

# INSPECTION REPORT

**Leyland St. Andrew's C. E. Infant  
School**

Leyland, Preston

LEA area: Lancashire

Unique Reference Number: 119369

Headteacher: Mrs V. Morrissey

Reporting inspector: Mr P. M. Allen  
OIN 17531

Dates of inspection: 6<sup>th</sup> – 7<sup>th</sup> December 2000

Inspection number: 192238

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:	Voluntary Controlled
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	Woodlea Road Leyland Preston Lancashire
Postcode:	PR5 1JL
Telephone number:	01772 423339
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D. K. Wynn
Date of previous inspection:	24 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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# **PART A: SUMMARY OF THE REPORT**

## **INFORMATION ABOUT THE SCHOOL**

St Andrew's C. E. Infant School has 141 pupils aged between four and 7 years of age. They are taught in five classes, two for Reception and three parallel classes which each cater for a mix of Year 1 and Year 2 pupils. Until recently there were six classes. The numbers on roll are beginning to rise and the school is organising its finances to enable it to return to six classes. The school is located close to the centre of Leyland near Preston. The intake is varied both in attainment and background. Evidence indicates that attainment on entry to school is broadly in line with what might be expected. Children enter the school at the beginning of the school year in which they reach five and leave the school at the end of Year 2 to join the adjacent junior school. Virtually all the children have had experience of pre-school education through the school's own voluntary early years group. There are 19 pupils on the register for special educational needs, one of whom has a Statement of Special Educational Need. The school aims to promote high achievement in a caring and challenging environment which recognises and encourages individual responsibility in children and respect for themselves and others. The school has set targets for future development with information and communication technology being included in its priorities.

## **HOW GOOD THE SCHOOL IS**

This is a good school. It is successful in promoting effective learning and good progress. The pupils achieve good standards in English and science and very good standards in mathematics. The quality of teaching is usually good and sometimes better. The headteacher provides strong and purposeful leadership and is well supported by the staff who are very committed to the school and its pupils. In light of the costs involved, the standards achieved and the quality of education provided, the school gives good value for money.

## **WHAT THE SCHOOL DOES WELL**

- ◆ There is good teaching and learning and high standards in the core subjects of English and science and especially in mathematics.
- ◆ The school benefits from very good leadership and management.
- ◆ The school has developed very good strategies for self-evaluation.
- ◆ There is very good provision for social and moral education.
- ◆ There are very good procedures for monitoring and assessing academic progress.

## **WHAT COULD BE IMPROVED**

- ◆ Standards in written work.
- ◆ The information and communication technology provision.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the previous inspection in February 1997. The issues have been largely addressed. The school has made every effort to solve the issue concerning the congestion outside school at the close of the day but difficulties still remain and vigilance is still

needed. Greater challenge is usually provided for higher attaining pupils in English and science and good developments have taken place in evaluating pupils' attainments in order to set targets for improvement. The quality of teaching has improved. Standards have improved in the core subjects, especially in mathematics. The school assesses its performance very well, thus enabling it to continue to make improvements.

## 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	D	C	C	A
Writing	E	B	B	A
Mathematics	D	A	A	A*

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

Evidence indicates that attainment in the foundation stage is sound and in line with national expectations. The children are in line to reach the new nationally prescribed Early Learning Goals and a number will exceed them. Standards at the end of Key Stage 1 are good in reading, mathematics and science and are above national averages. Standards in writing are generally good but there is a need to target this area to enable more pupils to reach the higher, level 3. These levels of attainment are broadly reflected in the results of the last two years, with performance in mathematics being particularly creditable. Standards in information and communication technology are sound across the school and broadly in line with those expected nationally.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are enthusiastic about school and show positive attitudes towards their work.
Behaviour, in and out of classrooms	Behaviour both in class and outside of school is good. Behaviour in assemblies is exemplary.
Personal development and relationships	Personal development is very good. Pupils enjoy good relationships with both one another and with all the adults who work in school.
Attendance	Attendance is satisfactory and in line with the national average.

