

INSPECTION REPORT

HAMBLEDON INFANT SCHOOL

Waterlooville

LEA area: Hampshire

Unique reference number: 115902

Headteacher: Joy Sang

Reporting inspector: Geoff Burgess
23708

Dates of inspection: 27th & 28th February 2001

Inspection number: 192105

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:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	School Lane Hambledon Waterlooville Hampshire
Postcode:	PO7 4RT
Telephone number:	023 92 632440
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Kevin Tucker
Date of previous inspection:	20 / 1 / 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hambledon Infant School serves a wide spectrum of families of British heritage in and around the village of Hambledon but the majority, about two-thirds, come from further afield by choice. Two pupils are entitled to free school meals and there is relatively little social deprivation in the area. The number of pupils on roll is currently 77 with a considerable demand on places. Thirteen pupils, a low number, are on the special needs register of whom none have a statement of special need. Most four-year-olds come from the school's own self-funded pre-school group and the overall attainment of boys and girls on entry is above that found in most schools.

HOW GOOD THE SCHOOL IS

This is a very good school where excellent leadership and management is making it possible for teachers and pupils to achieve very good standards. Given that it has an above average intake and generous funding the school provides good value for money.

What the school does well

- Consistently good teaching especially of literacy and numeracy leads to pupils making good progress in the basic skills and achieving high standards by the time they leave.
- Support staff make a very significant contribution to the success of the school and its pupils in a variety of roles in and out of the classroom
- Pupils' moral and social development has a very high priority. They are enthusiastic, work hard, behave very well and get on extremely well together.
- The school has a very strong caring ethos which ensures that everyone is valued and is able to do their best for the good of the children
- It has fostered an excellent partnership with parents and the community to enhance learning and enrich the life of the school
- The headteacher is an outstanding leader and manager who continues to make the most of the schools' assets and make it possible for all staff and pupils to achieve high personal standards

What could be improved

- The school makes much provision for pupils' personal, social, health and citizenship education but it does not form a cohesive planned programme.
- As identified in the school's strategic plan, pupils do not yet spend enough time learning and using information technology skills on the recently acquired computer equipment
- By concentrating on literacy and numeracy, the impact of structured play on boys' and girls' all round development has diminished

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards, which were high at the time of the last inspection in January 1997, have continued to improve and remain at well above average levels over the years. Each of the key issues identified then has been tackled effectively and successfully and the school continues to seek to improve in the identified aspects. Planning and assessment has been simplified and made more effective with the help of national schemes of work. Outside play provision has been transformed. Changes in the governing body have led to much more involvement and a better understanding of their roles. Library facilities and book resources have been considerably enhanced. With its very well-established drive for continuous improvement, the school has the leadership and the ambition to continue to thrive and improve where it can. The improvement since 1997 has been very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	A	A	A*	A
writing	A*	A*	A	B
mathematics	A	A	A*	A

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

The school has sustained high standards in reading, writing and mathematics since the last inspection with results in 2000 above the four-year average in each aspect. Every child achieved level two in reading, writing and mathematics and the percentage gaining higher grades in reading and mathematics was also well above average. The school is aware that fewer pupils achieved the highest grade in writing than the national average. Teacher's assessments of science matched these results being well above average. Reading, mathematics and science results were in the top 5% nationally. Standards observed in lessons and in pupils' past work during the inspection matched these well above average results and pupils of all abilities and ages are achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls join in wholeheartedly with all the school has to offer. They work and play extremely hard, always do their best, respond animatedly in discussions or when answering questions, and are very proud of their school and their achievements. Their attitudes to school and to their work are excellent.
Behaviour, in and out of classrooms	Children manage their own behaviour very well and adults rarely have to do more than give simple reminders. Lunch and playtimes are happy, sociable occasions and pupils' very good behaviour in lessons makes it possible for both them and teachers to give of their best.
Personal development and relationships	Relationships are excellent throughout the school and from their first days in school, pupils are encouraged to be confident independent members of the school community. They are growing into very sociable and sensible citizens who recognise their own worth and appreciate the contribution made by others. All adults act as excellent role models in this respect & help to foster the family feel of the school.
Attendance	Boys and girls really want to go to school and unnecessary absence and lateness is very rare.

