

INSPECTION REPORT

LISS INFANT SCHOOL

Liss

LEA area: Hampshire

Unique reference number: 116021

Headteacher: Mrs J Harmsworth

Reporting inspector: Mr RWG Thelwell
20977

Dates of inspection: 16 – 17 October 2001

Inspection number: 600259

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

© Crown copyright 2001

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 years
Gender of pupils:	Mixed
School address:	Liss Infants School Hillbrow Road Liss Hampshire
Postcode:	GU33 7LQ
Telephone number:	01730 892666
Fax number:	01730 894141
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Cartwright
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20977	Mr RWG Thelwell	<i>Registered inspector</i>
1311	Dr B Wood	<i>Lay inspector</i>
19824	Mrs J Sinclair	<i>Team inspector</i>

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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 Complaints Manager
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	1
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	5
WHAT COULD BE IMPROVED	10
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	11
PART C: SCHOOL DATA AND INDICATORS	12

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Situated in the village of Liss, the school shares a site with Liss Junior School. Whilst pupils are drawn from a cross section of society, they come, in the main, from owner-occupied homes. At present, 169 pupils attend school full time, including 56 children in reception. There are six classes with an average size of 28. Children start school at the beginning of the school year in which they are five. Nearly all attend pre-school groups. Statutory assessment on entry to reception shows overall attainment to be above average. Whilst nearly all children have levels of attainment expected for their age, around a quarter exceed the norm.

The school has identified 25 pupils as having special educational needs. This represents 15 per cent of those on roll, and is below the national average. One pupil has a statement of special educational needs allocated under the terms of the official Code of Practice. Five per cent of pupils are eligible for free school meals; this is below average. No pupils require extra support as a consequence of being in the first stages of learning English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school with outstanding features. It has no major weaknesses. As the result of very good teaching, pupils learn well and achieve high standards. Very good behaviour and relationships are the norm. The headteacher, staff and governing body work very well as a team, always looking for ways to improve their own performance and the quality of education the school provides. They have successfully addressed all issues from the last inspection, and have created a caring ethos that supports pupils' learning. Efficient use is made of time, money, accommodation and resources. When taking into account pupils' attainment on entry to the Reception Year and the very good added value in terms of pupils' achievement when they leave, Liss Infant School is a very effective school that gives very good value for money.

WHAT THE SCHOOL DOES WELL

- By the time they leave the school at the end of Year 2, pupils achieve high standards in English, mathematics and science.
- Teaching is very good.
- Leadership and management of the school are excellent.
- Pupils have very good attitudes to learning. They behave very well and get on well with each other.

WHAT COULD BE IMPROVED

In the context of this very good school, there are no key issues regarding improvement. Aspects for ongoing development include:

- Including all required information in the school prospectus and the governors' annual report to parents.
- Writing a policy setting out the school's arrangements for the education of children in the Reception Year.
- Informing parents of the school's policy for out-of-class activities.

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 successfully addressed all issues arising from the previous inspection in May 1997. There has been a marked improvement in the quality of teaching, and standards have risen each year. Improved planning ensures that all pupils, particularly higher attainers, are given suitably challenging tasks, carefully matched to their stages of learning. Subject managers now monitor the provision and standards of the subjects for which they are responsible, and good procedures for assessment have been developed. Governors now monitor and evaluate the cost-effectiveness of spending decisions, aided by success criteria within a very well structured 'school strategic plan'. The school has successfully introduced national strategies for literacy and numeracy, together with that for the performance management of teachers. The programme for continuous professional development is now closely linked to the priorities in the strategic plan. Improvements have been made to accommodation, and resources for information and communication technology have improved significantly. The school grounds have been developed thoughtfully, and now make a positive contribution to pupils' learning. The school is well placed to continue its developments and improvement.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 2, based on average point scores¹ in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
Reading	A	A	A	B
Writing	A	A	A	A
Mathematics	A	A	A*	A

