is good.	77	22	1	0	0
I am kept well informed about how my child is getting on.	65	30	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	20	3	1	1
The school expects my child to work hard and achieve his or her best.	85	15	0	0	1
The school works closely with parents.	62	35	2	1	0
The school is well led and managed.	76	23	0	1	0
The school is helping my child become mature and responsible.	73	25	1	0	1
The school provides an interesting range of activities outside lessons.	19	40	16	3	22