

INSPECTION REPORT

SCAWSBY SALTERSGATE INFANT SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106703

Headteacher: Mrs C Holliday

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 26 - 28 February 2001

Inspection number: 194351

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:	3 - 7 years
Gender of pupils:	Mixed
School address:	Windsor Walk Scawsby Doncaster South Yorkshire
Postcode:	DN5 8NQ
Telephone number:	01302 784429
Fax number:	01302 784429
Appropriate authority:	The governing body
Name of chair of governors:	Mr J McCabe
Date of previous inspection:	13 - 15 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
(Ofsted No. 23004)	Christopher Taylor	Registered inspector
(Ofsted No. 19741)	Trevor Smith	Lay inspector
(Ofsted No. 22274)	Vera Rogers	Team inspector

The inspection contractor was:

Cambridge Education Associates Limited
Demeter House
Station Road
Cambridge
CB1 2RS

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	6
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	11
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scawsby Saltersgate Infant School caters for boys and girls aged three to seven. It has 269 full-time pupils and 77 children who attend the 40-place nursery on a part-time basis. Many children live outside the catchment area. Numbers have remained stable over the last four years. The majority of children join the nursery with speaking skills, early reading, writing and number skills and personal development above the levels expected for their age. Approximately four per cent of pupils - below the national average - is known to be eligible for free school meals. Thirteen per cent of pupils - well below the national average - have special educational needs. Two pupils have Statements of Special Educational Needs. The majority of pupils with special needs have moderate learning difficulties or specific learning difficulties. Only one pupil is from an ethnic minority and no pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

Scawsby Saltersgate Infant School is a highly effective school with a very good ethos. By the age of seven, standards are well above the national average in English and mathematics and above average in science. Teaching and learning are good and pupils make very good progress during their time at the school. Pupils attitudes to learning, their relationships and their personal development are very good and pupils behaviour is excellent. The curriculum is good and provision for children in the nursery and reception classes is very good. Links with parents are very good. The leadership and management of the headteacher, deputy headteacher and senior staff are very good. Expenditure is close to the national average and the school provides good value for money.

What the school does well

- Children in the nursery and reception classes make very good progress because of very good teaching.
- Standards are well above the national average in English and mathematics at the end of Key Stage 1 due to very high teacher expectations, highly effective lesson planning and particularly good management of pupils.
- Pupils extremely positive attitudes to learning, their excellent behaviour and very good relationships help them to make very good progress.
- The very good leadership and management of the headteacher, deputy headteacher, key staff and governing body ensure that the aims and values of the school are clearly reflected in its work.
- Parents make a highly effective contribution to children's learning.

What could be improved

- Standards in information and communication technology (ICT) are not as high as in English, mathematics and science.
- Marking of pupils work is inconsistent and does not always follow the schools marking policy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress in addressing the key issue in the previous inspection report in January 1997. It has increased the amount of time spent on science and has improved standards, but these are still not as high as the very good standards it has maintained in English and mathematics. In addition to this key issue, the school has improved its good links with parents and these are now very good. It has maintained a good standard of teaching, and educational provision for young children in the nursery and reception classes is now very good. The school has maintained the very good attitudes and relationships of its pupils and their excellent behaviour. The leadership and management of the headteacher, deputy headteacher, key staff and governors remain very good.

STANDARDS

The table shows the standards achieved by seven-year-olds based on National Curriculum test results:

