

INSPECTION REPORT

**CAVENDISH CLOSE COMMUNITY INFANT
SCHOOL**

Wood Road
Chaddesden
Derby
DE21 4LY

LEA area: Derby City

Unique reference number: 112749

Headteacher: Mrs EA Darby

Reporting inspector: Mr Mike Dobson
5898

Dates of inspection: 12 – 14 June 2001.

Inspection number: 192699

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 |
| School category: | Community |
| Age range of pupils: | 3-7 |
| Gender of pupils: | Mixed |
| School address: | Wood Road Chaddesden Derby |
| Postcode: | DE21 4LY |
| Telephone number: | 01332 662239 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr Christopher Ham |
| Date of previous inspection: | 10 February 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|--------------------|----------------------|
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| 11072 | Ms Shirley Elomari | Lay inspector |
| 18346 | Mr Rod Bristow | Team inspector |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cavendish Close Community Infant School is situated in Chaddesden on the outskirts of Derby, and is now part of an Education Action Zone. It is a bigger than average infant school. There are nine classes for the 259 pupils on roll, and a nursery which provides for 78 children who attend part-time. Two thirds of Year 2 are girls. Only five pupils have an ethnic background other than White-UK heritage. The school has placed 13% of its pupils on the register of special educational needs, and one of them has a statement of special educational needs because of multi-sensory impairment. Families in the school represent a broad spectrum of the population, both socially and economically. The percentage of pupils eligible for free school meals is above the national average, an increase since the last inspection. The school reports also an increase in the number of children in the Foundation Stage who show emotional and behavioural problems.

HOW GOOD THE SCHOOL IS

Cavendish Close is an effective school. In the National Curriculum tests for seven year olds in 2000 the school's performance was well above the national average in writing and mathematics. Boys' success was particularly worthy of note. Almost two thirds of the teaching was very good or better. The basic skills of literacy and numeracy are well taught. Pupils with special educational needs make very good progress, as do gifted and talented pupils. There is very good provision for pupils' personal development. Leadership and management are very effective. The headteacher feels, and Inspectors agree that organisation, teaching and learning in the nursery have improved since the last inspection but not sufficiently to match the very high standards in Reception. The school gives good value for money.

What the school does well

- The school provides very well for pupils' academic and personal development. There is a very good process to track pupils' academic progress and set targets. There is very good provision, both formal and informal, for pupils' social, moral and cultural development.
- Teaching is very good in most of the school. Because of the quality of the teaching and in particular the high quality of the learning activities pupils are very well behaved, highly motivated and eager to succeed.
- The headteacher steers the work of the school very effectively. At its heart is a care for the individual, but also a determination to improve standards.

What could be improved

- Within the provision for children aged three to five, the organisation, teaching and learning in the nursery are satisfactory, but in Reception they are very good. There is an inconsistency in the quality of teaching in the two parts of the Foundation Stage and, as a consequence, an inconsistency in the quality of pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in 1997 has been good and the school has within itself the capacity to improve further. The school's performance in the National Curriculum tests for seven year olds has improved. The quality of teaching has improved, so that in this inspection 64% of lessons observed were judged very good or better. A very good assessment policy has been implemented. The school has made good progress in addressing two of the three key issues of the last report. The school has adopted and implemented schemes for all the foundation subjects. Co-ordinators in literacy and numeracy have now an increased responsibility to monitor colleagues' work. It was intended that other co-ordinators should be trained to take on similar responsibilities this year, but external demands have meant this has had to be delayed into the next development plan. The school has made satisfactory progress in improving the quality and consistency of work for children in the nursery.

STANDARDS

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

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| Reading | C | C | C | A |
| Writing | B | A | A | A |
| Mathematics | B | C | A | A |

Key

well above average A

above average B

Average C

Below average D

well below average E

Pupils' results in the National Curriculum tests for seven year olds are very good, and there has been a general upward trend since 1996. In the year 2000 tests for seven year olds the school's performance in reading was close to the national average, and well above the national average in writing and mathematics. In comparison with similar schools the school's performance in all three tests was well above the national average. Boys' results in mathematics and writing were particularly worthy of note. Although not required to do so, the school did set challenging numerical targets in 2000 which it exceeded. The school's target is now to increase the numbers of pupils, particularly in reading, whose results are above what is expected for their age.