The levels of co-operation and the good relationships have a positive impact on the quality of learning.



## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5 - 7 years</b>
Lesson seen overall	good	good / very good

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

The quality of teaching is often good and sometimes very good. It was very good in 33 per cent of the lessons observed, good in 50 per cent and satisfactory in the remainder. Literacy and numeracy are well taught with some very good teaching observed. The teaching is well planned, often imaginatively. Management of pupils is usually good. The quality of teaching seen in information and communication technology was variable. The teaching caters for the needs of all the pupils, including those with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with a wide range of experiences offered, although the provision for information and communication technology is inconsistent.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Pupils are well supported by both their teachers and the classroom assistants. Individual education plans provide clear and appropriate targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development with particular strengths in moral and social education.
How well the school cares for its pupils	The staff provide good levels of care for the children. Pastoral support promotes their self-esteem. Pupils' academic progress is assessed and monitored well.

There is a good partnership with parents, many of whom provide good quality help. Many parents speak of the school's open and welcoming approach.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear and purposeful leadership. The deputy headteacher and the curriculum co-ordinators make valuable contributions as part of a team approach.
How well the appropriate authority fulfils its	The governing body is supportive of the work of the school and fulfils its responsibilities. Governors are enthusiastic

responsibilities	and well involved in the life of the school.
The school's evaluation of its performance	The school monitors and evaluates its performance in a very professional way taking effective action to secure improvement through appropriate targets.

The strategic use of resources	The strategic use of resources is good. The school is well resourced except in information and communication technology. Good use is made of the large number of classroom assistants. The financial administration of the school is good.
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The quality of leadership and management of the headteacher has a marked impact on the effectiveness of the school. The headteacher and governors plan ahead carefully and develop resources in line with the school's priorities, with appropriate attention being given to the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ The quality of teaching.</li> <li>◆ The good progress made and the information given on progress.</li> <li>◆ The expectation that children will work hard and do their best.</li> <li>◆ The school is approachable and has a good partnership with parents.</li> <li>◆ The children's good behaviour.</li> <li>◆ The way the school helps children to become responsible.</li> <li>◆ The quality of the leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some parents of the Year 2 pupils would appreciate more challenging homework.</li> <li>◆ Some parents are still concerned about congestion at the close of the school day.</li> <li>◆ The responses to the questionnaires indicate that a number of the parents feel that the school does not provide an interesting range of activities outside lessons.</li> </ul>

The school is reviewing its homework and extra-curricular provision. The anxieties about safety outside the school are understandable but the school has done all within its power to address the problem. The letters written and the comments made at the meeting and during the inspection all indicate how supportive parents are of the school. Parents view this as a good school and inspectors share that view.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **There is good teaching and learning and high standards in the core subjects of English and science and especially in mathematics**