Pupils make a very good contribution to their own education through their very positive attitudes to work and very good behaviour. They are confident and enthusiastic about learning and are always ready to share their skills, knowledge and opinions with others

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	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.

Almost all teaching is at least good with two fifths very good, especially in literacy and numeracy in the older classes. All teaching is characterised by well chosen, stimulating activities, relevant to the interests and ages of the pupils involved. Lessons are full of energy and activity and pupils are encouraged to be enthusiastic and creative in their responses. Boys and girls for their part, do all they can to help themselves and their teachers. Work is well planned to meet the needs of groups and individuals and learning support assistants and volunteer parents make a very important

contribution in working with groups to draw out their understanding and support their learning at various levels. This is particularly the case with pupils who find learning difficult.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Staff provide children of all ages with a rich range of learning experiences covering all the necessary elements with literacy and numeracy suitably emphasised. The planned use of cross-curricular topics with a different emphasis each term provides opportunities for pupils to study subjects in some depth. Visits, visitors and special days or weeks further enhance pupils' enjoyment and understanding.
Provision for pupils with special educational needs	Children who show signs of not achieving as well as hoped are identified early and the school has very good systems in place for assessing and meeting their needs and monitoring progress. Parents are fully involved in reviews and appropriate and attainable targets in pupils' individual plans are regularly updated. Provision and teaching is very good and pupils with special needs make good progress.
Provision for pupils' personal, including spiritual, moral, social & cultural development	The school makes very good arrangements for promoting pupils' personal development. Curricular provision for pupils to study and appreciate the arts, their own cultural heritage and to celebrate the cultural diversity of others is good with equally good attention given to helping pupils to reflect on the more spiritual aspects of life. High quality provision for promoting pupils' personal development includes very good arrangements for the development of social skills and attitudes and moral awareness.
How well the school cares for its pupils	The school takes very good care of its pupils and ensures that they are safe and not at any risk. It keeps a close watch on their attendance, progress and personal development and maintains suitable records to note events or trends that may be significant. Teachers and other staff know the children very well and the school's excellent relationship with parents helps to ensure that any problems are dealt with promptly.

Parents are very happy with their children's school. They have a well-founded confidence in the head and staff and fully appreciate the efforts made to involve them in their children's education and keep them informed. In return, parents make a very good contribution to the life of the school community and their children's learning. In the words of a parent, this partnership helps to 'make the school a happy, positive and thriving community for children to learn in'.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Much of the success of Hambleton School must be attributed to the excellent leadership qualities shown by the head over the years. Her vision, determination and enthusiasm have become part of the shared ethos of the school and other members of staff have become very effective leaders and managers in their own right.
How well the governors fulfil their responsibilities	Governors have always been very supportive and appreciative of the work of the school. More recently, the governing body has undergone a steep learning curve to enable it to perform all the roles expected of it. Effective structures and procedures are helping groups and individuals to take a full part in monitoring the work of the school and in sharing in making decisions about how it will develop and improve. Meetings and agendas are timetabled well in advance so as to manage all the work that has to be done efficiently. Governors contribution is now good.
The school's evaluation of its performance	The head ensures that staff and governors are involved in a process of looking at what the school is doing and the impact it has. Assessment and monitoring programmes are carefully planned through the year. Relevant assessment data, starting when pupils enter school, is used to set priorities and challenging targets, and to track the progress of individuals. The school strategic plan, which is based on the evaluation of this process, appropriately identifies specific areas for improvement for the next two years, each of which is directly related to standards. The

	impact and the value for money of the various initiatives involved are evaluated systematically by the staff and governors. The school's work in this area is very good.
The strategic use of resources	The head and governors ensure that the school makes very good use of all its resources. All spending is targeted on agreed priorities and is carefully managed and monitored. Well trained and deployed learning support assistants make a very valuable contribution to teaching and learning. Generous funding has been wisely spent on accumulating a good supply of well maintained and used teaching resources.