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

For the last four years, standards have been well above national averages in the national tests in reading, writing and mathematics. Results for mathematics in 2000 were consistent with the highest 5 per cent of schools nationally. No national figures are yet available for the assessments in 2001 at the end of Year 2, but results show further gains have been made in each subject. All pupils assessed achieved the expected levels² for their age in reading, writing, mathematics and science. Over half gained the higher level for reading, and nearly half for mathematics and science. A quarter of pupils gained the higher level for writing, a figure that is nearly three times the national average of the previous year. Inspection evidence confirms that pupils currently in Year 2 are also on line to achieve high standards. The school aims to enable all pupils to reach their full potential. To this end, it sets challenging yet realistic targets for pupils to achieve high standards in literacy and numeracy.

¹ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

² The national expectation is that, when assessed at Year 2, pupils should achieve Level 2. The higher level for pupils is Level 3.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to all aspects of school life. This has a very positive effect on the progress they make in school.
Behaviour, in and out of classrooms	Pupils' very good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Relationships are very good, and are a strength of the school. Pupils listen well to what each other has to say. They show confidence when explaining their ideas, and are kind, considerate and helpful to others; pupils show a growing maturity in their work and play.
Attendance	Good. Attendance is above the national average. Pupils are keen to attend.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very 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.

The very good teaching has a significant impact on pupils' learning, resulting in their making very good progress and achieving high standards. Teaching of literacy is very effective. Strengths lie in thorough and effective planning, with objectives that are carefully explained and tasks that challenge all pupils to the full. Teachers' enthusiasm, skilled questioning and interesting activities are underpinned by their good subject knowledge. Teaching of numeracy is equally good. Lessons contain enjoyable activities that reinforce pupils' understanding of the concepts taught. Pupils are challenged regularly through mental arithmetic sessions, and often asked to explain how they arrived at their answers. Teachers successfully meet the needs of pupils at different stages of learning, ranging from those with special educational needs to high attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision is very good throughout the school. All subjects of the National Curriculum, together with religious education, are well catered for.
Provision for pupils with special educational needs	Very good provision that is very well managed by the special needs co-ordinator. The support given to pupils, either in class or when withdrawn from class, enables them to make good progress.
Provision for pupils with English as an additional language	All pupils are proficient in English and require no additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good role models provided by staff, together with clear codes of behaviour, ensure pupils develop a good understanding of their moral and social responsibilities. The provision for pupils' spiritual and cultural development is very good.
How well the school cares for its	The school's provision for the health, safety and general

pupils	welfare of its pupils is very good.
--------	-------------------------------------

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. The very good support she receives from the deputy headteacher, staff and governors results in the school having a very positive ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	Governors are closely involved in strategic and financial planning, monitoring and evaluation. They have a very clear understanding of the school's provision for the National Curriculum and the standards achieved. Apart from omissions within the prospectus and the annual report to parents, all statutory obligations are met.
The school's evaluation of its performance	Very good procedures are in place to monitor and evaluate all aspects of performance. Data is analysed well to help determine what needs to be done next. There is good provision for monitoring the quality of teaching.
The strategic use of resources	Very good. Money, time, staff and learning resources are used efficiently for the benefit of all pupils. The principles of 'best value' are rigorously applied at each stage of planning and evaluation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy coming to school. They are taught well and make good progress. • The school expects pupils to work hard and achieve their best. • The school is well led and managed. It keeps parents well informed on pupils' progress. • The school helps pupils become mature and responsible, and behaviour is good. • The school works closely with parents. They feel comfortable about approaching the school with a question or problem. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Sixty-three parents returned the pre-inspection questionnaire, and 12 parents attended the meeting with the Registered Inspector. Several parents wrote letters in support of the school. Inspection evidence confirms the positive views expressed by parents. The school has a policy of not providing clubs outside of lessons. The inspection team is of the opinion that this should be explained to parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time they leave the school, at the end of Year 2, pupils achieve high standards in English, mathematics and science

