

INSPECTION REPORT

RYHOPE INFANT SCHOOL

Ryhope, Sunderland

LEA area: Sunderland

Unique reference number: 108788

Headteacher: Mrs M. Barrass

Reporting inspector: Mrs P. A. Simpson
1515

Dates of inspection: 20 – 21 March 2001

Inspection number: 192224

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Cllr. Mr R. Bainbridge
Date of previous inspection:	24 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ryhope Infant School is a larger than average infant school for girls and boys aged from 3-7 years. It has a nursery which 86 children attend on a part-time basis. At the time of the inspection a total of 174 children were under six years of age. As the nursery is not full, there are currently admissions in the spring and summer terms. There are 174 full-time pupils on roll (86 boys and 88 girls). The school was moved to purpose-built accommodation on a new site in 1998. The school serves the community of Ryhope which is in the south of the City of Sunderland. There are no children for whom English is an additional language. The number of pupils eligible for free school meals is above the national average. The proportion of pupils identified as having special educational needs (25.1 per cent) due to learning or behavioural difficulties is above average. The school has one pupil with a statement of special educational needs. Children's attainment when they enter the nursery is below that expected in speaking and listening skills. By the time children are admitted to the reception classes, standards attained are of the expected level with the exception of those in personal and social development, which are higher than expected for children of this age.

HOW GOOD THE SCHOOL IS

This is a successful school where pupils and staff are valued. It is effective because staff work well together as a team and there is a shared commitment to school improvement. The nursery provides a very good foundation for early learning and by the time the children transfer to the reception classes they have made good progress in the areas of learning, particularly in their personal and social development. The pupils achieve high standards in English and Mathematics by the time they are seven. The quality of teaching is a strength of the school's work, which has been maintained since the last inspection in 1997. The headteacher provides a clear direction for the work and development of the school. The income received by the school and the school's expenditure per pupil are well above average. The school provides good value for money.

What the school does well

- The 2000 national test results are well above average in writing and above average in reading and mathematics in comparison with all schools.
- The overall quality of the teaching is good and makes a positive impact on pupils' learning.
- Overall, pupils' attitudes, behaviour, personal development and relationships are good.
- The leadership and management of the school and the working relationships within the school provide a clear educational direction for its work.

What could be improved

- The involvement of subject leaders in monitoring and evaluating teaching in science and the non-core subjects and the updating of subject policies to reflect the Year 2000 National Curriculum and the foundation stage of the curriculum.

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 February 1997. From the evidence available there has been noteworthy improvement. The three issues judged in need of action were documented in the school action plan. As a result, the quality of planning has improved in art, geography, history and design and technology. More effective subject guidance has been devised for geography, history and design and technology. National schemes of work have been adapted to accord with the circumstances of the school and to meet the changes in the National Curriculum 2000. Classroom observations including those at the start and end of lessons showed that teachers are managing their daily timetables efficiently. In 1998 the school moved to new purpose-built accommodation, which allows the curriculum provided to be taught effectively. The premises committee of the governing body has recently accepted a contract to create shaded areas in the courtyard area of the school, so that pupils and staff can use it more often. Other areas of the school are also being enhanced. The quality of display throughout the

building is high and this significantly enriches the learning environment. Standards of attainment in writing by the age of seven have consistently improved over the last four years. In the year 2000, standards in reading and mathematics show an improvement on earlier years. The last inspection reported standards in science as being in line with the national averages. Teacher assessment for science in the year 2000 placed pupils close to the national average (level 2) but no pupils reached the higher level 3. Owing to insufficient evidence, as no lessons were observed, the last inspection did not report in detail about history. The new national guidelines are followed for history and two new units of work were compiled and added to the history scheme of work. In the spring of 2001, as a part of the City of Sunderland Holocaust Memorial Day, the history subject leader in liaison with the Local Education Authority produced age-appropriate Key Stage 1 teaching and learning materials for other schools to use, to mark this event. The national strategies for literacy and numeracy have been implemented well. As a part of school self-evaluation, formal classroom observations have been conducted in English and mathematics, and the evaluations made of the teaching and learning, therefore, have led to development and further improvements in these two subjects.

