

INSPECTION REPORT

Upton Infant School

Poole, Dorset

LEA area: Dorset

Unique reference number: 113671

Headteacher: Mrs Ann Nicoll

Reporting inspector: Deborah Zachary

Inspector Number 2940

Dates of inspection: 26 – 28 June 2000

Inspection number: 192651

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Guest Road Upton Poole Dorset
Postcode:	BH16 5LQ
Telephone number:	01202 622367
Fax number:	01202 624659
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Tofts
Date of previous inspection:	05/11/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Deborah Zachary	Registered inspector
Mary Bebo	Lay inspector
Tom Simpson	Team inspector
Alison Pangbourne	Team inspector

The inspection contractor was:

Quality Assurance Associates Limited
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
<ul style="list-style-type: none">• The very strong leadership means that what the school does is tightly monitored and improvements are constantly made.• The teaching is good, especially good for the youngest pupils, and this gives them a good start to their education.• The curriculum is very carefully planned so that the topic approach helps pupils to make sense of their learning, but also to make progress in all of the many subjects they learn.• The school develops pupils' personal skills well, and as a result they are confident and friendly, and can work without close supervision.• The provision for pupils with special educational needs is good, and so these pupils make particularly good progress.	
WHAT COULD BE IMPROVED	14
<ul style="list-style-type: none">• Although the school has improved its mathematics teaching and results, some staff still lack confidence in teaching numeracy and the mental arithmetic sessions sometimes lack pace.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16 - 19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Upton Infant School is of average size, with 283 pupils on roll. There are roughly equal numbers of boys and girls, but very few pupils are from ethnic minorities. One pupil speaks English as an additional language. Although the spread of attainment of pupils who enter the school is now within the average range, there is an above average number of pupils with special educational needs, many of them in Year 2. Nine per cent of pupils are eligible for free school meals, which is below average nationally. However, although many children come from families where a parent is working, very few children come from affluent circumstances.

HOW GOOD THE SCHOOL IS

This is an effective school that gives the pupils a particularly good breadth to their education. The pupils make good progress through the school and achieve good results. The school is particularly well led, and its organisation is meticulous. The teachers create a caring yet challenging atmosphere, and the pupils learn to work with independence. The school gives good value for money.

What the school does well

- The very strong leadership means that what the school does is tightly monitored and improvements are constantly made.
- The teaching is good, especially good for the youngest pupils, and this gives them a good start to their education.
- The curriculum is very carefully planned so that the topic approach helps pupils to make sense of their learning, but also to make progress in all of the many subjects they learn.
- The school develops pupils' personal skills well, and as a result they are confident and friendly, and can work without close supervision.
- The provision for pupils with special educational needs is good, and so these pupils make particularly good progress.

What could be improved

- Although the school has improved its mathematics teaching and results, some staff still lack confidence in teaching numeracy and the mental arithmetic sessions sometimes lack pace.

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 November 1996. It responded very well and has made very good improvements. Standards in English and mathematics have risen and science results have been consistently high. Standards have significantly improved in information technology, which was a key issue at the time of the last inspection. Religious education is now covered well. Teaching and learning have improved, and higher attainers are now well challenged, as well as pupils with special educational needs. The school takes good steps to make sure it is cost effective, and has a very strong monitoring system. As an infant school it is not required to set National Curriculum test targets, but it does set individual targets.

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
	1997	1998	1999	1999
reading	D	B	B	B
writing	C	A	B	B
mathematics	E	A	B	B

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

- Key Stage 1 National Curriculum science assessments were well above average in 1999.
- Between 1996 and 1999, the results in reading and mathematics improved at a better rate than those nationally.
- The work the inspection team saw in the school in writing and mathematics was not quite as good as the standard of the 1999 test results. They judged standards to be average this year. This is because there are high number of pupils with special educational needs in the current Year 2. Reading standards were not investigated in depth on this inspection, but standards seen in subject lessons were sound.
- Overall the pupils achieve well, and standards in information technology and science are particular strengths.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic.
Behaviour, in and out of classrooms	Good, both in class and in the playground. There have been no exclusions in the last year. A small minority of pupils have difficulty concentrating and can misbehave, but the teachers deal with this well.
Personal development and relationships	Personal development is good. Pupils understand right and wrong and have very good relationships. They are sensitive to other people.
Attendance	Satisfactory. Although unauthorised absence is above average, the school is applying the regulations more strictly than many schools.