The whole school community is indebted to the head for the outstanding contribution she has made to the continuing success of Hambledon School. Boundless energy, cheerful optimism and a real willingness to take on board and make the best of new initiatives have given the school a belief that anything is possible.

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 enjoy going to school • teaching is good and their children are making good progress • the school is helping pupils to grow up sensibly and behaviour is good • pupils are expected to work hard and do their best • the staff are very approachable and the school works closely with parents • they are kept well informed about their children's progress and homework provides a useful opportunity for them to help • the school is well led and managed 	

Inspectors agree strongly with parents' very positive views

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Consistently good teaching especially of literacy and numeracy, leads to pupils making good progress in the basic skills and achieving high standards by the time they leave.

1. The school has made very good use of the literacy and numeracy strategy materials and structures to develop ways of working which have enabled it to achieve high standards in reading, writing and mathematics. These are spread across the ability range and the school's close attention to the needs of its few lower attaining pupils has enabled almost all to achieve the national average in recent years.
2. Consistently good and often very good teaching by class teachers greatly helped by learning support assistants ensures that pupils achieve continued high standards in the core subjects. The contribution of volunteers in school and of parents in supporting their children at home is also a significant factor. The use of well-chosen, stimulating materials and captivating descriptions and explanations ensures that pupils are enthusiastic and interested in all they are asked to do. Boys and girls know exactly what is expected of them and are very used to getting on with their work and finishing it in good time. Expectations for behaviour are very high and no time is lost in sorting out problems. Work is very well planned and prepared to meet the needs of the various groups and individuals involved making very good use of the generous numbers of adults available to help.
3. Provision for reading is very good with pupils being given the opportunity to share in and take home a wide range of well chosen reading materials from school. Most children are still heard to read individually at least weekly and homework/reading diaries are very useful records of the contribution parents make in this direction. Guided and shared reading are important strategies for enabling pupils to get to know and discuss a wider range of reading materials than they might otherwise choose. Very good use is also made of this to stimulate and give purpose to written work. Pupils in year one thoroughly enjoyed talking to 'Granny Island' in her 'scruffy' clothes, showing just how much they had remembered from the story and how much they understood the character of both grannies involved.
4. Evidence of the high quality of pupils' written work is on display as you enter the school and this is reinforced by pupils' individual 'portfolios' of unaided writing which the school has collected each term. These show very good progression term by term from children's own invented writing to well-formed, mostly accurate sustained writing in year two. How this is achieved was well shown in a year two lesson looking at the use of the question words what, when, why etc. Making good use of the class text, the teacher was able to point out the conventions involved when writing questions in direct speech in the story. This led on to more able pupils writing their own question and answer dialogue while the rest wrote a question using each of the 'wh -' words in turn.
5. When teaching numeracy, strategies rather than just rote learning or whether answers are right or wrong answers are emphasised and as a consequence, all pupils from their earliest days in school are confident and happy when working with number. This was well shown in the youngest class where after an energetic warm-up involving counting on and back and looking at the days special number, seven, groups went off with an adult to use dice, dominoes or cows in a field to practise adding numbers between one and six at their own level. Boys and girls cheerfully volunteered answers and talked about ways of finding out.