1. Standards have risen in the core subjects since the previous inspection in 1997. Pupils' attainment in mathematics then was judged to be good and above national expectations at the end of Key Stage 1; standards in English and science were judged to be average and in line with national expectations.
2. The judgement of this inspection team is that currently standards at the end of Key Stage 1 are good and above national averages in English, mathematics and science. This is broadly reflected in the test results of summer 2000 when standards were in line with national averages in reading, above average in writing and well above in mathematics. When the results are compared with those of similar schools, reading and writing were well above average. In mathematics the results were significantly higher than those of similar schools. The results in mathematics have been high for some time. National performance data indicates that taking the three years from 1998 to 2000 together, the performance of pupils in mathematics exceeded the national average for their age group quite significantly.
3. During the relatively short duration of the inspection, mainly good and very good teaching and learning was observed in the core subjects. In the literacy and science lessons observed, the quality of teaching had a positive impact on the quality of the pupils' response, the progress being made and the standards being reached. In the numeracy hours good and very good teaching brings about particularly good standards of attainment and learning. Four lessons were seen during the inspection, two of which benefited from very good teaching and two from good teaching. In each lesson, pupils showed very positive attitudes to their learning and, in three out of the four lessons, were achieving standards above those expected for pupils of their age. In each lesson the quality of learning was good.
4. The quality of teaching results from very good planning which closely follows the National Numeracy Strategy recommendations. This thorough planning ensures all pupils are able to contribute, with both lower and higher attainers finding suitable challenge in their work. At the onset of lessons, the teachers share with the pupils what they are going to learn. Questioning is skilful and includes pupils of all abilities. The lesson proceeds at a fast pace and pupil concentration is not allowed to lapse. Pupils know what they have to do to succeed and a well conducted plenary at the end of the lesson establishes that the desired learning has taken place. Work involving sorting, classifying and organising information provided the skills for many pupils to apply the principles of what they have learnt to a new situation.
5. The school works hard to achieve these standards. Past results have been analysed and identified areas for improvements have been addressed. Staff are well trained and resources are used well. Classroom support is very well used to enable lower attaining pupils to make good progress. Mathematics is made fun and pupils are provided with many opportunities to be practically involved in their work. They respond well to this approach. Good use is made of homework for Year 1 and Year 2 pupils to practise and reinforce mathematical skills. The school aspires to raise standards across other areas, such as writing, to reach similar high standards.

## **The school benefits from very good leadership and management**

6. The headteacher is providing very good leadership and management and this has a significant effect on the success of the school and its will and capacity to improve. Written and other evidence points to the way the headteacher has a clear vision of what sort of school this should be and this vision is shared by the staff and the governing body. There is a team, collegiate approach with the deputy headteacher as an important part of the management team and with subject co-ordinators empowered to develop their own leadership skills. The staff are hard working and committed to the school and its pupils. The staff's entitlement to professional development is evidenced by the school's 'Investors in People' award.

7. Staff, children, governing body and parents are all part of the school community and welcome their participation, mainly because of the headteacher's very strong commitment to everyone being involved, including those who work with the voluntary early years group. This group, initiated by the headteacher, gives children a very good start to their time in the school building, thus making for very easy transition into the first classes. Parents and pupils know what is expected of them and that the school is always mindful of their needs. Parents at the meeting and through their responses to the questionnaire indicated how approachable they find the school. Levels of communication are very good so that organisation and expectations of aspects of school life are made clear.

8. There are very good communications between the school and the homes. For example, there is a clear, comprehensive school prospectus and very helpful booklets for parents whose children are about to enter the voluntary early years group and for those who are about to start in one of the Reception classes. Clear records are kept of all aspects of the school's life so that both staff and governors are able to share the same aspirations.

9. The headteacher has ensured that staff and governors have had opportunities to use their particular expertise. The staff with management responsibilities work very well as a team; they are supportive of one another. Teaching staff have clear, written descriptions of what is expected of them and these are reviewed regularly. The quality of the leadership ensures the support of an effective and enthusiastic team who are committed to creating an ethos which strongly supports learning. The headteacher's leadership is strongly endorsed through the responses to the parents' questionnaire, in which virtually all the parents agreed, most of them strongly, that the school is well led and managed.

## **The school has developed very good strategies for self-evaluation**

10. During the last few years, strategies have been implemented to enable the school to adopt a proactive approach to review and development based on a strong commitment amongst all staff to improve the quality of education provided. The headteacher's involvement in a school self-evaluation course has had a positive impact on the school's continuing development of the processes of monitoring and evaluation.

11. The school has introduced a good range of procedures to analyse pupils' performance. These include analysis of baseline assessments made on entry to the voluntary early years group and of those undertaken on entry to the Reception classes. Pupils' performance is closely monitored and data is collected to help set individual and class targets. Evaluation of school performance is made through identifying and analysing trends in performance, for example, by

class and by gender, leading to targets being set for improvement. These processes, led by the headteacher, fully involve the staff and both pupil and school improvement targets are reported to the governing body.