STANDARDS

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

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

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

This information shows that, in comparison with all schools, the end of Key Stage 1 results in reading and mathematics are above average; in writing they are well above average. Compared to schools which have a similar proportion of pupils eligible for free school meals, the results are well above average in mathematics. In reading and writing, the school's performance in 2000 is in the highest five per cent of schools nationally. The school's performance in 2000 science teacher assessments was close to the national average (level 2), but no pupils reached the higher level 3. Taking the performance of boys over the three years 1998 to 2000 together, the average National Curriculum points figures show that boys exceeded the national average for their age group in reading, writing and mathematics. Girls' performance exceeded the national average in reading and writing, but in mathematics it fell below the national average. The school sets specific targets for each Year 2 group at the beginning of the academic year, for English and mathematics, based on assessment information. Targets set for the current year 2000/01 are to improve the number of boys attaining the higher level 3 in writing and, similarly, the number of girls gaining higher levels in mathematics. Pupils are actively encouraged to judge the success of their own work and they are involved in the setting of personal targets for improvement. At the end of Key Stage 1 the analysis of pupils' work, assessment information and observations of pupils in lessons indicate that the majority of pupils are achieving or exceeding the expected level in their reading, writing and mathematics work. Assessment shows that not as many pupils in the 2001 Year 2 group are likely to exceed the expected level as in 2000 in the national mathematics tests. Of the current Year 2 group, a relatively high proportion (26 per cent) are on the register of special educational needs. In the other lessons observed, pupils' achievements are broadly average when using information and communication technology (ICT) to explore information and present findings. In history, pupils are achieving to the best of their ability; they enjoy the subject and are keen to complete their work. In the foundation stage of the curriculum most of the children exceed the early learning goal for personal, social and emotional development as a result of the skilful teaching and constant encouragement they receive on entry to the nursery. Consequently, children from the outset

feel confident about what they can achieve and this helps them to become independent from an early age. A few days before the inspection the school was informed that it had won the School Achievement Excellence Award. The award aims to reward staff in schools where pupil performance in the Year 2000 national tests was substantially better than in most schools in similar circumstances.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The vast majority of parents who responded to the pre-inspection questionnaire said that their children like school.
Behaviour, in and out of classrooms	Good overall. Pupils are polite to one another and to adults. There were no exclusions during the year prior to the inspection and there have been none in this academic year.
Personal development and relationships	Good. From the time the children join the nursery, their personal development is given very good attention. Adults promote pupils' personal development effectively by ensuring that equipment and resources are accessible to help pupils become independent learners.
Attendance	Below the national average. Authorised absence is slightly below the local education authority average for infant schools.

Ryhope Infant School motto is 'Learn to Live'. The school has established a climate for learning that is very positive. Good opportunities are provided for pupils to share their ideas and feelings in personal and social education sessions. The teaching materials devised for history work are a very good example of how the curriculum can promote learning about other communities and of the opinions, needs, actions and rights of children and adults.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	n/a

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.