Support staff make a very significant contribution to the success of the school and its pupils in a variety of roles in and out of the classroom

6. The school has made a significant investment to ensure that the work of the teaching staff is enhanced by the efforts of a generous number of very effective support staff. They are very much part of the school 'team' and together, form a considerable force for good in the school. From very efficient administrative staff who ensure that parents are made to feel welcome and appreciated, to the caretaker who keeps the school clean and tidy, and including all the adults who work directly with the children either in class or at lunchtime, their contribution is very good.
7. All adults share in the school's very strong caring ethos and it is significant that, whoever is involved, pupils are dealt with in a consistently straightforward, positive way. For their part, boys and girls give 'dinner ladies' and learning support assistants the same respect that they give their teachers. This ensures that children know exactly what is expected of them right through the day whether they are working, playing or eating their lunch. A good example of this was seen on Shrove Tuesday when the catering assistant and the head took turns to demonstrate their skills at making

and tossing pancakes at lunchtime much to the children's' enjoyment.

8. Learning support assistants (LSAs) make a very significant contribution to the academic success which the school continues to achieve in a variety of ways. Much of the support work with pupils who find learning or conforming difficult is undertaken by LSAs working very effectively in consultation with class teachers. Lower attainers are regularly given unobtrusive support during whole class sessions to make sure they understand while more easily distractible boys and girls are kept on task and interested by gentle interventions. LSAs really come to the fore in group-work sessions where they provide pupils with a ready source of help and encouragement to ensure that as well as completing any tasks, they fully understand the ideas involved. Very good examples of this were observed in each classroom.

Pupils' moral and social development has a very high priority. They are enthusiastic, work hard, behave very well and get on extremely well together.

9. Pupils make an excellent contribution to their own learning and the success of the school by being very keen and enthusiastic about their work. The exuberant response which pupils in each class make whenever an answer or an opinion is required and the eager and sensible way in which they listen and then make their own contribution is a good example. Interesting activities, well matched to pupils' stage of development keep them engrossed in their work so that, for instance, year one pupils carefully produced 15 – 20 different shades of green by mixing cyan and lemon yellow barely stopping to talk about their efforts. Children in each class are encouraged to help each other and share their ideas which they do very happily as when reception children agreed where they would like to organise their picnic.

10. Boys and girls behave very well without the need for constant reminders or supervision and this is an important factor in the success the school has in achieving high academic standards. Even the youngest children understand the rules for whole class discussions and will listen and wait their turn knowing that their contribution will be valued. Groups throughout the school get on busily and work together happily without the need for an adult to supervise them but respond very well to helpers when they are available. Boys and girls are required and expected to look after themselves, one another and the environment and this produces a strong sense of belonging in the school. All are expected to play their part in this with many older pupils having special jobs such as when eating lunch and playing afterwards. All adults play a very important role in promoting positive social and moral attitudes by the consistent way they deal with children and just as importantly, by the excellent role models they provide. As a result, relationships throughout the school are excellent which is very important in oiling the wheels of learning.

11. A good example of the importance the school gives to these areas is the way all adults are involved in the school's positive reinforcement systems. Good behaviour, effort and spontaneous acts of kindness or thoughtfulness are rewarded in a variety of ways and pupils are aware that their best efforts will be appreciated at whatever level. The delight of a four-year-old when she was given a sticker by a 'dinner lady' for eating up all her 'dinner' was plain to see. Moral and social issues are discussed in class and in assemblies at the appropriate level and pupil's well-developed sense of rightness and fairness is appealed to as a means of ensuring that they do the right thing for the right reasons. The success of this can be judged from the fact that parents strongly agree that the school is doing a very good job of helping their children to enjoy learning, work hard and become thoughtful and sensible citizens.

The school has a very strong caring ethos, which ensures that everyone is valued and is able to do their best for the good of the children

12. When visiting Hambleton School, it soon becomes obvious that it is a community with shared values and common goals all focused on its children. Many of the reasons for this are detailed above: the emphasis on celebrating pupils' achievements; very good relationships; high expectations; the priority given to personal development; the impact of children valuing the help of all adults in the school equally. However, at least as much comes down to the enormous regard and mutual respect which individuals and groups have for each other and the trust and actions that stem from this. A good example of this is the time immediately before and after school when staff, parents and pupils join in animated conversations in the classrooms and corridors.