The standards of work seen in the core subjects correlate with the results achieved in the tests, and indicate that these results are likely to be maintained this year. The school is on course to meet its targets in 2001.

Pupils' attainment on entry represents the full range of ability. They make sound progress in the nursery, but the quality of their learning is accelerated in reception so that by the age of five their attainment is above what is expected for their age. That progress is maintained, so that by age seven their attainment is well above average when compared with pupils in similar schools.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils enjoy school. In many lessons they become absorbed in their learning and are eager to explain it enthusiastically to a visitor. |
| Behaviour, in and out of classrooms | Behaviour is very good. Pupils are taught, and quickly learn, the routines of the classroom. There are few raised adult voices. Out of lessons pupils talk together and play well together. There is no evidence of aggression. |
| Personal development and relationships | A strength of the school. Both in and out of lessons relationships are very good between pupil and pupil, and pupils and adults. Adults and pupils speak appropriately to each other. |
| Attendance | Attendance is good, and there was no unauthorised absence. The school checks patterns of absence carefully and follows up causes for concern. |

This area is a strength of the school. Teachers have high expectations of pupils' academic and personal development. They set appropriate targets, and praise pupils' progress towards them. Because of the interesting variety of worthwhile learning activities pupils sustain concentration.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years |
|----------------------|--------------------|----------------|
| Lessons seen overall | Good | Very good |

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

Of the teaching observed 64% was very good or better, and all teaching was satisfactory or better. The teaching of pupils aged five to seven is very good. The objectives from the National Literacy and Numeracy strategies are conscientiously and successfully taught in the literacy hour and daily mathematics lesson. Teachers successfully plan the routines and tasks of the classroom so that all pupils can succeed. They use other adults in the room to meet the needs of slower learners; they themselves challenge the more able through skilful questions to reflect and be independent.

Teaching in the nursery is satisfactory but there is insufficient sustained teaching of individuals and groups. Time is not well used. In one afternoon session some children had free-play for almost two hours so that some became restless and distracted. Teaching in the rest of the Foundation Stage is very good because there is an excellent variety of worthwhile practical learning activities and because children are taught the routines and expectations of classroom behaviour.

Throughout the school where the teaching is very good pupils become wholly absorbed in

their learning and eager to talk about what they are doing. They are rapidly acquiring new skills in the use of computers; they are eager to contribute in whole class question and answer sessions; they are learning to think for themselves about different issues; they know their targets and what they have to do to improve.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | There is a good range of activities in the nursery, but the potential of the activities is not exploited; the curriculum in Reception is imaginative and challenging. Literacy and numeracy, as separate subjects are central to the curriculum for the five to seven year olds but links to other subjects are consistently emphasised. |
| Provision for pupils with special educational needs | The provision is very good. Pupils with apparent emotional, behavioural or learning difficulties are screened on entry. The individual education plans are detailed and reviewed appropriately. Within lessons support by adults other than the teacher usually helps pupils on the school's register of special educational needs work at their own level on the same activity as the rest of the class. All these pupils are proud of what they achieve. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for spiritual, moral, social and cultural development is very good. In an excellent act of worship the headteacher retold dramatically a Bible story and asked pupils to empathise with the characters' emotions and reflect on their own feelings. In a personal and social education lesson younger pupils painted and acted out different emotions and older pupils discussed the issue of bullying. Pupils explore their own culture in music and literature and other cultures through visits to different place of worship. |
| How well the school cares for its pupils | A strength of the school, both within and outside lessons adults and pupils alike show a concern for each other. Pupils help each other learn; adults care for pupils who are emotionally upset or physically hurt. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher has a clear vision of what she believes the school can achieve, and the personal and organisational skills to make it happen. Her acting deputy headteacher has made a significant contribution through her work on assessment. |
| How well the governors fulfil their responsibilities | Governors are fully aware of their responsibilities. They work hard to learn about the curriculum and to be active participants in the processes of planning for improvement and making the budget. |
| The school's evaluation of its performance | The school evaluates carefully pupils' performance in National Curriculum tests and the implications for planning what is taught. The headteacher and deputy headteacher, formally and informally, evaluate the quality of teaching particularly in literacy and numeracy. Performance management targets have been set for all staff. Governors, through discussion with staff and the headteacher, evaluate developments in the school. |
| The strategic use of resources | Governors, through a period of uncertainty about numbers on roll after the opening of a new school in the area, have managed their resources very well in order now to be able to improve the building and increase the number of teachers. They have begun to use the principles of best value to make decisions about priorities in their improvement plan. |