- Pupils now show very good skills in being able to work without close supervision.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very 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.

- Eighteen lessons were seen during the inspection. In twenty-eight per cent of those, the teaching was very good or excellent. It was good or better in 72 per cent. It was satisfactory or better in 94 per cent and unsatisfactory in 6 per cent.
- In most lessons teachers challenged pupils very well, but in the one unsatisfactory lesson, the teacher was not familiar with the pupils in the class being taught, and the work set did not meet their needs.
- During the inspection the literacy teaching seen was very good, by chance most of that teaching during the inspection focussed on writing as opposed to reading.
- The numeracy teaching was sound overall. That seen varied from excellent to unsatisfactory.
- Teachers deal very well with pupils who have difficulty concentrating. The resources they use are often very stimulating. Learning is usually good.
- Many lessons are very well planned, so that the activities are just right for what the pupils need to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned. Pupils study a topic each term which runs across their subjects and makes what they study coherent and relevant. The statutory curriculum is covered well within the topic, and requirements are met.
Provision for pupils with special educational needs	Very good. Planning is strong with clear targets. The pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for personal development, very good for moral and social development and good for spiritual development.
How well the school cares for its pupils	Good care. Good procedures for child protection and health and safety.

- The way the subjects are integrated into topics is a particular strength. This helps to ensure that what pupils learn makes sense to them.
- Behaviour is particularly well managed. The whole staff have a consistent approach to caring for pupils and encouraging them to behave well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very strong and management systems well established. The curriculum is planned by year teams, for example, but planning is checked by both the headteacher and the co-ordinators.
How well the governors fulfil their responsibilities	Very well. The Chair of Governors makes a very strong contribution. The governors are well informed about standards and the work of the school.
The school's evaluation of its performance	A well thought out monitoring system means that evaluation is carried out well at all levels.
The strategic use of resources	Good: money is spent appropriately and resources well used.

- The strength of the leadership and management is shown by the way the staff work together and provide consistent experiences for pupils. It is also shown by the way the school is always looking for ways to improve.
- The school applies the principles of best value well. For example, results of spending decisions, such as the use of non-contact time, are monitored well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or problems. • The teaching is good and children make good progress. • The school expects children to achieve their best. • The school is well led. • The school helps children to become responsible. • The children like school. • The school works closely with parents. 	<ul style="list-style-type: none"> • Many would like more extra curricular activities. • A few want changes in the amount of homework and more information about how their child is doing

The inspection team agreed with the strengths the parents mentioned. However, they disagreed with the criticisms listed above. The school provides a good range of extra-curricular activities. These largely take place at lunchtime, because of the age of the children. The team judged that homework is appropriate. The team also judged that there are satisfactory arrangements to give parents feedback about how their child is doing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very strong leadership means that what the school does is tightly monitored and improvements are constantly made.