Overall, the quality of teaching is good. Nearly all the parents who responded to the pre-inspection questionnaire agreed that the teaching is good in the school. In all the lessons seen the teaching was at least satisfactory or better and in a quarter of the lessons the teaching was very good. As a result of the teaching, pupils are achieving to the best of their capabilities. Routines are established early in the nursery and adults provide an environment for learning in which the children can participate fully in the activities provided. Throughout the school planning is comprehensive and of a very good standard, this is a significant improvement since the last inspection. The management of pupils is very good. The pace of teaching and the challenges given to pupils in lessons was occasionally not as high as they might be so as to ensure that all pupils remained on task. The good teaching is instrumental in helping pupils, including those with special educational needs, to make good and at times very good progress in particular in literacy and numeracy sessions. Homework is set on a regular basis for English and mathematics. Pupils are informed well about home activities which reinforce and extend what is learned in school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The length of taught time per week (40 per cent) is higher than average in English, and in science it is lower than average in Year 2. In both Year 1 and 2 the time given to physical education and religious education is lower than expected. Subject policies do not yet reflect the requirements of the Year 2000 National Curriculum and the foundation stage of the curriculum.
Provision for pupils with special educational needs	All pupils have equality of access to the curriculum provided. At all ages activities are adapted well to suit children who learn at different rates or who have particular needs. Non-teaching support staff give focused support thus enabling pupils with special educational needs to make progress at a similar rate to their peers
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. The school is particularly effective in promoting cultural awareness within history and literature. Good displays of pupils' work and artefacts, for example in art and religious education, enhance development.
How well the school cares for its pupils	The school takes good care of its pupils. Attendance is carefully monitored.

There are no extra-curricular activities provided at this time. The school is not using the resources of parents sufficiently to the benefit of the school and wider community. Actions are planned to introduce two after-school sports clubs in the summer term 2001 and improve the consultation arrangements with parents and carers. The special educational needs policy is outdated and there is insufficient information provided in the school prospectus about the school's policy on providing for children with special educational needs, with or without statements. Two per cent of the total teaching time in Year 2 and slightly less time in Year 1 is allocated to teaching information and communication technology (ICT) skills which facilitates the use of ICT across the subjects of the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear direction for the work and development of the school and promotes high standards. There is a shared commitment by staff and the governing body to strive for greater achievements.
How well the governors fulfil their responsibilities	The governing body is well informed by the headteacher about what is going on in the school. An area identified by the school for development is to provide more governor involvement in the curriculum.
The school's evaluation of its performance	The school systematically monitors and analyses its standards in the core subjects. Effective action has been taken to monitor and evaluate teaching in literacy and mathematics, but the leaders of the other curriculum subjects are not yet involved in monitoring and evaluating the teaching in order to facilitate development and improvement.
The strategic use of resources	The money the school receives and its resources, including those for ICT, are deployed as planned. Higher than average funding enables the school to maintain a lower than average pupil teacher ratio. The average class sizes in the school are 20 in the nursery and 22 in reception to Year 2.

There are linked governors for literacy, numeracy, child protection and special educational needs. The

school has appropriately identified a need for greater governor involvement in the curriculum. The last (2000) Governors' Annual Report to Parents did not contain sufficient information about the implementation of the governing body's policy on pupils with special educational needs nor provide a description of the arrangements for the admission of pupils with disabilities. The school has recognised the need to review subject policies as a part of school development planning. The principles of best value are applied appropriately. However, regular consultation with parents and carers, for example on key spending decisions, proposals or changes to policies and/or the curriculum, is less well established.

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. • The good quality of teaching. • The good behaviour of pupils. • The good progress pupils make. • The good leadership and management. • The high expectations of the school. • That pupils are able to mature and take responsibility. 	<ul style="list-style-type: none"> • The provision for out of school activities. • The school does not work closely enough with all parents. • The information about pupil progress. • The approachability of the school. • To receive more notice and be better informed about special events held in school.