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

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

In reading, the schools results in 2000 were well above the national average for all schools in the country, and well above the average for schools with a similar proportion of pupils eligible for free school meals. Over the past four years, these high standards have been maintained. Inspection findings indicate that standards of attainment in reading in the current Year 2 are also well above the national average. In writing, the results of the tests in 2000 were well above the national average for all schools and were in the top five per cent of schools in the country with pupils from similar backgrounds. Standards have been maintained at a very high level over the past four years. Inspection findings indicate that standards in writing are well above the national average in the current Year 2. In mathematics, standards in the tests in 2000 were well above the national average and well above the average for similar schools. Over the past four years, high standards have been maintained consistently. Inspection findings indicate that attainment in mathematics is well above the national average at the end of Key Stage 1. Teachers assessments of pupils standards in science in 2000 indicated that the percentage of pupils achieving the nationally expected standard was above the national average and that well above the average achieved higher levels. Overall, standards were well above those in similar schools. Inspection findings indicate that standards in science in the current Year 2 are above the national average. Standards are in line with those expected nationally in ICT, but are not as high as in English, mathematics and science. Children make very good progress in the nursery and reception classes. Standards are above, and often well above, those expected nationally by the age of five. Realistic targets have been set to improve standards in English and mathematics in the National Curriculum tests for seven-year-olds in 2001. The school was successful in exceeding its targets in 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and are highly motivated. They are extremely interested and involved in all school activities.
Behaviour, in and out of classrooms	Excellent. Pupils nearly always behave excellently in class and around school. They are polite and helpful. There have been no exclusions.
Personal development and relationships	Very good. Relationships among pupils and between pupils and staff are particularly good. Pupils are very keen to take responsibility when given the opportunity to do so.
Attendance	Well above the national average. There is no unauthorised absence and punctuality is very good. There is hardly any lateness.

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	-

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.

Teaching was satisfactory or better in all the lessons observed and was good or better in four out of every five lessons. It was good in 46 per cent of lessons and very good in 33 per cent. There was no unsatisfactory teaching. Overall, teaching is very good in the nursery and reception classes and is good at Key Stage 1. The teaching of English and mathematics, including the basic skills of literacy and numeracy, is very good in the nursery and reception classes and good at Key Stage 1. Particular strengths of teaching include very good knowledge of the ways in which young children learn, highly effective lesson planning, very high teacher expectations and particularly good management of pupils. As a result, pupils learn quickly and make very good progress in acquiring skills, knowledge and understanding as they move through the school. Teaching of ICT is satisfactory, but additional training is planned for teachers to help raise pupils' attainment to the high standards achieved in English and mathematics. There is not enough use of ICT to aid teaching and learning in other subjects of the curriculum and there are too few opportunities for pupils to use computers and to practise their skills. Consequently, pupils do not learn ICT skills fast enough. The school is aware of these issues and is already implementing plans to improve both the resources and staff expertise in ICT. On-going assessment of children's work is very good in the nursery and reception classes and is satisfactory at Key Stage 1. The marking of older pupils work at Key Stage 1, however, is inconsistent and often does not follow the schools marking policy. All work is ticked and teachers make helpful verbal comments when they go over work with pupils; but most teachers do not write enough encouraging remarks and do not indicate in writing how standards can be improved. The quality of teaching for pupils with special educational needs is very good in the nursery and reception classes and good at Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. The statutory requirements of the National Curriculum are met. Good use is made of opportunities for outdoor learning in the nursery and reception classes. There is not enough use of ICT to assist teaching and learning in other subjects of the curriculum. There is a good range of extra-curricular activities for older pupils.
Provision for pupils with special educational needs	Good. Provision for pupils with special educational needs is good throughout the school. Pupils receive helpful assistance both in class and when withdrawn for teaching in small groups. They make very good progress towards the targets in their Individual Education Plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils personal development is good. Provision for pupils moral and social development is very good, with clear teaching of right and wrong. Provision for pupils spiritual development is satisfactory. Provision for pupils cultural development is good.
How well the school cares for its pupils	Satisfactory, overall. Procedures for monitoring and promoting good behaviour are highly effective. Procedures for ensuring pupils welfare are good. Procedures for child protection are generally satisfactory but staff have had no recent training in child protection procedures.