1. There is very strong leadership at all levels in the school. The Chair of Governors has a very good understanding of educational issues and the governing body is well informed. They not only receive updates from their members with specific responsibilities, such as for literacy and numeracy, but also ask co-ordinators to report to the curriculum committee as part of a rolling programme of monitoring. The headteacher combines a very good understanding of the use of data analysis, such as scores in National Curriculum assessments, with a sensitivity to people and their needs. The deputy headteacher has led a major improvement drive in information technology well, and fulfils other whole school responsibilities effectively. The co-ordinators monitor their subjects, as part of the rolling programme, but teachers have also been involved in 'peer monitoring' – lesson observations of each other, which enable the school to share good practice.
2. The headteacher is heavily involved in monitoring and improving standards of teaching. She reads the termly plans of work produced by year teams and gives them perceptive feedback on what is covered. She identifies wherever there is a danger that year groups might repeat work and thus ensures that pupils make progress through what they are taught. She watches all teachers teaching and gives them individual points for improvement, yet also praises strengths - and this raises morale. Some of her recent monitoring, for example, identified the need to help pupils to concentrate through getting them actively involved, and this happened in most lessons seen during the inspection. The monitoring system was criticised at the time of the last inspection, and the school has made very good improvement in that the system is now a strength. The improvements in monitoring have had a direct effect on teaching, which has also significantly improved.
3. Two other points identified for improvement in the last report were provision of religious education and standards in information technology. Very strong improvements have been made in both these areas. The governors agreed to adopt the Dorset agreed syllabus for religious education, but the school did not just adopt the syllabus and start to teach the units of work. The staff decided to ensure an in depth study of both Christianity and Hinduism, and reflected carefully on how religious education contributes to pupils' personal development and links with other subjects. They focussed on attainment particularly well, putting assessment activities into place to see if pupils were learning what they wanted. Samples of these pieces of assessed work show useful notes made by the teachers.
4. Standards are now above average in information technology. Year 2 pupils are very confident in their use of computers and are willing to experiment with the icons on the screen to achieve the results they want. They can save and load work with help, and many can do this unaided. Their skills in word processing enable them to produce attractive documents with different sized lettering and with titles. There is good evidence of charts and graphs produced with the aid of computers and pupils are being introduced to the Internet. Importantly, teachers ensure that computers are used as much as possible throughout the day. These standards have been achieved through careful planning and training of staff. The school deliberately sought a deputy headteacher with the necessary skills to take the subject forward. The 1998 development plan identified priorities well, and this careful programme for development has been built on each year. There are now succinct and useful curriculum guidelines, which give teaching objectives and suggested activities term by term, and include a guide to what teachers should expect from pupils. Assessment is again strong – there is a record of whether each individual pupil has achieved the termly objectives.
5. The school also identifies its own areas for improvement through reviews of results and reflection by co-ordinators. Mathematics was identified as an area of weakness two years ago and a variety of strategies have been implemented. Results improved significantly in 1998 and 1999. The school is currently examining ways of improving boys' literacy.

The teaching is good, especially good for the youngest pupils, and this gives them a good start to their education.

6. Eighteen lessons were observed during the inspection, and of these 72 per cent were graded good or better. The good teaching is greatly encouraged by the very well thought out termly plans, which are created by all the teachers who work in a particular year group and checked by the headteacher and subject co-ordinators. The shared plans enable them to draw on each other's expertise and talk about the best activity to do to get a point across to pupils. The teachers' daily plans are very good, particularly where they state exactly what the pupils are to learn by the end of the lesson. Some teachers tell the pupils what the objective is, and this is effective as it helps the pupils to understand their own learning and builds a habit of taking responsibility.
7. The best teaching takes place where teachers plan activities to match what they want pupils to learn. In some cases they have slightly different objectives for different groups of pupils and make the detail of the activities harder or easier to give the right amount of challenge. In an outstanding Year R literacy lesson, for example, although the whole class was working on words that end in 'ing', the least able learnt through playing taking animals to a vet, led by an adult. The highest ability group were finding the right words to match pictures and copying sentences out, including full stops. Even though the children were so young, they kept very good levels of concentration because the work they were doing was so well judged for their ability.
8. Much of the teaching seen in Year R was of a very high standard. Over 40 per cent was very good or excellent and almost all at least good. This high standard means that the children who come into Upton Infants receive a good start and establish the right foundation for their whole education. The teachers have very good relationships with the children and this creates a safe and secure climate for learning. They are good at using resources to make the lessons interesting. In another very good literacy lesson, for example, a frog puppet which kept getting its animal names muddled up met with a delighted response from the children. They also use songs and physical activities well to reinforce learning and give the children a change from formal work. At the end of a lesson focussed on language that describes position, the teacher used the song 'put your finger on your head'. She also involved various children in moving to different places in the room using words like 'between' or 'at the side of', and it worked well because she ensured that they moved quickly and sensibly. The children's learning is very good in Year R because they have well planned work delivered in a lively and interesting way.