The inspectors' judgements support the parents' positive views and they consider the parental views about the lack of provision of extra-curricular activities to be justified. Plans are, however, in place on the receipt of New Opportunities Funding to run two sports clubs after school, but there is no extra-curricular provision for those pupils who are not inclined towards sport. The inspectors share the concerns expressed formally and informally by a minority of parents with regard to the working relationship with them and with those who have had a need to approach the school with questions or a problem, but have not felt comfortable in making a formal approach. Several parents stated that they would like to be more proactive in the life of the school, given the opportunity. The school does not have for example, an association within the school to represent the views of parents and carers. Nearly all the parents spoken to informally during the inspection were unaware that the school inspection was taking place at this time. No newsletter, for example, had been sent to remind parents about the second cycle school inspection. The deputy headteacher has responsibility for involving pupils more actively in the life of the community. The inspectors do not agree with the views of a minority of parents in regard to the lack of information about pupil progress. The school uses assessment information well on a daily basis and as a part of its assessment, recording and reporting arrangements. All parents receive annual reports about their child's progress. There is a termly formal meeting for parents and informal access is available on a daily basis with the class teacher. All pupils have a record of achievement and individual personal targets are set and agreed for all pupils including those with special educational needs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The 2000 national test results are well above average in writing and above average in reading and mathematics in comparison with all schools.

1. In the 2000 national tests the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) or above, when compared with all schools, was above average in reading and mathematics and well above average in writing. Compared to those of schools which have a similar proportion of pupils eligible for free school meals, the results are well above average in mathematics and in reading and writing the school's performance in 2000 is in the highest five per cent of schools nationally. The number of pupils attaining the higher Level 3 was close to the national average in reading and mathematics and above the national average in writing. Results have fluctuated over the past four years in reading; they have consistently improved in writing and in mathematics show above average standards in 2000, having been close to the national average over the period 1997-99. Taking the performance of boys over the three years 1998 to 2000 together the average National Curriculum points figures show that boys exceeded the national average for their age group in reading, writing and mathematics. Girls' performance exceeded the national average in reading and writing, but in mathematics it fell below the national average. The school sets specific targets for each Year 2 group at the beginning of the academic year for English and mathematics based on assessment information. Targets set for the current year 2000/01 are to improve the number of boys attaining the higher level 3 in writing and similarly the number of girls gaining higher levels in mathematics. Pupils are actively encouraged to judge the success of their own work and they are involved in the setting of personal targets for improvement.
2. At the end of Key Stage 1, the analysis of pupils' work, assessment information and observations of pupils in lessons indicate that the majority of pupils are achieving or exceeding the expected level in their reading, writing and mathematics work. Assessment shows that not as many pupils are likely to reach the higher levels (2a, 2b) as in 2000 in the national tests nor as many to gain the higher Level 3 in mathematics. Of the current Year 2 group, a relatively high proportion (26 per cent) are on the register of special educational needs.
3. In the foundation stage of the curriculum pupils respond well to questioning. In the nursery children's concentration and vocabulary are developing well. Several children have immature speech, but by the time they leave the nursery to enter the reception classes they have made good progress in their speaking. Reception children have good listening skills and they are attentive. The children try out new ideas and learn from each other. In Year 1, higher attaining pupils sequence their work well and demonstrate good use of vocabulary. Average attaining pupils can express their ideas independently but are sometimes insecure in the use of basic punctuation. Lower attaining pupils correctly form letters but do not always complete the tasks set. Pupils in Year 2 write independently and legibly. Work is presented with care. Comprehension tasks show they have a good understanding of text. At the end of the literacy sessions pupils reflect upon and explain what they have learned. At all ages pupils are willing to present and discuss their ideas in whole class sessions. The range of learning opportunities provided in literacy lessons, the regular setting and marking of English homework and the development of literacy skills in other areas of the curriculum enable the different groups of pupils to make good learning gains in

English. The quality of teaching, in particular that in Year 2, ensures that pupils in the different literacy groupings, including those with special educational needs, are achieving to the best of their capabilities.