The schools links with parents are very good and parents make a highly effective contribution to children's learning both at school and at home. Parents generally express very strong support for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, deputy headteacher and senior staff provide clear direction and purpose in the work of the school. The school's aims and values are reflected very positively in its work. Subject co-ordinators evaluate teachers planning and pupils work most effectively and help to monitor teaching in order to improve standards.
How well the governors fulfil their responsibilities	Good. The governing body is actively involved in the life of the school. Governors play an important role in shaping the direction of the school and are effective in carrying out their statutory duties.
The school's evaluation of its performance	Very good. The school monitors and evaluates its performance well. It has a very good understanding of its strengths and weaknesses.
The strategic use of resources	Good. Educational priorities are supported well through good financial planning. Specific grants are used effectively and all major spending decisions take into account the principles of best value. The large carry-over projected for the end of the current financial year is earmarked for extending the staff room and building a new school library. There are not enough computers and not enough software to support the use of ICT across all subjects of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • The school enables children to make good progress in their work. • The school achieves high standards of good behaviour. • The teaching is good. • Most parents are comfortable about approaching the school with questions or a problem. • The school expects children to work hard and to achieve their best. • Most parents feel that the school works closely with them. • The school is well led and managed. • Most parents feel that the school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • A few parents feel that their children do not get the right amount of work to do at home. • A few parents feel that they are not kept informed enough about their children's progress. • A significant minority feels the school does not provide an interesting range of activities outside lessons. • Several parents expressed concern that packed lunches are eaten in classrooms. They felt that this is less sociable and less hygienic than eating in the school hall. • Several parents expressed concern that their children are cold because they are not allowed to wear shorts and tee shirts for physical education lessons.

The inspection findings support the parents positive views. While a few parents feel that their children have too much homework, especially in Year 2, the amount of homework set by the school is broadly in line with national recommendations. The quality of information provided for parents, including parents evenings and annual reports on pupils progress, is good. There is a good range of extra-curricular activities for older pupils in Year 2. While there are no formal activities provided outside lesson times for younger pupils, facilities for children to play outside at breaks and at lunchtimes are very good. It is not expected that schools should provide formal extra-curricular activities for younger children. The school ensures that arrangements for eating packed lunches in classrooms are hygienic. Inspectors share parents concerns about children getting cold during physical education lessons. The governors have

agreed to consult parents on appropriate clothing for physical education.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children in the nursery and reception classes make very good progress because of very good teaching

1. There were 77 children attending the nursery part-time and 90 full-time pupils in the three reception classes at the time of the inspection. When three-year-olds enter the nursery, their speaking skills, early reading, writing and number skills and personal development are above the levels expected for their age. Teaching is very good in the nursery and reception classes. Teachers have very high expectations and this encourages children to make very good progress. By the time they are five, children's skills and knowledge are above, and often well above, standards expected nationally in all six areas of learning. Most pupils have achieved the early learning goals for young children and are developing skills and knowledge within areas of the National Curriculum.
2. Teachers have a very good understanding of the needs of young children. Children in the nursery are encouraged to develop personal responsibility by hanging their coats on their own named pegs at the start of each session and they choose many of their own activities between teacher-guided lessons. Teachers explain procedures clearly and there are well-established routines for working in the nursery's activity areas. As a result, children's behaviour is excellent for their age and time is used effectively. Children in the nursery and reception classes follow instructions well, sit still when listening to stories and work sensibly on their own. They play together well, share equipment and learn to take turns. Very good class management ensures that children get on with their work sensibly and spend most of their time learning.
3. There is a strong emphasis on the development of number and language skills. Every opportunity is taken by teachers to encourage children to count, identify colours and talk about what they are doing. When introducing the new role-play area, for example, the nursery teacher explained carefully new words such as '*chef*' and '*menu*' and encouraged children to count the number of '*customers*' in *McDumpty's Café*. Children in the nursery learn to identify different colours and textures by playing games with large, textured dominoes. Children are encouraged to listen attentively to their teachers and to discuss what they are doing. They are taught to listen carefully to stories and are keen to answer questions and to recall the sequence of events. Teachers make very good use of role-play to develop children's language. Children in one reception class, for example, played at being teachers and pupils in a school, while children in the nursery prepared '*food*' in the café, dressed up as waiters and waitresses, talked about items on the menu, and served '*customers*'. In a drama lesson in one reception class, large '*speech bubbles*' were displayed to help children re-enact the story of *Jack and the Beanstalk*. Children who experience difficulties with speech and language development are identified shortly after entry to the nursery and receive highly effective assistance from the nursery and reception staff, in small groups, three or four times a week.
4. Teachers have extremely high expectations of children's writing skills. In the nursery, children familiarise themselves with letter shapes by playing with jigsaws and alphabet games. They trace over letters and practise writing them freehand. As a result, they make very good progress with pencil control and letter formation. In reception, children are taught to recognise the letters by shape and sound. They identify words beginning with the same letter and spot those that do not. They join sounds together to read simple words such as '*cut*' and '*not*', and re-arrange magnetic letters to form simple words such as '*eyes*'. Most children copy words clearly to write simple sentences. Higher-attaining children use word fans and picture dictionaries unaided to write their own sentences describing a giant's face. Children learn how to type on a computer keyboard to write simple words such as '*head*' and '*arms*' and print out labels to stick on to a picture of the giant's body.