The curriculum is very carefully planned so that the topic approach helps pupils to make sense of their learning, but also to make progress in all of the many subjects they learn.

9. The teams of teachers who teach the same year group work on the same topic each term. Before the term starts they look carefully at all the subjects they have to teach, and, importantly, the objectives the school has identified for that subject, which depend on the stage of learning of the pupils in that year. The teachers use the central topic theme wherever they can, but are not rigidly bound by it. If number work, for example, has to be in a separate context, then that takes place. Where a variety of subjects are successfully gathered around a theme, however, the pupils learn in a 'joined up' way. Although the teachers are aware that the pupils may be studying 'design and technology' as opposed to 'science', the pupils are focussing on what they are learning.
10. The topics chosen are often very closely related to the science programme. Although the time the school spends explicitly teaching science is low, really good use is made of the time and the topic approach is particularly helpful. The good use is made of the science time because teachers' subject knowledge is good and they expect pupils to reach high levels of understanding. In Year 1, for example, a lesson about 'plants that give us food' was used by all the class teachers to reinforce and extend pupils' science knowledge to a high level. They did this by ensuring that the vocabulary of the lesson encouraged pupils to recognise different parts of plants ('stem', 'petals' etc), giving targetted work (recording simple food chains) or by asking direct questions about conditions living things need ('what would you need in your garden to encourage birds?', 'what things does a plant need to grow?'). The topic approach complements the high level of challenge of the science focussed teaching by allowing pupils reflection time. During the week of the inspection, for example, the same Year 1 pupils also used geography skills to mark the position of

specific plants on a map. They used design and technology skills to plan a 'dream garden' and did sketches of plants using different media. Each of these activities, though devised to fulfil requirements of other subjects, reminded them of the core science work they were doing. Planning shows that every one of the required subjects, not just the core subjects of English, mathematics and science, receives good attention to detail. The key features of the subjects, such as designing, making and evaluating in design and technology, or developing a sense of chronology and understanding how we find out about the past in history, are well understood by those planning the work.

11. Level 3 of the science National Curriculum is higher than is normally expected of pupils in Year 2. However, at Upton, very high numbers of Year 2 pupils have consistently achieved this level in their teacher assessments. In 1998 and 1999 over 80 per cent of the year group reached level 3, which are exceptional results. The numbers are likely to be lower this year, but the indication is that the percentage reaching this high standard will still be well above average. The inspection team identified two reasons for this achievement: the good challenge established by teachers' high expectations, and the reinforcing effect of the very well thought out topic approach.

The school develops pupils' personal skills well, and as a result they are confident and friendly, and can work without close supervision.