Leadership and management by the headteacher and acting deputy headteacher are a strength of the school. Other co-ordinators have begun to understand and develop their responsibilities. Coherent management across the whole Foundation Stage is still to be achieved.

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 and are making good progress. • They like the values, attitudes and standards of behaviour expected. • They feel the teaching is good and that the school is well led. | <ul style="list-style-type: none"> • A few parents would like more details about homework and more information about the curriculum. • Some parents would like more activities outside lessons. |

Inspectors agree with the positive view most parents have of the school and what it provides. They feel that the school provides sufficient work for pupils of this age to do at home and gives sufficient information about pupils' progress. The school feels, and inspectors agree, that it is unfortunate that provision for music outside lessons, which has been a strength of the

school, has had to lapse recently because of illness.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides very well for pupils' academic and personal development. There is a very good process to track pupils' academic progress and set targets. There is very good provision, both formal and informal for pupils' social, moral and cultural development.

1. At the heart of the school's values is a concern for the individual child. The school demonstrates that concern in its very good provision for pupils' personal and academic development. There is formal provision for personal development in a range of activities. Assemblies are part of the provision for spiritual development. In an excellent assembly during the week of the inspection pupils listened with rapt attention to a Bible story dramatically retold, sang tunefully and enthusiastically, and quietly reflected on the emotions of characters in the story. The school provided very well for pupils' cultural development in the poems they read in the literacy hour, the variety of activities they undertook in art and design and the songs they prepared in music. There are visits to the school by music and theatre groups to foster pupils' knowledge of their own culture, and visits to different places of worship to enhance their knowledge of other cultures. The school provides for their social and moral development in a recently adopted very successful personal and social education programme. During the inspection younger children were skilfully prompted to talk about their emotions; older pupils talked sensitively about bullying. Just as important is the informal provision for social and moral development. The provision is very good because of the way adults treat pupils and the way pupils are taught to treat each other. In her own informal work in classrooms, particularly in the Foundation Stage, the Headteacher demonstrates to other adults how to talk with pupils and how to expect them to think about the impact of what they do on others. This is very good practice. As a consequence of the way all adults relate to pupils this is a calm, orderly school. Behaviour is very good. Pupils learn to talk and play sensibly with each other. They learn to take turns and work independently; they enjoy their work and are keen to talk to visitors about it.
2. There is a similar concern to promote pupils' academic development based on a careful assessment and tracking process. Staff working with children aged three to five have begun this year to track each child's progress termly towards the early learning goals which most children should achieve by the end of the Reception Year. This is good practice. It is not clear, however, how evidence is collected or consistency of judgements reached. This is an area for development. In classes for pupils aged five to seven each pupil's work in literacy and numeracy is assessed against what is expected within the National Curriculum. The assessments are agreed across the year group. From that assessment, which in the earlier stages is broken down into smaller steps, targets for improvement are set. They are understood by the pupils and shared with parents. Information from the analysis influences what will be taught the next term. This is very good practice which has been a contributory factor to the improvement in pupils' performance in the National Curriculum tests. Within the foundation subjects the school uses advice from the Qualifications and Curriculum

Authority to assess and record regularly the attainment of pupils who have achieved above and below what is expected. The information from their assessment influences the planning of the next unit. This is good practice.