4. Children in the nursery can order numbers up to five accurately. They are developing mathematical vocabulary correctly for example when describing small and large frogs. They use play-dough enthusiastically to demonstrate their understanding of long and short. Reception children used cubes when voting on which vase of flowers they liked best. Long and short towers were assembled using construction materials at a brisk pace. Most children are able to sequence the events of a day. Year 1 pupils count correctly to at least 20. They understand the operation of addition and subtraction and use related vocabulary. They make sense of number problems and show recognition of the operations needed to solve them. Year 2 pupils show a good understanding of number and measurement. They can count reliably, state the subtraction corresponding to a given addition and vice versa. Their mental calculation strategies are efficient. Pupils are familiar with presenting work in different ways such as graphs, charts and tables and they use computers to consolidate their earlier learning and to gain new knowledge and skills in mathematics. Personal targets for improvement are set for pupils and they work hard to meet them. Pupils are achieving to the best of their capabilities in mathematics as a result of the successful implementation of the National Numeracy Strategy and the good overall quality of teaching in this subject.
5. A few days before the inspection the school was informed that it had won the School Achievement Excellence Award. The award aims to reward staff in schools where pupil performance in the Year 2000 national tests was substantially better than in most schools in similar circumstances.

The overall quality of the teaching is good and makes a positive impact on pupils' learning.

6. Overall, the quality of teaching is good. Nearly all of the parents who responded to the pre- inspection questionnaire agreed that the teaching is good. As a result of this good teaching, the learning is good overall in nearly three quarters of the lessons seen; the different groups of pupils in the school are achieving to the best of their capabilities. Of the lessons observed, which were mainly in English, mathematics and the foundation stage of the curriculum, all of the teaching was satisfactory or better. There was no unsatisfactory teaching. In a quarter of the lessons the quality of teaching was very good. This is an improvement since the last inspection in 1997. There was no evidence in this inspection, as in that of 1997, that time was not used efficiently at the beginning and end of lessons. Throughout the school the management of pupils is very good. Teachers have high expectations of their pupils and they deploy a good range of teaching methods, in particular in the nursery. Work is generally matched well to pupils' earlier learning, with appropriately challenging tasks provided to meet the range of attainment levels. The pace of teaching and the challenges given to pupils was occasionally not as high as it might be and as a result not all pupils remain on task. The school makes effective use of assessment information, as a means of matching future work as closely as possible to pupils' capabilities. The teaching of literacy and numeracy are structured on the National Strategies. English and mathematics are taught well with a strong emphasis placed on the development of basic literacy and numeracy skills from entry to the nursery.

7. Routines are established early in the nursery and adults provide an environment for learning in which the children can participate fully in the activities provided. During an integrated activities session the children made good gains in all areas of their learning. In a running activity less mature children stepped over hurdles whereas the more mature jumped over them. Children are happy to share toys and construction materials. Staff move around the activity, intervening when there is a need to move the learning forward. There is a very good emphasis on the development of independence skills. Very good use is made of the high quality learning and human resources in the nursery. Activities are accessible to all children and there is no gender bias to books or toys. The learning environment is very stimulating for these children across all areas of their learning. As a result children are happy and learning is fun. In a reception class the objectives of the lesson were fully shared with the class, consequently the children knew what was expected of them and worked briskly to complete the tasks about the weather. Their knowledge and understanding of the different types of weather were consolidated through the different activities which included painting and the use of ICT. The quality of teaching, non-teaching support and relationships at all levels ensured all pupils achieved their best. Very good attention is given to encouraging children to think for themselves and this they do.
8. The use of good quality teacher-prepared resources led a class of Year 1 pupils to make good progress in sound blending work. The manner and encouraging use of praise by the class teacher led to enthusiastic participation in this literacy session. Sensitive teacher questioning in another Year 1 literacy lesson enabled a clarity of understanding and new knowledge gains. All of the literacy lessons seen in Year 2 were of a high standard. Teachers have a very good knowledge and understanding of the National Literacy Strategy and they make suitable adaptations to the commercial resources used so as to meet the individual needs of the pupils. The planning is very well structured to incorporate five different groups. Very good use is made of a range of resources including dictionaries and computers. The working atmosphere is very productive as pupils are interested in what they are doing. Phonological awareness and the use of phonics contributes well to the development of word level work at all ages.
9. Throughout the school lesson planning is comprehensive and of a very good standard; this is a significant improvement since the last inspection. The good overall quality of the teaching and non-teaching support is instrumental in helping pupils, including those with special educational needs, to make good and at times very good progress in particular in literacy and numeracy sessions. This is the view of parents who stated that their children make good progress. Homework is set on a regular basis for English and mathematics. Pupils are informed well about home activities which reinforce and extend what is learned in school.