12. The school not only arranges planned opportunities for pupils to develop their personal skills, but teachers also make the most of incidental opportunities in lessons. There is evidence around the school of pieces of work that specifically encourage personal skills, for example a display entitled 'what do you dream', encouraging reflection on issues beyond the here and now, and a 'promise tree', encouraging moral and social development. In a Year 1 science lesson the teacher began the work with the instruction to 'close your eyes and imagine the most beautiful thing in your garden', and pupils responded with maturity, showing this was the sort of approach with which they were comfortable. Activities of this kind encourage pupils to reflect on what they are doing and encourage their initiative. They show the school gives value to individual ideas, as well as the learning of facts, and encourage pupils to become involved in their learning, ultimately raising its quality.
13. Involvement in learning and taking responsibility is also encouraged by the way teachers structure groupwork, especially in the literacy hour and some numeracy hours. Teachers identify a group, which changes each day, of pupils who will work for about 15 to 20 minutes with minimal direct supervision. They ensure that the task the group is given is one that pupils can get down to straightaway. In a good Year 2 numeracy lesson, for example, the focus of the lesson was on using different number operations, for example + or -, to get to a set answer. This was explained in the introduction, so the unsupervised group did get some direct teaching. Their task was then to create some sums, but they were given the numbers to work with, and these numbers were carefully chosen to be the right level of difficulty. They were not too easy, but were not so hard that the pupils could not do them. As a result, the pupils started work briskly with no prompting, and worked with very good independence. They were confident in their approach to learning.
14. The school encourages moral and social development very well. Teachers have devoted a lot of thought to strategies of behaviour management, and most apply these very well. The written behaviour policy is good. Mention of a pupil's tick chart, linked to rewards, was very effective in a Year 2 literacy lesson, for example, when a pupil's attention started to wander. Most teachers manage behaviour unobtrusively, referring to whole school procedures such as this but not in a way that takes up learning time. The effect is a system that again encourages pupils to take responsibility for what they are doing. Assemblies are also used very well to encourage moral understanding and social skills. The headteacher questioned pupils well – in a way that the different ages could understand - about the moral of a story ('The Rainbow Fish' – who thought he was better than the others). The occasion was also taken as an opportunity to award stickers for good behaviour in assembly – and the fact that all teachers were asked for their opinion made it an inclusive occasion for the different classes.
15. Lunchtime is a civilised occasion with pupils encouraged to sit outside in fine weather. Playtime is well supervised by assistants who show kindness and care, modelling the sort of behaviour they expect from the children. As a result the children are happy, and they are very friendly to visitors.

The provision for pupils with special educational needs is good, and so these pupils make particularly good progress.

16. The school has a high number of pupils with special educational needs. In the current Year 2, 37 per cent of the pupils are on the special needs register, with 28 per cent of all pupils in the year at stage 2 or above. These 28 per cent would normally be unlikely to achieve the national expectation in National Curriculum assessments. Preliminary results for the current Year 2 show that a significant number of the pupils with special educational needs have reached these standards.
17. The school writes individual education plans for pupils at stage 2 or above, and these have sharply focussed individual targets. They tell the teachers exactly what the pupils should be concentrating on that term, for example 'remember a series of three instructions', 'consolidate the sounds k, e, p, t and y' or 't write b and d correctly'. The clarity of these targets makes them easier to review so teachers can see if their strategies have worked. The good practice is also apparent in the way staff have built on target setting in a wider context – although other pupils do not have individual education plans they do have some targets identified.
18. During lessons the pupils with special educational needs are often closely supported and sometimes taught, at the small group level, by very skilled learning support assistants. Teachers give the support assistants very detailed information about the lesson, and make the objectives clear, but the assistants also use their own initiative to take the pupils forward. They know their charges very well as individuals and question them sensitively to draw out their understanding. They are good at using praise. In a Year R lesson, where an assistant was helping pupils find out whether objects rolled or slid down a slope, she rewarded a good attempt at a suggestion by saying 'Good – do you want to show us then?' This made the pupil feel he had really achieved something. The support the assistants give enables the pupils to take part in whole class sessions without damaging their self esteem and it keeps their interest in learning. They are not singled out in a damaging way as staff often slightly vary the group they are in, and other members of the class are involved. The teachers themselves make sure that they spend as much time with the lower ability pupils as with the others.

WHAT COULD BE IMPROVED

Although the school has improved its mathematics teaching and results, some staff still lack confidence in teaching numeracy and the mental arithmetic sessions sometimes lack pace.