13. The safety and happiness of all members of the school community are a matter of real importance. Governors take their responsibilities in this area very seriously. Everything is done that should be done and procedures are in place to ensure that policies are kept up to date. All staff know the children very well and excellent relationships throughout the school mean that boys and girls are happy to approach any adult with any concerns or problems. Very good special needs arrangements are designed to pick up any child who needs help and parents are closely involved from the start.

Parents and staff say that the school's care for the individual child is one of its biggest strengths and inspectors agree, but would add that this is matched by the care shown for all members of staff and for parents as partners in the education process.

It has fostered an excellent partnership with parents and the community to enhance learning and enrich the life of the school

14. Two-thirds of parents of children at Hambledon School choose to send them from out of catchment. Before and after school, access and parking problems mean they have to park down in the village and, in all weathers, walk their children a considerable distance up and down a narrow lane. This gives a good indication of the high regard in which the school is held by its parents and which was more than reflected in parents' excellent responses in the questionnaire and meeting.

15. Very good relationships are established with most parents before their children start school at its own self-funding, committee run pre-school group which operates in the hall each term-time morning. Careful induction arrangements with parents spending time in class with their children help to build up trust and understanding even further. The open and receptive nature of the head and staff means that information passes backwards and forwards informally very easily especially at the beginning and end of the day. A wide range of more formal arrangements give parents ample opportunity to find out what and how well their children are doing. Class teachers hold curriculum meetings to discuss the years work in the autumn; 'open mornings' are held for parents to observe the curriculum in action; formal interviews are organised to discuss individual children's progress which in the summer, follows the issuing of a comprehensive report. School and class newsletters provide ample information in good time about what is going on in school.

16. For their part, parents form an invaluable source of very practical support for the school. During the inspection, the contribution of parents working with groups in each of the classrooms was very good. Pupils gained a great deal from having an interested adult with whom to share their learning. Just before the inspection, a regular playground clean-up was attended by 24 parents and others are due to revamp the pond area. Regular reading at home reinforces the school's efforts and homework for older pupils is actively supported by mums and dads. Money raised by the very active parents association has also made a real impact on the school such as the big improvement made recently to the playground and the purchase of a digital camera. Meetings and events are always well attended as are the social events organised by the parents association.

The headteacher is an outstanding leader and manager who makes it possible for all staff and pupils to achieve high standards

17. Excellent leadership and management by the head over many years has been a key factor in the present popularity of the school in the community, the high quality of education it provides and the standards it achieves. Over recent years, she has shown remarkable resilience and determination in managing the very full national agenda while coping successfully with difficulties not of her own making. In this, her energy, enthusiasm and capacity for hard work has held her in good stead and the support of governors and staff has been vital. She has been very effective in helping those around her to develop their own leadership potential and in involving everybody in having a say in the management and priorities of the school.

18. Central to this is the way in which everyone who works in the school community is part of a team committed to all that is best for its children. Relationships and communication are very good and it is obvious that everyone's contribution is valued. The head has ensured that governors and staff are very aware of where they are going and what needs to be done next and that in all the developments, parents know and understand what is going on. Nothing and nobody is taken for granted and no excuses are made.

WHAT COULD BE IMPROVED

The school makes much provision for pupils' personal, social, health and citizenship education but it does not form a cohesive planned programme.

19. Teachers are very aware of the need to provide more than just the National Curriculum and good examples of the provision they make for enhancing pupils' personal, social, health and citizenship education were noted during the inspection. The emphasis is very much on positive reinforcement, and effort and kindness are celebrated and rewarded as much as attainment. Significant adults such as the police and the vicar are regular visitors and work on designing and making sandwiches was used as a good opportunity to discuss a healthy diet.

20. The school has a useful policy for this area and appropriate themes are included for each

year group on long term plans. However, these have not yet been developed into a scheme of work to say what each theme should include, how they will be taught or how, as with other subjects, they will be integrated into the broader programme so that activities make even more sense to the children.