Overall, pupil's attitudes, behaviour, personal development and relationships are good.

10. Pupils' attitudes to learning are very good throughout the school. The vast majority of the parents reported that their children like coming to school. Children in the nursery and reception classes are keen to learn. Most are interested in listening to adults and to following instructions. The children are gaining independence skills and they work together for example, on the computer and willingly share resources with each other. When using the computer, Year 1 pupils recognised the need to spell accurately and they carefully thought out their words, seeking help from each other where needed. In a literacy lesson on initial blends of words, Year 1 pupils eagerly raised their hands when they recognised familiar words. In a design and technology session, the pupils willingly

displayed their designs using appropriate subject vocabulary when the teacher drew the whole class together at the end of the morning. Concentration levels are generally good in Year 2. Where there were lapses in concentration, individuals in Year 2 did not achieve as much as they are capable of. The majority of pupils are interested and enthusiastic about their work.

11. Authorised absence is higher than the national average for primary schools but it is slightly below the Local Education Authority average for infant schools. The school makes pupils and parents aware that lateness and absences will be followed up as a part of monitoring incidences of absence and fostering a positive attitude towards schooling.
12. Behaviour observed during the inspection in and around the school was good. Most pupils are clear about the way in which they should behave. High expectation of good behaviour is relayed to pupils by praising positive achievement. The behaviour policy includes strategies and sanctions for dealing with undesirable behaviour in and out of classrooms. When on occasions pupils repeatedly misbehave, the school monitors this formally. There were no exclusions in the year prior to the inspection and there have been none in the current year. The short personal, social, health and citizenship sessions give pupils opportunity to listen to others, share their feelings and develop an understanding of right from wrong. Pupils of all ages are well integrated into the life of the school. Parents support the view that the behaviour of the significant majority of pupils is good.
13. Most pupils form constructive relationships with one another and with teachers and other adults. Most parents are pleased that the school helps their children to mature from the start of their schooling. All pupils are treated as individuals and as a result they achieve to the best of their ability. No incidences of oppressive behaviour were observed during the inspection. The school has recently sent out a leaflet about bullying. Parents reported that this was helpful as some children do not fully understand what constitutes bullying. Pupils greet visitors politely and they are pleased to show their work. The school is particularly effective in teaching cultural awareness within history and literature, and through displays, for example in art and religious education as a means of promoting the diversity and richness of other cultures. The teaching materials devised for history work are a very good example of how the curriculum can promote learning about other communities and of the opinions, needs, actions and rights of children and adults. As a means of developing further pupils' self esteem and confidence the school is to provide after school physical education sports activities on receipt of New Opportunities Funding.

The leadership and management of the school and the working relationships within the school provide a clear educational direction for its work.

14. The headteacher provides clear direction for the work and development of the school and promotes high standards. All staff understand their role as well as those of others. The school has an equal opportunities policy in place and staff provide good role models. There are however no male teaching staff. Fifty five per cent of the parents who completed the inspection parents' questionnaire strongly agree that the school is well managed and led and 40 per cent agree with this statement. There is a shared commitment by staff and the governing body to strive for greater achievements. The governing body is informed well by the headteacher about what is going on in the school and on local and national initiatives. An area identified by the school for future development is to provide more governor involvement in the curriculum. The money the school receives and its resources, including those for **ICT**, are deployed as