Teaching is very good in most of the school. Because of the quality of the teaching and in particular the high quality of the learning activities pupils are very well behaved, highly motivated and eager to succeed.

3. In the 64% of lessons where teaching was very good or better there are certain consistently recurring features. Teachers feel confident in their knowledge of the subject and how to turn it into worthwhile learning activities for pupils. They confidently use technical vocabulary which will prepare pupils for the junior school. They feel confident also in reminding pupils of their learning in other subjects and making the connections. They are confident in the teaching of basic skills, particularly the early stages of learning the different sounds. Because the teachers are confident in their knowledge, that confidence is picked up by the pupils and they consolidate or extend their learning quickly.
4. Teachers manage pupils' behaviour very well. They value contributions, for example, "Brilliant, give her a clap"; they don't dismiss the incorrect out of hand, but use phrases such as, "Not quite ...". In Reception they teach those classroom routines and expectations which teachers of six and seven year olds can build on, and they do so very well. For example, they encourage turn-taking through games: "If you call out, I will get a point". As a consequence pupils are constantly eager to contribute answers but have to try hard not to call out.
5. Teachers have high expectations of pupils for example, "You won't get this one" is just the sort of challenge a six year old enjoys. They demonstrate their high expectations in the way they use different questions for different pupils. The self-esteem of pupils with special educational needs is raised when they can contribute some information to the discussions; the more able pupils in the same class are expected to have a wider knowledge of the subject. Teachers have a wide range of strategies. At the beginning of the lesson all teachers share with pupils what they are expected to learn and return to it at the end so that it is reinforced. They often in literacy confidently demonstrate to pupils how they read a text and the questions they ask themselves, and how they write a particular type of text whether a story, report or set of instructions. The consequence is that pupils feel confident that they know the layout and linguistic features they are being asked to reproduce in their own writing. Teachers are skilled in managing the structure of the lessons. They use well-paced question and answer sessions to open many lessons. They expect some groups, even in Reception, to be able to work independently. They are then able to focus their attention on a small group. In this way the learning of the highest attainers can be challenged and extended; and the learning of the lowest attainers can be supported and consolidated. These very good lessons always have a pace and energy so that pupils know what they have to do and how long they have to complete it.
6. Most important of all teachers provide a range of interesting and worthwhile activities which pupils enjoy. It may be making a frieze in art; it may be practical activities to reinforce knowledge of phonics; it may be drawing and listing your friend's features in

order to understand in science that there are differences between humans. Because these activities are interesting, pupils' attention is gained, they behave very well, and sustain concentration very well. The slower learners are skilfully helped in many lessons by adults other than the teacher (for example, students, teaching assistants or volunteers) to undertake the task at their own level and know that what they produce will be celebrated by the teacher.

The headteacher steers the work of the school very effectively. At its heart is a care for the individual, but also a determination to improve standards.