5. Detailed planning and clear aims ensure that children's numeracy skills develop in a clear sequence in the nursery. Children count out five objects and recognise the numbers one to ten. They make caterpillars with dough balls, and are encouraged to count the number of balls used and to identify the longest and shortest pieces. They use a computer program to count up to ten items correctly. Children weigh bobbins, beads and pasta on balancing scales and understand the terms '*lighter*' and '*heavier*'. In reception, careful planning builds on earlier skills. Children order numbers from one to 20 accurately and add one on to numbers to find the next digit. They identify solid shapes such as spheres, cylinders and cuboids and count the number of flat surfaces and corners correctly. Teachers encourage children to describe the shapes they can feel inside a bag and to count how many smaller bricks they need when constructing a large cube. Homework is used effectively; for example, to identify objects at home that are cube shaped.
6. Teachers give instructions clearly so that children know exactly what they have to do. As a result, they make very good progress in their knowledge and understanding of the world and in their creative and physical development. Children in the nursery, for example, saw pancakes being made and discussed their taste. They joined in the actions carefully when singing '*Walking through the jungle*', and examined different parts of a flowering hyacinth closely by looking through magnifying glasses. They painted the faces of people sitting on a bus effectively and skilfully created their own Humpty Dumpty figures by printing patterns with cotton reels dipped in red, blue, yellow and green paints. They develop their co-ordination skills by pouring dry sand into a variety of containers and assembling a railway line with trains running along it. In reception, children made very good charcoal drawings of *Jack and the Beanstalk*, and used wet sand and construction toys to build a model of the giant's castle. They investigated a series of objects to see which floated and which sank and made a detailed examination of broad beans before '*planting*' them between blotting paper in a glass jar.
7. Outdoor play and other outdoor activities are effective in developing children's learning. In the nursery, for example, children developed their co-ordination skills by playing circle games in the playground and by riding on tricycles and a variety of four-wheeled vehicles. In reception, children worked effectively with magnifying glasses to examine and describe the different parts of snowdrops flowering in the reception playground, while others used large wooden blocks to build a giant's castle, or constructed a model of Jack's garden with shells in the outdoor sand trays.

Standards are well above the national average in English and mathematics at the end of Key Stage 1 due to very high teacher expectations, highly effective lesson planning and particularly good management of pupils.

8. Teachers have very high expectations of children's reading, writing and number skills. They are enthusiastic about the work they are introducing and give good verbal support and encouragement to their pupils. Their enthusiasm rubs off on to the children. They expect pupils to concentrate well and to achieve high standards in their work. As a result, standards are well above the national average in reading, writing and mathematics and pupils make very good progress as they move through the school.
9. Teachers' planning is highly effective at Key Stage 1. Teachers plan carefully so that lessons consolidate and build up on skills learned previously. Long-term and medium-term plans for both subjects show a progressive development of pupils' skills and knowledge. Detailed lesson plans have clear learning objectives and stress the development of appropriate vocabulary. In a Year 2 literacy lesson, for example, pupils were encouraged to look in dictionaries and thesauruses to discover interesting words, such as '*incredible*', to make their writing more imaginative. Suitable activities are planned for children at different stages of learning. Higher-attaining pupils are set work that is stimulating and challenging, while pupils experiencing difficulties are given appropriate assistance and simpler tasks. As a result, teaching is directed well towards pupils individual needs and pupils learn effectively. In another Year 2 literacy lesson, for instance, higher-attaining pupils wrote independently about being famous, with correct punctuation, a good range of interesting vocabulary and imaginative ideas. Lower-attaining pupils were given useful prompts by a support teacher to help them to develop their ideas and were given good support to reinforce the correct use of capital letters and full stops.