12. The school has clear aspirations to benefit all pupils with high quality teaching. To this end, the school has introduced focused monitoring of teaching by the headteacher on a timetabled, formal basis. Curriculum co-ordinators have timetabled release times to observe teaching in their subjects and they report back to the headteacher. The school also benefits from external monitoring by literacy and numeracy consultants and by the school's local education authority adviser. Observations made on teaching are providing targets for improvement which are systematically monitored and reviewed. These arrangements are serving to enhance teacher performance thus having a positive impact on pupils' attainment and progress.

13. Based upon the wide range of information collected from monitoring, areas for development are clearly identified in the comprehensive school improvement plan. This contains a wealth of information including details of individual staff interviews leading to areas of focus and specific targets relating to class, curriculum and management. There are audit and development plans for a wide range of areas, including each curriculum area, together with detailed mathematics and literacy action plans. All the information the school collects is put to good use in ensuring that the work of the school, including the quality of teaching and its impact, is fully and appropriately monitored. This monitoring supports the school in its will and capacity to continue developing and improving the good quality of education provided.

### **There is very good provision for social and moral education**

14. The school is a caring community with clear values and this permeates its ethos and working practices. The staff provide pupils with very good role models and encourage them to behave well, show consideration for others and develop a clear understanding of right from wrong. From the earliest days in the Reception classes, pupils are encouraged to consider how their actions affect others. The class and school creeds were drawn up in conjunction with the pupils themselves, giving them direct ownership which helps them understand clearly what is expected of them. Rewards and sanctions are used well and pupils are proud to earn the merit awards. Inspection evidence shows that pupils' behaviour in lessons and around school is good with examples of exemplary behaviour, particularly in assemblies. Pupils are friendly, polite and helpful to adults. They are very welcoming to visitors.

15. The very good provision for pupils' social development arises from the many and varied opportunities provided by the school. Relationships throughout the school are of a high standard, helping to achieve a very positive work ethos in which pupils collaborate and learn well. Pupils share resources, take turns and support each other. Pupils soon learn the simple rules which foster the pleasant, calm atmosphere found in the classrooms. Teachers are very welcoming to pupils as they arrive which sets the tone for the day and leads to a very positive start. The school is a happy, friendly community and this benefits pupils' learning; bullying is not an issue. The promotion of role-play forms an important aspect of school life in developing good social behaviour through play. A good example of this is in the Reception area, where 'Mrs Wishy Washy's kitchen' provides a stimulus for looking at a kitchen from the past; children co-operate well with each other taking turns to use the artefacts and toys available.

16. Pupils display good social skills on occasions such as lunchtimes, registration and during assemblies. They work well together in class and play amicably in the playground. They are encouraged to care for their own environment; for example, they have been involved in designing

and creating the 'Millennium Garden' which features the school logo made out of pebbles. Pupils are happy pick up any litter in the playground. They respond well to opportunities for responsibility such as collecting the milk, tidying the classrooms and taking registers to the office.

17. Good social relationships are fostered in the organisation of frequent visits and excursions to places of environmental, historical and cultural interest. The parents' association enjoys giving the children memorable experiences and funds day trips each year to places such as Chester Zoo and a family trip to Blackpool Illuminations. Each year pupils take part in a school performance and they regularly sing in church and local homes for the elderly. Pupils learn to care about others by collecting for a wide range of charities, for example, Food Aid, Barnardos and filling shoeboxes with gifts to send to Kosovo. The Millennium Penny Appeal and work on the Millennium Resolution had a positive impact on both their social and their moral development. At the end of the project, each class decided on a charity they would like to support and invited representatives into school to collect the donations. The very good provision for pupils' social and moral development is reflected in the school's caring ethos and is a strength of the school.