Pupils do not yet spend enough time learning and using information technology skills on the recently acquired computer equipment

21. With the installation of its new computer equipment, the school is in a transitional phase as teachers and support staff familiarise themselves with the scope and possibilities of the hardware and software and the increased expectations shown in national schemes of work. Teaching staff are currently taking part in a national training scheme and, together with support staff, are working their way through information and communications technology (ICT) competencies to develop their expertise. However, as yet this has not been translated into a full working programme so that pupils spend enough time on ICT to cover all that will be expected of them. Boys and girls in each class were observed using computers during the inspection but not always as an integral part of lesson planning. There is scope for teachers to include opportunities for using learned skills, such as word processing in literacy, or exploiting appropriate software, such as simple spreadsheets in numeracy, when planning work in other subjects.

By concentrating on literacy and numeracy, the impact of structured play on boys' and girls' all round development has diminished

22. Recent developments in the teaching of literacy and numeracy in the school have been reflected in the foundation year with consequential gains in children's language and communication, and mathematical skills and understanding. Long term planning is couched in terms of National Curriculum subjects and focused work in these areas, such as some geographical work choosing from photographs good places to hold a picnic, is effective in developing, for example, their knowledge and understanding of the world. However, one impact of this has been to reduce the importance of structured play as a vehicle for four-year-olds' learning in these and other areas leading to the early learning goals. In addition, though some afternoon sessions allow for boys and girls to make choices between activities provided, the five regular morning sessions are set up and managed by the class teacher and specific progressive learning objectives related to the various areas of learning are not noted in planning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. To enhance the already high quality of its provision, the head, governors and staff of Hambledon Infant School should:

- (1) Develop a cohesive planned programme for the development of pupils personal, social and health education and awareness of citizenship by:
 - auditing what already happens and bringing together all the policies and elements of planning already in existence
 - using these as the basis of a scheme of work which identifies who does what , when and how.
 - integrating this into the existing long term plans for other subjects so that opportunities in say, literature or history, can be exploited to make learning cohesive
- (2) Make the most of its much improved information technology resources by:
 - when planning work in other subjects, looking for opportunities to make use of appropriate software or learned information technology skills as cross-curricular activities
 - setting targets for the amount of time during any day for the computer to be being used constructively by pupils and then monitoring its use
- (3) Re-establish the central role of structured play in the early years curriculum by:
 - ensuring that there are specific learning objectives for each activity based on the stepping stones for learning, appropriate for and known by each child
 - developing existing systems to encourage pupils to take more responsibility for planning how and when they will undertake the activities provided and make a record of what they have done.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	40	50	10			

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	R – 2
Number of pupils on the school's roll (FTE for part-time pupils)		77
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	R – 2
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		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	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.1	School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	17	17	17
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (89)	100 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	17	17	17
	Total	30	30	30
Percentage of pupils	School	100 (93)	100 (89)	100 (93)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	4
Number of pupils per qualified teacher	19.3
Average class size	25.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	105

Financial information

Financial year	2000
	£
Total income	221548
Total expenditure	226236
Expenditure per pupil	2694
Balance brought forward from previous year	18754
Balance carried forward to next year	14066

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	77
Number of questionnaires returned	47

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	2		
My child is making good progress in school.	62	36	2		
Behaviour in the school is good.	74	26			
My child gets the right amount of work to do at home.	60	36	4		
The teaching is good.	77	21			2
I am kept well informed about how my child is getting on.	62	30	9		
I would feel comfortable about approaching the school with questions or a problem.	87	9	2	2	
The school expects my child to work hard and achieve his or her best.	72	23	4		
The school works closely with parents.	77	23			
The school is well led and managed.	83	15	2		
The school is helping my child become mature and responsible.	81	15	4		
The school provides an interesting range of activities outside lessons.	27	22	29	3	