7. The leadership and management of the provision for personal development are very good. In the way she negotiates situations with pupils and has high expectations of them, the headteacher consistently demonstrates to her staff that concern for the individual which is a strength of the school. She leads by example. That example is followed by both teaching and non-teaching staff, so that the school is one where the quality of relationships is a significant strength. The headteacher very effectively manages the routines of the school to give emphasis to a concern for the individual. Health and Safety issues are regularly addressed; a child protection policy is in place and publicised in the prospectus; attendance is checked weekly and patterns of absence which cause concern followed up.
8. The headteacher has a clear commitment to raising standards in the National Curriculum tests for seven year olds. She has been successful, and there has been a steady improvement in results since 1996. She has managed that improvement by working with staff to analyse results, put in place a detailed assessment policy, and use those assessments to set targets for improvement. The acting deputy headteacher has been an important contributor to this development. The headteacher and deputy headteacher have also monitored the quality of teaching for five to seven year olds and the effective implementation of the National Literacy and Numeracy Strategies. These are now strengths of the school.
9. The headteacher has a very clear vision of the provision for three to five year olds as a carefully structured curriculum with carefully planned activities and purposeful interventions by adults. She has managed very successfully the implementation of such a curriculum for the four to five year olds, but the management of its implementation with the three to four year olds has been less successful. She has ensured (as was required in the last inspection report) co-operative planning between the teachers of three to four and four to five year olds. She has demonstrated, in her own informal work in the nursery, how to make those interventions in work with three to four year olds. She has provided other training and advice, as outlined in the development plan. The headteacher's own evaluation, based on classroom observation and discussions with staff, is that there has been some progress since the last report but the improvements have not been sustained. She now intends to treat the provision for three to five year olds as a unit with one manager and approaches to teaching, learning and assessment which are consistent across the year groups. In order to bring this about the present head of nursery will act as head of the whole unit and have management targets set, the acting deputy headteacher will teach in the unit to demonstrate good practice, and all staff will be expected at different times to work in both nursery and Reception. This is good practice.

10. The governors share her vision of the school where there is, in the words of the prospectus, a joy for learning and life. They have become successfully involved in the monitoring of the curriculum. The governor with responsibility for numeracy has attended relevant training sessions and visited different classrooms. His conclusion is that the school has made a success of implementing the strategy, and inspectors agree. Governors also receive regularly reports from other co-ordinators about progress in different areas and, in particular, an analysis of results.
11. The governors have also been properly involved in the processes of planning improvements and making the budget to secure those improvements. The head teacher has been very skilled in advising them about priorities and financial implications. The development planning cycle begins in the summer with an evaluation. It is clear from evidence gathered by inspectors that the implementation of activities required in the 2000-2001 plan were properly monitored and have been completed. There is, however, insufficient evidence in reports to governors about the quality of that implementation, in particular how pupils' learning has been improved by the action taken. The priorities and activities in the 2001-2002 outline plan meet the school's needs.
12. Governors have a clear understanding of the budget. Well advised by the headteacher and local authority finance officers they have weathered the uncertainties caused by the reduction in numbers (and consequently staff) when a new school was opened in the locality three years ago. They have now accumulated sufficient reserves to be able to appoint new staff. They have adroitly used other sources of funding to purchase extra resources and have clear plans (and the finances) to make improvements to the building. They have an exciting long-term vision of how to enhance the school by provision of before and after-school activities, particularly in the nursery.

WHAT COULD BE IMPROVED

Within the provision for children aged three to five, the organisation, teaching and learning in the nursery are satisfactory, but in Reception they are very good. There are inconsistencies in the quality of teaching between the two parts of the Foundation Stage and, as a consequence, an inconsistency in the quality of pupils' learning.

13. Although there are some similarities between nursery and Reception because the medium and short-term planning is done in partnership there are also marked differences. The learning environment in the nursery is unstimulating and does not excite children's curiosity. In Reception it is colourful and stimulating. For example, in one corridor a jungle had been created through which children crawled to record the animals they discovered. The teaching in the nursery is sound. Adults supervise children conscientiously, but make insufficient use of questions to promote children's learning. Children are insufficiently challenged, during imaginative play or creative activities, to talk about what they are doing or how they might do it differently. Some whole group teaching is used but it lacks pace and does not involve sufficient children in the question and answer sessions. As a consequence some children lose interest and are distracted. Some activities drift too long and again children lose interest. It is not clear how evidence of pupils' progress is collected or consistency of judgements

reached.