1. The school is very successful in its quest to develop and realise the full potential of each and every pupil in its care. Standards for the last four years have been well above national averages because of the school's detailed analysis of results in the end of Year 2 National Curriculum assessments, ongoing monitoring of teaching and learning, the successful implementation of national literacy and numeracy strategies, and the school's 'targeted teaching initiative'³. Results of assessments for 2001, for which there are as yet no national figures for comparison, showed that all pupils, including those with special educational needs, reached the expected levels for reading, writing, mathematics and science. This was an outstanding achievement, complemented by the fact that over half gained the higher level for reading, and nearly a half gained that level for mathematics and science. Whilst 'only' a quarter reached the higher level for writing, this figure is nearly three times the national average for the previous year. Inspection evidence confirms that high standards are maintained by pupils currently in Year 2.

2. Standards of listening and speaking are high. Pupils are very attentive to their teachers and to each other. When, as in a design and technology lesson, they are asked a question such as, "What is a vehicle?" pupils consider carefully before replying. They respond well, ensuring they answer in full and interesting sentences. Where appropriate, they make use of subject-specific language. Pupils are confident and willing speakers. They respond well either to general questions in assembly such as, "What do you know about Jesus?" or to more focused questions, as when asked to explain specific events of a story as seen through the eyes of the main character, such as Webster the naughty (and very clumsy) dog.

3. During literacy hour, pupils read aloud with enthusiasm, clarity and precision. They read with obvious enjoyment, doing their best to bring stories alive through their expressive reading. Pupils demonstrate a clear understanding of punctuation, and how it guides the way a text should be read. They recount aspects of stories very well, and show they have a clear understanding of what they have read, as when in one lesson observed, pupils discussed aspects of characterisation in their shared text. Pupils' successful reading strategies are underpinned by a well-structured scheme for the teaching of phonics, which supplement that within the National Literacy Strategy. Pupils regularly take home their reading books and spelling lists to share with parents and carers. In lessons observed, pupils showed good higher order reading skills as they scanned text for words and phrases indicating the sequence of events within the story. Examples of their findings included, 'on the way home', 'next' and 'last'.

4. From early on, pupils are given good opportunities to write for a range of purposes across the curriculum. By the end of Year 2, pupils write complex and interesting sentences, making correct use of a range of punctuation, including speech conventions. They write well-structured letters in which their range of vocabulary reflects the breadth that pupils use adeptly when reading and speaking. For example, the letters written to Mr Wolf, complaining of his nasty habit of eating people and pigs, contain a good range of vocabulary in addition to an appropriate degree of formality. Most pupils use paragraphs

³ In order to raise standards further, the school engages a teacher, on a part-time basis, to support the teaching of literacy and numeracy in Year 2. Three times a week, pupils are taught in groups smaller than their normal class group. The 'target group' is determined by a termly review of needs, and enables teachers to focus closely on the needs of pupils from a more narrow range of attainment.

and chapters when producing extended writing. Good examples include, 'The day I shrank', and 'The tiger who got fat'. Writing skills are used to very good advantage in other subjects. In science, for example, pupils write their own full accounts of investigations, and they produce their own interpretations of scripture stories in religious education. Pupils support their studies on Hinduism by producing impressive booklets on India that contain both index and glossary. Pupils write in a clear, cursive style, paying good attention to their levels of presentation because they have regular handwriting lessons and teachers have high expectations.