10. Teachers plan their literacy and numeracy lessons carefully in order to make the best possible use of time. Strategies for teaching literacy and numeracy skills are very good. The school follows the principles of the National Literacy Strategy, but has not adopted a daily '*literacy hour*'. Teachers usually divide their lessons into shorter sessions of whole-class teaching and small group work. As a result, pupils generally work at a brisk pace and spend most of the lesson learning. Teachers often start literacy lessons by recalling what was learned in the previous lesson before introducing the objectives of the current lesson. This reinforces previous learning as well as making it clear to pupils what they need to know next. Discussions at the end of lessons ensure that good practice is shared, reinforce what pupils have learned and help teachers to assess pupils progress. More time is spent on developing pupils writing skills than in most infant and primary schools. Pupils are regularly given long sessions to develop their writing skills, often writing at length about the topics they are studying. The success of this strategy is confirmed by the very good standards of pupils written work. Homework helps to develop pupils spelling and reading skills effectively.
11. Teachers follow the guidance of the National Numeracy Strategy closely and usually start their numeracy lessons effectively with a series of quick-fire questions and mental mathematics problems. Pupils in Year 2, for example, identified multiples of three, five and ten, while pupils in Year 1 looked at a counting stick to count in twos up to 20 and back. Mental mathematics sessions are usually followed by a whole-class introduction to a topic and individual or group activities to practise, reinforce and consolidate pupils learning. Teachers use a variety of learning resources effectively. In a Year 1 lesson investigating the properties of shapes, for example, the teacher made very good use of flat shapes, a song about shapes, flash cards with key words, a large-text book and sorting hoops to place shapes into sets. Children are encouraged to develop their numerical skills effectively by borrowing mathematical games to play at home.
12. Teachers have very good class management skills. Lessons start promptly and maintain a brisk pace. Disturbances are kept to a minimum and most of the time is spent following the objectives of the lesson. Discipline is very good and children are encouraged to concentrate well on the tasks set. As a result, pupils are keen to develop their skills and learn effectively.

Pupils extremely positive attitudes to learning, their excellent behaviour and very good relationships help them to make very good progress.

13. Pupils attitudes to work are very good. They are keen to learn, highly motivated, and eager to take every opportunity to extend their knowledge and understanding. Teachers are enthusiastic and act as good role models. They build on their pupils enthusiasm by encouraging them to share their insights with other pupils during question and answer sessions. Pupils listen attentively to their teachers and to other pupils. They follow instructions carefully and concentrate well on projects. As a result, pupils work at a brisk pace and persevere until their tasks have been completed. This enables them to increase their skills and knowledge and to make very good progress.
14. Behaviour is excellent both in class and around the school. Pupils nearly always behave well during lessons and most of their time is occupied in learning. They are polite and helpful to visitors and are very keen to explain the work they are doing. Pupils co-operate sensibly when working in pairs or in small groups and this helps them to learn more effectively. Most parents agree that behaviour in the school is good. Little inappropriate behaviour was seen during the inspection. Very good discipline and class management are strong features of lessons. This provides pupils with a firm sense of security and enables them to work hard with little disturbance.
15. Opportunities for personal development are good and are assisted by the very good quality of relationships in the school. Pupils get on very well together and learn from one another's ideas and suggestions. They co-operate well during group activities and share equipment or take turns where appropriate. They chatter happily as they walk along the corridors and play sensibly together in the playground. These very good relationships help to develop pupils tolerance and

understanding of others. Relationships between pupils and teachers are very good. Teachers know their pupils well and are aware of their individual needs. This builds confidence among their pupils and encourages them to ask questions without loss of face. The school provides good opportunities for pupils to develop personal and social skills. Pupils take dinner registers to the school office, for instance, and turn the recorded music on and off during assemblies. Good opportunities are provided for pupils to work together and to co-operate in small groups during lessons. Such activities help to develop responsibility in pupils and build their confidence and communication skills.