planned. Higher than average funding enables the school to maintain a lower than average pupil teacher ratio. The average class sizes in the school are 20 in the nursery and 22 in reception to Year 2. The largest classes are in Year 1. Additional central funding has enabled the school to create an additional morning class in Year 1 for literacy and numeracy work this spring term. There are linked governors for literacy, numeracy, child protection and special educational needs (SEN). The governing body is working to encourage more of its members to become more actively linked to the other subjects of the curriculum. The last (2000) Governors' Annual Report to Parents did not contain sufficient information about the implementation of the governing body's policy on pupils with SEN nor provide a description of the arrangements for the admission of pupils with disabilities. A small number of parents expressed the view that they do not feel sufficiently informed about the SEN provision in the school. The National Code of Practice is in the process of revision following consultation and, once this is made available, the school is planning to review its outdated SEN policy. The governing body have agreed the performance management policy of the school and the time scale for implementing the first performance management cycle.

15. The school improvement plan gives an overview for action over the period 1998-2002 of the main areas and maintenance work – related to schemes of work and policies. The significant priorities in the current development planning year 2000/1 are related to ICT and the foundation stage of the curriculum, target setting in English and mathematics, staff development needs and to increase the use of the courtyard outside by providing additional shaded areas. Areas for development are costed clearly with precise time scales given and criteria listed against which to measure the outcomes of the actions taken. All subject leaders complete a yearly audit of the current position of their subject. National schemes of work for the non-core subjects are adapted to suit the circumstances of the school. All class teachers in each year group plan their work together based on the National Strategies for literacy, numeracy and the non-core subjects of the National Curriculum. Religious education is based on the Locally Agreed Syllabus.
16. Standards are monitored formally by the school, as a means of evaluating the quality of education that the school provides during the time pupils are in this school. Efficient use is made of screening information when children enter the nursery and reception classes and of the analysis of national tests and optional tests conducted by the school. Effective action has been taken to monitor and evaluate teaching in literacy and numeracy, but as yet not in the other subjects of the curriculum. As a result of the classroom monitoring and assessment programme conducted by senior staff of English and mathematics, priorities have been identified to increase levels of attainment in reading by the end of Key Stage1; to increasing the number of boys gaining higher levels of attainment (Level 3) in the national tests in 2001 in writing and similarly for girls in mathematics. Realistic, but challenging targets are set for individual pupils so as to improve standards and reduce incidences of inappropriate behaviour. All pupils are involved in agreeing with the class teacher their personal targets and they are formally recorded on individual target cards. A formal review of a subject is conducted on a yearly basis on behalf of the school by the local educational authority. The subject for review is identified as a priority as a part of developmental planning. Mathematics, history and music reviews have been completed and an ICT review is planned for completion by midsummer 2001. Strengths and areas for development are documented and effective action is taken to secure improvement as needed.

WHAT COULD BE IMPROVED

The involvement of subject leaders in monitoring and evaluating teaching in science

and the non-core subjects and the up-dating of subject policies to reflect the Year 2000 National Curriculum and the foundation stage of the curriculum.