5. Inspection evidence confirms pupils' high achievement across each element of the mathematics curriculum. Pupils' very good attainment in number is enhanced by their impressive performance in mental activities. They thrive on tasks given them, and carry out their calculations and activities at speed. Pupils' good knowledge and understanding are demonstrated by the clear and thoughtful explanations they give of how they arrive at their answers. They participate in their activities with much enthusiasm, as when they undertake a range of tasks related to two-dimensional shapes and their properties, and when they prove their understanding of the value of coins by resisting their teacher's attempts to acquire their coins at less than their worth. The ethos within mathematics lessons is one where pupils are encouraged to 'have a go', without fear of failure, knowing their attempts will be valued. Pupils' good learning and achievement are supported well by homework based on a commercial scheme, together with individual targets, which pupils carry out with enthusiasm.

6. In science, the emphasis placed on scientific enquiry enables pupils to work both individually and collaboratively. Inspection evidence confirms that pupils perform well in predicting, observing and reviewing the outcomes of investigations. They conduct many interesting activities, including those relating to electrical circuits, sound, plant growth, and, as observed during inspection, the speed at which boats of different shapes travel through water. Pupils have a clear understanding of what makes a test 'fair'. In each activity, they thoughtfully devise a number of ways to ensure their investigations are undertaken in a fair manner. By the time they leave the school at the end of Year 2, pupils have a good range of scientific knowledge, and record and communicate their findings with much clarity and confidence.

Teaching is very good.

7. The high quality of teaching has a very positive effect on pupils' responses and the progress they make, and results in very high levels of achievement. Half of lessons observed were judged to be very good, including two that were excellent; the remainder were good. This is a significant improvement on the last inspection when 12 per cent were judged unsatisfactory. All teachers and classroom assistants work very well as a team, sharing good knowledge and experience. Across the school, expectations of pupils' performance are high; teachers create a very positive classroom ethos that supports pupils' learning.

8. Children of reception age are provided with a very good range of relevant and interesting activities that focus closely on learning outcomes. For example, when children were introduced to the letter 'm' and its sound and shape, they were given purposeful and enjoyable tasks to reinforce their understanding. Activities such as painting and drawing letter shapes, moulding them from plasticine and 'writing in the air' and in sand, not only support phonic awareness, but they also help develop children's fine manipulative skills and co-ordination. Thorough planning, based on the officially recommended Early Learning Goals, covers all areas of learning for children of this age, and links very well with

the early stages of the National Curriculum. Teachers' good knowledge and understanding of the

educational needs of the age group are reflected in the preparation and delivery of lessons. Staff co-operate well in providing children with a good balance between teacher-directed activities and those that children choose for themselves. Many opportunities are created to develop and extend children's language, and are a marked feature of the good practice observed.

9. Throughout Years 1 and 2, teachers use the structures of the National Literacy and Numeracy Strategies very well to support their thorough lesson plans. In all subjects, pupils are provided with challenging tasks, well matched to their level of attainment. Pupils with special educational needs (SEN) receive very good support. In addition to support in class, these pupils benefit from individual tuition, where teaching given by the SEN co-ordinator focuses on their individual needs. They thrive on the differing strategies she employs, work hard at the challenges she sets, and respond positively to her ongoing reassurances, such as: "Good boy. You're doing really well", and, "You remembered that well. Excellent". At the end of each session, there is a deliberate focus on pupils' achievement, culminating in a comment such as, "You worked really hard today. Well done". In lessons observed, teaching always resulted in good learning. Individual education plans relate well to the specific needs of pupils for whom they are written, and staff use these plans well to meet those needs.

10. Across the school, classrooms are very well organised to promote learning. Teachers place much emphasis on the careful display of pupils' work in order to celebrate their achievements. Such displays significantly enhance the learning environment. Effective use is made of support assistants and volunteer adults to assist pupils' learning. Teachers ensure those working with them have a thorough understanding of the objectives of lessons, of the methods and resources to be used, and of the appropriate levels of expectation for pupils with whom they work. Staff build very good relationships with pupils, whose behaviour is equally good. Inspection evidence confirms parents' views that teachers know pupils and their needs well, and plan for them accordingly.