The very good leadership and management of the headteacher, deputy headteacher, key staff and governing body ensure that the aims and values of the school are clearly reflected in its work.

16. The headteacher, deputy headteacher and key staff provide very good leadership of the school. They have well-defined aims and appropriate plans for the future. As a result, the school is moving forward with clear educational direction and the aims and values of the school are reflected in its work. The school is committed to achieving the highest possible standards for all children, and staff work together effectively to bring this about. Pupils hard work and positive achievement are praised in class and work is celebrated in many attractive and stimulating displays on walls and corridors. The school expects very high standards of behaviour and ensures that children respect and care for one another. The headteacher has been in post for nineteen years and has a great deal of experience. She has established very good relationships with parents and has gained the respect of her pupils. She is strongly committed to raising standards in the school and has established a very good ethos to support the effective learning of all pupils.
17. The headteacher, deputy headteacher and other key staff monitor teaching and pupils work effectively. The headteacher checks teachers long-term and medium-term planning and reports on any points requiring action to individual teachers. She visits classrooms regularly to observe teachers at work and to work alongside colleagues. Observations are fed back to individual teachers, with suggestions for future development. The headteacher conducts professional interviews with all staff as part of the appraisal system to identify teachers professional development needs. Appropriate plans are in place to introduce performance management. All subject co-ordinators are given time to work alongside their colleagues in class, to examine samples of pupils work and to check standards. The headteacher also monitors standards informally when observing in classes and checks the standard of pupils work on display. She regularly makes awards during assemblies for good behaviour, outstanding effort and good work.
18. The headteacher and senior staff analyse National Curriculum test results and the results of assessments completed in the nursery and reception classes. They have identified and taken action to address weaker areas such as lower-attaining pupils reading skills. The literacy and numeracy co-ordinators are also actively involved in local projects to develop children's early language skills and to develop the numeracy skills of higher-attaining pupils. Realistic targets have been set to improve standards in reading, writing and mathematics in the National Curriculum tests in 2001. To meet these targets, the school has directed its attention towards additional support for pupils with special educational needs and special assistance for those encountering problems with reading and speaking.
19. The governors provide good support for the headteacher and are effective in carrying out their statutory duties. Governors visit the school to observe lessons, look at pupils work and talk to teachers and pupils. One governor assists regularly in the classroom. As a result, governors have a good working knowledge of the school and a good understanding of its strengths and weaknesses. The full governing body meets termly and committees meet regularly to discuss staffing, buildings and finance. Governors are kept well-informed by regular presentations from the headteacher. They discuss management and budget issues and play an effective role in helping to shape the future direction of the school.

Parents make a highly effective contribution to children's learning.

20. Parents make a highly effective contribution to pupils' learning. They support children with their homework and encourage them to do their best. Parents play an important role in encouraging their children to read. Many parents come into school in the morning and work alongside their children for ten minutes before the register is taken. This supports children's learning effectively, and gives parents an opportunity to assess the progress their children are making. Parents of children with special educational needs liaise closely with the special needs co-ordinator each term to ensure that relevant individual programmes are in place and to enable them to support their children. Parents are invited to see demonstration lessons being taught in school. This helps them to understand what their children are learning and how to assist them at home. Several parents help regularly in class, while organised groups of parents provide regular workshops for children in English and mathematics. Other parents accompany pupils on visits. The school is given strong support by parents. A successful parents association organises a variety of social events and raises substantial sums of money each year to help provide attractive improvements to the buildings and playground areas.

WHAT COULD BE IMPROVED

Standards in information and communication technology (ICT) are not as high as in English, mathematics and science.