19. Six numeracy lessons were observed during the inspection. Of these, one was unsatisfactory, two satisfactory, one good, one very good and one excellent. Even in the stronger lessons some teachers remarked that they felt less confident teaching numeracy than literacy and were not sure what they were doing well. None of the lessons seen had a pacy, sharp mental arithmetic session. Occasionally there was a reasonable argument for leaving it out, but in many lessons there was an arithmetic session that was either too slow or too long. Staff were not clear on the rationale for the mental arithmetic session, nor the 'pros and cons' of having it in lessons everyday without fail.
20. The key difference between the best lessons and the weaker ones was in the way the activities were chosen to ensure that pupils of different abilities achieved the learning teachers intended. In an excellent lesson the lesson plan identified simple but clear learning objectives for the whole class session and for the different groups during the groupwork session. Importantly, the activities were exactly right to achieve those objectives. For example, an able group was challenged by having to select summer and winter items and record their decisions with little adult help; a lower ability group was working much more practically with an assistant to sort objects into those that slide and those that do not. The teacher had also devised a really stimulating introductory activity with real objects that were either pairs or went together for another reason. The variety of objects meant that some were easy and some were harder to identify, and she was careful to give the less able an early chance to shine.
21. A weakness in some lessons was that the learning objectives were not clear. This meant that the teachers sometimes chose activities without thinking clearly what they wanted to achieve. One activity fell between two stools – it gave mental arithmetic questions using different sorts of mathematical language, but pupils found it very difficult as both the numbers involved and the language were hard. If the intention was to develop the language, it would have been more effective to use lower numbers so that the pupils could focus on the words and thinking what they meant in mathematical terms. If the intention was to develop arithmetic skills by challenging use of larger numbers, the introduction of new language confused matters. Once different activities were given to different groups but the groups themselves were mixed ability – this meant that the point of having different activities of different levels of difficulty was lost.
22. Although the school has been successful in its mathematics results in recent years, and standards are at least average, the teaching seen during the inspection was overall not as strong in numeracy as in other subjects. This is why it has been identified as something that could be improved even though actual results are as strong as those in English. The school has identified numeracy teaching as something that needs steady monitoring, and started this process in the spring term.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The governors, headteacher and staff should carry out the action below in order to raise standards and improve provision still further.

Improve the teaching of numeracy by:

- ensuring that all the teachers understand and agree how the mental arithmetic session should be used – whether it should always take place and how long it should last;
- raising the pace of the mental arithmetic session; and
- improving the clarity of objectives for pupils of different abilities, and the match of the activities to those objectives, where there are weaknesses.

(Raising standards in mathematics remains a priority identified in the school development plan.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	17	44	22	6	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)	0	283
Number of full-time pupils eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	39	48	87

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	31	35
	Girls	47	46	47
	Total	78	77	82
Percentage of pupils at NC level 2 or above	School	90 (89)	89 (93)	94 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	37	37
	Girls	47	47	47
	Total	79	84	84
Percentage of pupils at NC level 2 or above	School	91 (89)	97 (96)	97 (99)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	191
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25.7
Average class size	28.3

Education support staff: YR – Y2

Total number of education support staff	11
Total aggregate hours worked per week	211

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	439218
Total expenditure	430969
Expenditure per pupil	1585
Balance brought forward from previous year	18091
Balance carried forward to next year	26340

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	283
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	0	0
My child is making good progress in school.	56	40	2	0	2
Behaviour in the school is good.	43	50	3	0	3
My child gets the right amount of work to do at home.	37	51	11	2	0
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	41	45	12	0	2
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	51	44	2	0	4
The school is well led and managed.	57	38	0	0	5
The school is helping my child become mature and responsible.	53	44	0	0	4
The school provides an interesting range of activities outside lessons.	18	37	26	2	18

Other issues raised by parents

Very few parents wrote additional comments, and 7 parents attended the parents' meeting. The only written comment made by more than one parent was that the teaching was good. Parents at the meeting praised many aspects of the school.