17. Subject leaders with the exception of those for English and mathematics are not yet involved in monitoring and evaluating the teaching in their subjects in order to facilitate development and improvement throughout the whole curriculum. However, as a part of the subject reviews conducted by the local education authority for music in 1997 and history in 1999, the teaching and learning were reported on. The history review shows significant improvements on those reported upon in the 1997 school inspection. Subject leaders complete an audit of their subject each year and set targets for action by them. Where new or adapted units of work have been implemented it has not yet been possible for all subject leaders to systematically monitor and evaluate improvements based on identified success criteria. This is of particular significance where the teaching time given to some subjects is on the low side, for example, ICT, physical education, religious education and in Year 2 science. It is difficult to fully monitor and evaluate, for example, the use of specialist resources by staff without seeing them being used in classes. Although the school has plans to release subject leaders to monitor teaching, some teachers are new to this role and do not yet have the necessary skills to carry out this aspect of their work.
18. Subject policies do not yet reflect the requirements of the Year 2000 National Curriculum and the early learning goals in the foundation stage of the curriculum. A draft policy for mathematics is being finalised and in due course is to be ratified by the governing body. The drafted policy outlines the teaching, organisation and management of the mathematics provision. Reference is made to meeting the needs of different ability groups, including those with special educational needs. Other groups of pupils, for example those with English as an additional language, gifted and talented pupils, or pupils who are at risk of disaffection, do not feature in the draft policy as a part of the school's overall strategy for addressing and evaluating educational inclusion. Formal consultation with parents, for example, about the curriculum and the school's policy on providing for pupils with SEN, is not extensive enough.
19. The school has recognised the need to develop the role of curriculum subject leaders and to review subject policies as a part of school development and improvement planning. The monitoring, evaluation and support of teaching in all subjects of the curriculum are central to school improvement. The observation and evaluation of teaching in English and mathematics were based on clear and understood criteria and the outcomes discussed with teachers. The upward trend in the standards achieved in the 2000 national tests for reading, writing and mathematics is one way in which the school has been successful in fulfilling its aims. The school intends to build on and extend its self-evaluation practices. This is planned for in its strategic and current improvement planning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The specific matters which the governing body, headteacher and staff should include in the school's post-inspection action plan as a means of further improvements are listed below.

Involving subject leaders in monitoring and evaluating teaching in science and the non-core subjects and the updating of subject policies to reflect the Year 2000 National Curriculum and the foundation stage of the curriculum by:

- implementing the planned programme to provide all subject leaders with appropriate time to monitor the teaching in their subjects and its impact on learning at classroom level;
- providing training for staff on preparing for, conducting classroom observations and giving feedback to those observed, in order to develop a consistent approach to the monitoring and evaluation of teaching by all subject leaders;
- reviewing and updating subject policies to reflect the requirements of the Year 2000 National Curriculum and the foundation stage of the curriculum;
- consulting more widely with parents and carers about possible changes to the curriculum and school policies and informing them of resulting decisions as a part of the school's arrangements for applying the principles of best value.
(Paragraphs 17, 18,19.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	50	25	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)	43	174
Number of full-time pupils known to be eligible for free school meals	0	69

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	9	43

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	7
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	6.4
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	28	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	[29] 29	[35] 30	[33] 30
	Girls	[27] 27	[27] 27	[28] 27
	Total	[56] 56	[62] 57	[61] 57
Percentage of pupils at NC level 2 or above	School	[79] 93	[87] 95	[86] 95
	National	[82] 84	[83] 85	[87] 90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	[30] 28	[33] 27	[37] 30
	Girls	[27] 27	[27] 26	[28] 25
	Total	[57] 55	[60] 53	[65] 55
Percentage of pupils at NC level 2 or above	School	[80] 92	[85] 88	[92] 92
	National	[82] 84	[86] 88	[87] 88

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	112
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y1-2

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	17.7
Average class size	22.1

Education support staff: YR – Y1-2

Total number of education support staff	4
Total aggregate hours worked per week	110.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	41

Total number of education support staff	3
Total aggregate hours worked per week	82.5

Number of pupils per FTE adult	11.38
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	443676
Total expenditure	441039
Expenditure per pupil	1987
Balance brought forward from previous year	18882
Balance carried forward to next year	21519

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	268
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	1	1	0
My child is making good progress in school.	70	27	0	0	3
Behaviour in the school is good.	47	43	5	0	5
My child gets the right amount of work to do at home.	41	36	8	2	5
The teaching is good.	66	31	0	0	3
I am kept well informed about how my child is getting on.	43	43	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	69	27	2	3	0
The school expects my child to work hard and achieve his or her best.	67	31	0	0	2
The school works closely with parents.	33	51	10	4	3
The school is well led and managed.	55	40	2	0	3
The school is helping my child become mature and responsible.	57	39	2	1	0
The school provides an interesting range of activities outside lessons.	24	27	14	8	21