21. Standards in information and communication technology are close to those expected nationally at the end of Key Stage 1, but are not as high as standards in English, mathematics and science. Standards are not as good as at the previous inspection, when they were considered to be above average. Pupils at Key Stage 1 use computers for simple tasks such as word processing and practising mathematical skills, but there was no evidence of computer-generated graphs and tables and computers are not used regularly to assist learning across different subjects of the curriculum. In a Year 2 literacy lesson, for example, two pupils typed directly into a computer when writing a story. They also saved and printed their work satisfactorily. In a Year 2 mathematics lesson, two pupils used a computer program to practise sequencing numbers; but this was much simpler than the other work being done during the lesson and the children found it too easy.
22. During the inspection, pupils in each of the Year 1 classes were taught how to use a CD-ROM to gain information about different types of homes. While the teaching was satisfactory, the lack of additional computers limited the opportunities for pupils to practise what they had learned. Pupils have to wait too long to use the single computer in each Year 1 classroom and have only a limited amount of time to practise their skills and to gain suitable information. The school has recently bought several new computers and there are now two computers in each Year 2 classroom. However, other classes do not have enough computers and there is not enough software to enable ICT to be used regularly when learning about other subjects. As a result, pupils do not use computers enough to practise and consolidate their skills. Teachers confidence and expertise in the subject has increased due to recent training, and additional training should enable teachers to develop their skills further. The school is aware of these issues and plans are already in hand to address them.

Marking of pupils work is inconsistent and does not always follow the schools marking policy.

23. The marking of pupils work is inconsistent at Key Stage 1 and often does not follow the schools marking policy. All work is marked with a tick, but most teachers do not write enough encouraging comments or indicate in writing how standards of older pupils can be improved. While teachers make encouraging verbal comments when they go over exercises with pupils, marking in pupils

books does not always contain helpful written remarks to guide pupils in the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should:
- a) raise standards in information and communication technology by:
 - (i) providing additional training to develop teachers expertise;
 - (ii) providing more computers and software resources;
 - (iii) enabling pupils to make more use of computers to practise their skills and reinforce their learning;
 - (iv) making more use of computers to assist teaching and pupils learning across other subjects of the curriculum. *(see paragraphs 21, 22)*
(The school has identified these areas in its development plan and work is already in hand to address these issues.)
 - b) improving the quality and consistency of marking by ensuring that teachers follow the school marking policy. Teachers of older pupils should include helpful written comments to guide pupils future work and should indicate in writing how the work can be improved. *(see paragraph 23)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
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
0	33	46	21	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	269
Number of full-time pupils known to be eligible for free school meals		10

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	7	38

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	4.2
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	46	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	41	44	44
	Girls	45	45	45
	Total	86	89	89
Percentage of pupils at NC level 2 or above	School	95 (90)	98 (95)	98 (98)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	41	41	44
	Girls	45	44	45
	Total	86	85	89
Percentage of pupils at NC level 2 or above	School	95 (96)	93 (99)	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	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	268
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)	11.06
Number of pupils per qualified teacher	24.3
Average class size	29.7

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	191

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37.5

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	12.5
--------------------------------	------

FTE means full-time equivalent.

Financial information

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

	£
Total income	516,550
Total expenditure	515,225
Expenditure per pupil	1,672
Balance brought forward from previous year	35,797
Balance carried forward to next year	37,122

Results of the survey of parents and carers

Questionnaire return rate 25%

Number of questionnaires sent out	344
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	1	0	0
My child is making good progress in school.	66	33	0	0	1
Behaviour in the school is good.	66	29	0	0	5
My child gets the right amount of work to do at home.	39	47	10	3	1
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	44	40	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	21	4	0	2
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	50	39	9	0	2
The school is well led and managed.	79	20	0	0	1
The school is helping my child become mature and responsible.	69	30	1	0	0
The school provides an interesting range of activities outside lessons.	27	35	15	2	21

Other issues raised by parents

Eight parents wrote additional comments.

Three parents wrote to express their support for the school.

Two parents expressed concern that packed lunches are eaten in classrooms.

Two parents expressed concern that children are not allowed to wear shorts and tee shirts for physical education lessons.

Two parents felt that children have too much homework, especially in Year 2.

No other issues were raised by more than one parent.