### **There are very good procedures for monitoring and assessing academic progress**

18. The school has developed comprehensive procedures for assessing pupils' attainment and progress. The academic needs of individuals are being very well addressed and recorded in a systematic way, especially in mathematics and English. Staff make good use of the assessment components within both the National Literacy and Numeracy Strategies; this helps the assessment of pupils' performance in terms of specific learning outcomes. Information is used effectively to enable teachers to plan the next step of learning and to set individual targets. This has a positive impact on pupils' progress. Pupils' own targets for improvement are attached to their workbooks which enables them to see both what they need to learn next and the progress they are making.

19. The school has developed useful individual pupil assessment profiles for English and mathematics, with information collected from a range of tests and other formal assessments. This enables the school to track the progress of pupils over time and make predictions for individual levels of attainment. The predictions influence both the targets set for end of key stage tests and where additional support is allocated. The school tracks the progress of boys and girls in each year group to ensure that the pace of learning is similar for both genders. In other subjects there are consistent formats used across school to record the acquisition of knowledge and skills. Daily planning sheets provide an evaluation of the learning objectives which is then used effectively to inform future work.

20. Reception class teachers have liaised very well with the voluntary early years group to develop a common system for assessing children's attainment. Staff in the early years group carry out detailed formal assessments and record children's progress throughout the time they are there. The information is used well to plan for children's future needs and any special educational needs are identified at a very early stage. Children are assessed on entry to the Reception classes. These initial assessments are considered alongside the early years' records and other ongoing assessments, thus enabling teachers to judge children's progress made by the end of the Reception year (foundation stage).

21. Additionally, each pupil has an Achievement Book containing information on attainment, samples of work and photographs; these records help to promote self-esteem. They are meticulously kept and provide a record of pupils' progress throughout the time they are in school. They make a valuable contribution to the school's very good arrangements for the assessing and

recording of pupils' academic progress.

## **WHAT COULD BE IMPROVED**

### **Standards in written work**

22. The school has appropriately identified written work as an area for further development, partly through in-service training on drafting and writing and partly through enhanced class teaching. The school improvement plan makes reference to the need to monitor writing as an area for improvement. Standards in writing are generally good but there is a need to target this area, partly to enable more pupils to reach the higher, level 3. Recent results have been disappointing in this respect and the school's early forecasting of results for 2001 and 2002 make clear the need to target the higher levels.

23. In the work sampling, there were some good examples of interesting writing tasks. For example, in class books on 'Good News' and in one based on 'Rockpool Rap', where pupils wrote their own rhyming poems about characters in the book. There were examples of interesting diaries, poems and prayers, together with the opportunity to express in writing feelings about bullying and the creation of rules for good behaviour. Across the English work as a whole, there were relatively few opportunities for personal and creative writing. There was a lot of English work involving worksheets with exercises but very few opportunities for extended writing.

24. During the inspection Year 1 and Year 2 pupils produced some good quality writing in which they recorded the details of their experiments involving batteries and bulbs as part of their science studies. In the science exercise books, most of the work involved making lists, completing diagrams and using structured forms for recording. Overall, during the inspection there was relatively little evidence of pupils own written work in science or in the foundation subjects.

25. A significant amount of the work in English and in the foundation subjects is based on activities which require a limited response. These are sometimes, but not always, matched to the needs of the pupils; sometimes the nature of the work prevents them from having sufficiently regular opportunities to make a personal response in writing.

26. The school should raise the profile of writing, including the promotion of extended writing and the development of detail. More writing tasks should be built into work in subjects such as science, history and geography. Pupils' writing skills will benefit from opportunities to write for a wider variety of purposes and audiences. More of the school's higher attainers can achieve better results and the targets for improvement in written work can impact on standards across the school.

### **The information and communication technology provision**

27. The standards being achieved by the majority of pupils are in line with national expectations. These standards are achieved through the work of a committed and knowledgeable subject co-ordinator who identifies ways in which the school can make further improvements; for example, information and communication technology is used well to support the learning of both lower and higher attaining pupils. At present the school is working from a satisfactory scheme of work but wishes to consider a scheme in the process of being developed by the local education authority. As a result of this, the school finds itself in limbo with regards to both the further development of a



scheme and the updating of the policy.