11. Good use is made of time and resources to advance pupils' learning. Lessons have a brisk start with a recap on what pupils have learnt earlier, and an outline of how it will be developed within the lesson. For example, at the start of a literacy lesson, pupils were questioned on the character of 'Webster' the world's naughtiest dog and the story so far, by way of developing work on the sequencing of stories. At the start of numeracy lessons, pupils respond enthusiastically to the mental / oral arithmetic challenges. They are given every opportunity to explain the strategies they use in responding to a set task. For instance, when asked how he had added two numbers together, a pupil in Year 2 stated, 'I held the largest number in my head, then counted on the smaller one'.

12. Teachers are enthusiastic, and this contributes to positive, well-managed classes. In all lessons observed, teachers demonstrated a high level of subject expertise, which they used to good advantage with pupils. This is particularly evident in literacy and numeracy lessons, where teachers have used the structures of the literacy and numeracy strategies very well to support their thorough planning. In literacy, through a well-structured programme for the teaching of phonics, together with their expressive reading and leading of stories, the staff ensures that pupils understand the various texts studied. Teachers use ongoing questioning and encouragement well to elicit and develop pupils' understanding. For example, pupils in one lesson were asked: "Boisterous. That's a good word. Can you explain what it means?" and when giving oral responses to questions, pupils are reminded, "Make your answers interesting with full sentences. We don't want just 'yes' or 'no'". In all lessons observed, teachers shared learning intentions well at the start of lessons, ensuring pupils understood fully what they were expected to achieve. For example, at the beginning of a lesson on the equivalent value of coins, pupils were told, "What I want you to do by the end of the lesson, is to show me that you understand the value of these coins".

13. Day-to-day planning is very effective, and teachers make good use of ongoing assessment to help plan what is to be taught next. Marking is constructive and very helpful; pupils are given very clear guidance, either orally or in writing, as to what they must do to improve. Homework is used well to support learning, and includes reading and spelling activities, together with arithmetic challenges from a commercially produced scheme.

14. The high quality of teaching, together with its impact on pupils' learning, is encapsulated well by a Year 2 pupil who stated, "The teaching's good here. Its fun to learn".

Leadership and management of the school are excellent.

15. Under the excellent leadership of the headteacher, the school has successfully developed a culture of self-evaluation, where all members of staff, together with governors, play their part. Through this process, all aspects of performance are analysed with a view to improvement. The headteacher sets a very clear direction for the work of the school, based on her vision for the school's ongoing development and on a good understanding of the needs of its pupils. She receives very good support from the deputy headteacher and a hard working staff, who, with the governing body, share an impressive commitment to providing quality education. This has resulted in a clear set of aims and values that are at the heart of the school's day-to-day life. Staff and governors have established a very positive and caring ethos that supports and promotes learning, resulting in pupils' high levels of achievement.

16. Together with the governing body, the headteacher manages the school very well. Day-to-day management and organisation of the school are of the highest order. Roles and responsibilities are clearly defined, and members of staff have specific management roles that support the work of the school very well. The attention to detail is impressive. For example, each morning, a member of staff is at the entrance to meet and greet each pupil and adult as they arrive. After school, a member of staff ensures that those who travel from the surrounding district are settled on their mini-busses.

17. Management of the curriculum is effectively delegated to teaching staff, each of whom takes responsibility for co-ordinating a number of subjects and aspects of school life. An effective monitoring and evaluation schedule has been established. In addition to the headteacher, subject managers monitor the quality of teaching and learning, together with resulting standards, in the subjects for which they are responsible. Results of end of Year 2 National Curriculum assessments are analysed in detail, to determine where further improvements can be made regarding content and delivery of the curriculum. Findings are then discussed fully with governors.