14. In contrast in Reception teachers use questions skilfully to push on the learning, and children respond with appropriate and thoughtful ideas. Whole group teaching is imaginative and children's attention is held. In a particularly successful example children joined in a vivid retelling of *The Bear Hunt*. Lessons have a pace and vitality because teachers use a variety of classroom management strategies and have a range of worthwhile learning activities which children are eager to take up. Assessment, against what is expected within the National Curriculum, is carefully organised and moderated.
15. In order to remedy these inconsistencies the headteacher intends to create a unit for the three to five year olds with one manager and common approaches to teaching and learning. This is good practice to build upon what has been achieved in Reception.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16. In order to build upon what has been achieved so far in addressing inconsistencies between nursery and Reception the headteacher, and governors should:

Implement the proposed changes in the management and organisation of the provision for children aged three to five and evaluate, as part of the school's process of self review, the impact of those changes on the quality of teaching, learning and assessment in the nursery. (See paragraphs 9 and 13)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 28 |
| Number of discussions with staff, governors, other adults and pupils | 9 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 7 | 57 | 22 | 14 | 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) | 39 | 259 |
| Number of full-time pupils eligible for free school meals | - | 53 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | - | 1 |
| Number of pupils on the school's special educational needs register | 6 | 27 |

| 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 | 13 |
| Pupils who left the school other than at the usual time of leaving | 6 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 6.2 |
| National comparative data | 5.1 |

| Unauthorised absence | % |
|-----------------------------|-----|
| School data | - |
| National comparative data | 6.4 |

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 | 51 | 41 | 92 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | 47 | 46 | 50 |
| | Girls | 38 | 37 | 39 |
| | Total | 85 | 83 | 89 |
| Percentage of pupils at NC level 2 or above | School | 92 (82) | 90 (90) | 97 (88) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above | Boys | 46 | 50 | 50 |
| | Girls | 38 | 38 | 40 |
| | Total | 84 | 88 | 90 |
| Percentage of pupils at NC level 2 or above | School | 91 (82) | 96 (82) | 98 (95) |
| | 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 | 1 |
| Pakistani | 1 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 227 |
| Any other minority ethnic group | 229 |

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) | 10.2 |
| Number of pupils per qualified teacher | 25.4 |
| Average class size | 29 |

Education support staff: YR – Y2

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 151 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 39 |
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 57 |
| Number of pupils per FTE adult | 13 |

FTE means full-time equivalent.

Financial information

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

| | £ |
|--|---------|
| Total income | 534,296 |
| Total expenditure | 514,772 |
| Expenditure per pupil | 1500 |
| Balance brought forward from previous year | 51,464 |
| Balance carried forward to next year | 75,988 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 296 |
| Number of questionnaires returned | 72 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 72 | 26 | 0 | 1 | 0 |
| My child is making good progress in school. | 74 | 25 | 1 | 0 | 0 |
| Behaviour in the school is good. | 42 | 53 | 1 | 0 | 4 |
| My child gets the right amount of work to do at home. | 36 | 44 | 6 | 3 | 11 |
| The teaching is good. | 56 | 42 | 1 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 40 | 51 | 8 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 69 | 25 | 4 | 0 | 1 |
| The school expects my child to work hard and achieve his or her best. | 51 | 39 | 1 | 0 | 4 |
| The school works closely with parents. | 35 | 44 | 15 | 0 | 6 |
| The school is well led and managed. | 47 | 43 | 1 | 0 | 8 |
| The school is helping my child become mature and responsible. | 40 | 51 | 6 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 22 | 25 | 21 | 8 | 24 |

Summary of parents' and carers' responses

Parents feel that their children like school and make good progress. They like the values attitudes and standards of behaviour. They think teaching is good and that the school is well led. Some parents would like more activities outside lessons.

Other issues raised by parents

Only six parents attended the meeting with the registered inspector. They were in general strongly in agreement with the statements discussed. One or two accepted that they had received information about the curriculum, but would have liked more. In particular one parent wanted more details about homework, and one parent wanted more out of school activities. Inspectors note that governors have already begun to discuss how facilities and activities could be established to extend the school day and meet some of these concerns. In general parents felt that the adoption of the literacy and numeracy strategies had been the major improvement since the last inspection.