28. Partly due to local circumstances, teachers have not benefited from regular or recent training and some are still lacking in subject confidence. Consequently the quality and consistency of teaching can vary significantly within the school; for example, observations made during the inspection identified that with regard to the use of computers to support and reinforce learning in the numeracy hour, the levels of effectiveness varied. In one lesson observed, the computers were not used, whilst in an identical lesson observed, good use was made of two computers by a significant number of children in a short and focused activity based on creating graphs. The adverse impact of this variation upon the learning for some pupils is further compounded by the limited availability of computers, especially in the Reception classes.

29. The development of the National Grid for Learning and the use of information and communication technology are areas for further improvement. Although recently one computer has been connected to the Internet, there is clear recognition in the school of the need, acknowledged by the inspection team, to both increase the range of software to more effectively support the teaching across various areas of the curriculum and to buy more sophisticated computers. These planned developments are included in the school improvement plan. The shared commitment of the staff coupled with the enthusiasm of the co-ordinator places the school in a position to make the necessary improvements, with the aim of raising standards in this important area of the curriculum.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ develop and improve written work by:
  - *raising the profile of writing in the school;*
  - *raising expectations of what the higher attainers can achieve;*
  - *giving pupils more opportunities for extended writing including the development of detail;*
  - *creating more opportunities for pupils to write for a variety of purposes and audiences;*
  - *giving pupils more opportunities to write and make a personal response in foundation subjects;*
  
- ◆ develop the information and communication technology curriculum and provision by:
  - *raising the profile and use of information and communication technology across the curriculum;*
  - *continuing to review and extend computer provision;*
  - *developing a new policy and scheme of work;*
  - *extending the range of software to support learning in the various areas of the curriculum;*

- *increasing staff confidence through training;*
- *continuing to share and disseminate good practice in information and communication technology.*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

12

Number of discussions with staff, governors, other adults and pupils

30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	33	50	17	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

YR – Y2

Number of pupils on the school's roll

141

Number of pupils eligible for free school meals

24

#### Special educational needs

YR – Y2

Number of pupils with Statements of Special Educational Need

1

Number of pupils on the school's special educational needs register

19

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

3

#### Pupils mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

12

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

4

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
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	18	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	26	27	28
	Girls	18	17	18
	Total	44	44	46
Percentage of pupils at NC level 2 or above	School	93 (91)	93 (94)	97 (94)
	National	83 (82)	84 (83)	90 (87)

Teacher Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	26	27	25
	Girls	18	18	18
	Total	44	45	43
Percentage of pupils at NC level 2 or above	School	94 (91)	96 (92)	92 (89)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	84
Any other minority ethnic group	0

### 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	2	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, 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)	6
Number of pupils per qualified teacher	23.3 : 1
Average class size	28

#### Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	108

FTE means full-time equivalent.

### Financial information

Financial year	1999/00
	£
Total income	283,060
Total expenditure	305,379
Expenditure per pupil	2,405
Balance brought forward from previous year	61,847
Balance carried forward to next year	39,528

### Results of the survey of parents and carers

#### Questionnaire return rate

Number of questionnaires sent out:	140
Number of questionnaires returned:	64

#### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	2	5	0
My child is making good progress in school.	56	37	5	0	2
Behaviour in the school is good.	41	49	5	0	5
My child gets the right amount of work to do at home.	47	44	9	0	0
The teaching is good.	62	33	3	0	2
I am kept well informed about how my child is getting on.	50	41	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	33	2	0	2
The school expects my child to work hard and achieve his or her best.	53	41	3	0	3
The school works closely with parents.	53	41	3	0	3
The school is well led and managed.	60	33	2	0	5

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

55	38	2	0	5
31	42	9	6	12