18. The governing body contributes substantially to the management of the school. In addition to regular and productive communication between the headteacher and chair of governors, committees covering a wide range of management areas meet regularly. In addition to work related to strategic planning, monitoring and evaluation, governors visit, observe and work alongside pupils. In so doing, they gain a very good understanding of the school's provision for the National Curriculum and standards pupils achieve. In order to develop and improve the support it gives the school, the governing body undertakes an annual review of its own performance. Results of the most recent evaluation have led to the governors focussing more closely on procedures for the induction of newly appointed governors. With the exception of minor omissions within the school prospectus and the annual report to parents, the governing body meets its statutory obligations well. Requirements relating to a daily act of collective worship are met, as are those that ensure

all pupils have equality of opportunity regarding access to the curriculum. The school complies fully with requirements relating to the Code of Practice for the identification of pupils having special educational needs (SEN). Provision for such pupils is extremely well managed by the SEN co-ordinator.

19. The preparation of the 'school strategic plan' is well managed, with governors and staff successfully involved. The resulting document is of excellent quality, being very clear and well structured. It establishes relevant priorities, responsibilities and resource requirements, together with criteria that will be used to evaluate success. The provision is well managed for in-service training associated with the plan's targets, together with agreed personal development resulting from procedures for the performance management of teachers.

20. The standard of financial planning and management, together with that of financial control, is very good. The last audit of the school's financial management systems, undertaken on behalf of the local authority, found them to be 'of a high order', and raised very few minor recommendations for improvement. The finance committee meets regularly, and governors are closely involved in budgetary matters; all expenditure is carefully targeted and used appropriately. In keeping with the school's very good application of the principles of 'best value', all spending decisions are evaluated for cost-effectiveness in terms of their impact on the quality of education and provision.

Pupils have very good attitudes to learning. They behave very well, and get on well with each other.

21. Throughout the school, pupils are highly motivated learners who respond very well to the equally good learning opportunities given them. They bounce into school in the morning, full of eagerness to get on with the day. Reception children settle quickly into the life of the school. They adapt happily to day-to-day routines, and make very good progress in their personal, social and emotional development. They form effective friendships, help each other and treat each other with warmth and respect. For example, each morning as they arrive in class, children show real pleasure in greeting one another as they settle to an activity before lessons begin. Children follow instructions willingly, share and take turns, and respond well to the adults with whom they work.

22. The school has successfully developed very good attitudes and work habits in pupils. They arrive at lessons prepared to work, and involve themselves readily in tasks. This positive attitude has a beneficial effect on their learning. The setting of individual targets, which pupils take seriously, provides them with constant reminders of what they are trying to achieve, and the standards that are expected of them. Pupils work effectively either in collaboration with others, as when pupils in Year 2 role-play within their 'Struay Post Office' or by themselves, as when reception children explore the ways of 'travelling to school' during a movement lesson. They set about their tasks with enthusiasm, whether it be Year 1 pupils investigating the contents, preferences, and making of sandwiches, or those in Year 2 who, as part of the 'Katie Morag' stories studied in literacy sessions, design and make a wheeled vehicle suitable for a rough terrain. Pupils sustain concentration until work is completed. Across the school, pupils demonstrate independence by choosing their own resources and attempting to overcome and solve difficulties for themselves, before requesting assistance from adults. Pupils have regular timetabled opportunities to develop independence through making choices from a range of structured activities. Pupils work hard to achieve good results, and take pride in their work. For example, five pupils in Year 2 were each given parts to read in a short play. After a little while, the young narrator brought proceedings to a halt and said, "We were told to read with expression, and some of us aren't. We can do better. Let's start again, and remember – with expression this time!"

23. Within classrooms and around the school, behaviour is very good. The need for teachers to discipline pupils is seldom evident. Pupils move around the school in an orderly manner; they are quiet and respectful in assemblies, recognising the reverence of the occasion. They listen attentively to those who talk to them in assembly, and to the music played for them as they enter and leave the hall. In class, pupils listen equally attentively and patiently to explanations and instructions.

24. Relationships between pupils are very good, and are a real strength of the school. In the dining hall at lunchtimes, the atmosphere is congenial and characterised by courtesy and good manners. At other times, pupils are helpful, polite and welcoming to visitors. During playtimes, pupils play well with each other. They keep a close watch on their friends, and are seen to be-friend those who are playing alone or appear unhappy. Such actions are supportive of pupils' own personal development, and make the playground, like the rest of the school, a happy place to be in.

WHAT COULD BE IMPROVED

Statutory compliance regarding information within the school prospectus and the governors' annual report to parents.

25. Although the school prospectus and the governors' report to parents are very helpful and informative documents, there are minor omissions in terms of required information.

26. The prospectus gives no information regarding provision for pupils with special educational needs.

27. The governors' annual report to parents does not contain the national results of end of Year 2 National Curriculum assessments, against which the school's results may be compared.

The provision of a policy setting out the school's arrangements for the education of children in the Reception Year.

28. Whilst the school makes very good provision for its young children, there is no overall, written policy covering the procedures and management of day-to-day issues and needs. The procedures for induction, initial assessment on entry and curriculum provision have yet to be committed to an agreed written policy. Without such a policy in place, the school cannot ensure that the good practice already taking place is maintained and developed, particularly in the absence of key members of staff.

Information for parents regarding the school's policy on out of class activities.

29. Although the school provides many opportunities to enhance the work in classrooms through visits and visitors, there are no opportunities for pupils to take part in out-of-class activities. In the pre-inspection questionnaires, parents raised concerns about this missing element in what is otherwise very good provision for pupils' social development. The school has a clear policy of not providing out-of-class activities. This now needs to be shared with parents and carers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. There are no key issues for the school to address. However, in the context of its strengths, the following minor points for improvement should be considered:

- Comply with statutory requirements to ensure the school prospectus and governors' annual report to parents contain all the required information.
- Provide a policy that sets out the school's arrangements for the education of children in the Reception Year.
- Ensure that parents have a clear understanding of the school's policy regarding activities outside of lessons.

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	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	9	0	0	0	0
Percentage	11	39	50				

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	169
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25

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	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2000	26	23	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	23	26	26
	Girls	23	23	23
	Total	46	49	49
Percentage of pupils at NC Level 2 or above	School	94 (97)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	25	25	25
	Girls	23	23	23
	Total	48	48	48
Percentage of pupils at NC Level 2 or above	School	98 (98)	98 (100)	98 (100)
	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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	122
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes:

YR – Y2

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	20.6
Average class size	28

Education support staff:

YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	130

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	------------------

	£
Total income	410784.00
Total expenditure	402092.00
Expenditure per pupil	2210.00
Balance brought forward from previous year	16830.00

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

169
63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	49	39	2	0	0
Behaviour in the school is good.	52	38	2	0	8
My child gets the right amount of work to do at home.	46	39	0	0	14
The teaching is good.	62	31	0	0	7
I am kept well informed about how my child is getting on.	43	43	7	0	7
I would feel comfortable about approaching the school with questions or a problem.	68	26	3	0	3
The school expects my child to work hard and achieve his or her best.	60	38	0	0	2
The school works closely with parents.	55	37	5	0	3
The school is well led and managed.	82	15	0	0	3
The school is helping my child become mature and responsible.	67	26	0	0	7
The school provides an interesting range of activities outside lessons.	23	25	21	4	27

Summary of parents' and carers' responses

In addition to those who returned the questionnaire, 12 parents attended the pre-inspection meeting with the Registered Inspector. Several wrote letters in support of the school. Parents agree that the school promotes and achieves good standards, values and attitudes. They feel the school is successful in building pupils' self-confidence, and believe the support given to all pupils successfully helps them do the best they can. Parents find the staff very approachable when they have concerns. They consider behaviour to be good, based on an ethos of mutual respect. Parents find the amount of work pupils are expected to do at home is about right for their age. A quarter of questionnaires returned stated that the activities outside of lessons are very limited.