

INSPECTION REPORT

**RADCLIFFE-ON-TRENT INFANT & NURSERY
SCHOOL**

Radcliffe-on-Trent, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122669

Headteacher: Mrs Christine Wright

Reporting inspector: Mr M Thompson
25372

Dates of inspection: 19 – 21 September 2001

Inspection number: 195031

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 category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Bingham Road Radcliffe-on-Trent Nottingham
Postcode:	NG12 2FU
Telephone number:	0115 911 2991
Fax number:	0115 911 2830
Appropriate authority:	The governing body
Name of chair of governors:	Mr Brian Hollis
Date of previous inspection:	19 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25372	Mike Thompson	Registered inspector
19374	Wendy Sheehan	Lay inspector
15015	Mike Wehrmeyer	Team inspector

The inspection contractor was:

HeadStart & Associates

Higherland Bridge
49 West Street
Gargrave
Skipton
North Yorkshire
BD23 3RJ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Radcliffe-on-Trent Infant and Nursery School is situated within the village of Radcliffe-on-Trent, close to the eastern outskirts of Nottingham. The buildings date from the 1960's, with an adjacent nursery unit added in the 1970's. At the time of the inspection, there were 135 pupils on roll with a further 78 children attending the nursery unit on a part time basis. Almost all of its pupils come from the village and the surrounding area. The number on roll increases during the course of each academic year because children are admitted to the main school on a full time basis at the beginning of the half term in which they become five. Shortly after their full time admission, children are assessed, using a nationally accredited 'baseline assessment'. Results of assessments administered show that attainment on entry is above average.

Almost all of the pupils are of white, UK heritage and none have English as an additional language. Seven per cent of pupils are eligible for free school meals. This proportion is less than in most infant schools. Nineteen per cent are identified as having special educational needs, which is broadly in line with the national average, and one pupil has a statement of special educational needs.

HOW GOOD THE SCHOOL IS

This is a very effective school that gives very good value for money. It is very well led and managed, the curriculum is rich and varied, and pupils are very well taught. As a result, pupils display high standards of behaviour, are enthusiastic, and achieve standards of work that are well above average by the end of Year 2.

What the school does well

- Pupils make very good progress and achieve standards in English, mathematics and science that are well above average;
- Teachers are particularly skilled in providing achievable challenges for pupils. This results in pupils being very interested in their work and sustaining high levels of concentration;
- Standards of behaviour and pupils' personal development are high;
- The headteacher, her senior staff and the governors provide very good leadership;
- The school has been particularly successful in responding to the challenges presented by staff absences and changes in teaching personnel.

What could be improved

- The criteria used to measure the success of the school development plan.

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 very good improvement since its last inspection in 1997. The key issues for improvement identified in the inspection report have all been successfully addressed as follows:

- teachers' planning and the way in which assessments are used are much better;
- the development of pupils' spiritual awareness has a much higher priority;
- new schemes of work have been introduced, and their implementation is carefully monitored.

In addition:

- standards in the core subjects of English, mathematics and science have risen;
- the curriculum is better;
- the quality of teaching in Years 1 and 2 has improved;
- the high standards reported in pupils' attitudes, behaviour and personal development, and the quality of leadership and management have all been sustained.

A very clear commitment to further improvement is evident in the challenging targets set for achievement in Year 2, the way in which curriculum developments are managed and in the very good way in which additional, specific support for pupils is carefully targeted.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 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

Overall, the attainment of children on entry to the school is above average. The school improves further on these standards and, by the end of Year 2, the proportion of pupils achieving or exceeding the expected target of Level 2 in the National Curriculum tests is well above average. Standards have been sustained at this level since Nottinghamshire schools first took part in the National Curriculum tests in 1998. Results of the test for the year 2000 show that, when compared to schools with similar intakes, standards are also well above average. Particularly noteworthy is the high proportion of pupils achieving the higher Level 3 in the tests for reading, writing and mathematics and in teachers' assessments for science. Results of the most recent tests, taken by Year 2 pupils towards the end of the previous school year, show that yet again high proportions of pupils achieved Level 2 and Level 3. However, national test data for 2001 is not yet available and so these results cannot be compared with those of other schools. Inspection findings confirm the high standards achieved in the national tests.

Even though the inspection took place early in the school year, a high proportion of pupils in Year 2 are well on course to achieve or exceed nationally expected levels in writing. They are confident and expressive when reading and are developing a very good range of vocabulary. Year 2 pupils show good skills in computation and in working with numbers. In science, their skills in first posing questions and then finding the answers are better than those normally found in pupils of a similar age. High standards of behaviour and keen interest in lessons are significant factors contributing to the good progress made by pupils. The school is on course to achieve the demanding targets that it has set for improvements in spelling, writing and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy being at school. They remain involved in their activities for long periods of time, and work busily and purposefully.
Behaviour, in and out of classrooms	Very good. Pupils respond to the school's very high expectations of their behaviour. There is no evidence of bullying.
Personal development and relationships	Relationships within the school are very good. Pupils make rapid progress in developing social skills and confidently work by themselves.

Attendance	Satisfactory.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

Of the 16 lessons or parts of lessons observed, two were of the highest quality, six were very good, six were good and two were satisfactory. There were no unsatisfactory lessons. Evidence from these observations, together with a close scrutiny of work previously completed by pupils clearly indicates that teaching is very good overall. The teaching of skills in English and mathematics is of high quality. Even though the inspection took place early in the school year, and pupils were in new classes, routines were becoming established and pupils were responding to teachers' very high expectations of their work and behaviour. Particular strengths of teaching lie in the quality of teachers' planning, which sets out a clear structure for what is to be taught, and in the very good preparation and use of equipment and materials. Teachers are skilled in giving clear explanations of what pupils have to do and, because class routines are good and materials are easily accessible, pupils quickly set to work on their tasks.

In the short period of time from the start of the school year, teachers had got to know their pupils well. This is due to the high quality of liaison that takes place when pupils are transferred from one class to another, and to the teachers' very good skills in questioning. The information collated by the teachers helps them to pitch the work at the correct level for pupils, so that it is suitably challenging. The clear structure provided by the teachers' lesson plans also sets out the way in which the level of challenge is to be increased during the course of the lesson to further develop pupils' skills, knowledge and understanding. The result of this high quality of assessment is that pupils are keen to learn and sustain very good levels of concentration, because they are encouraged by the success that they achieve. Learning support staff also make a significant contribution to pupils' learning. They are well prepared for what they do, and provide skilled help when working with individuals identified as having special educational needs, or with small groups of pupils in lessons. The strong emphasis placed on developing pupils' skills in literacy and numeracy, teachers' very good subject knowledge in these areas, and the excellent integration of the teaching of literacy and numeracy into other subjects are important elements in the success of this school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The activities planned for nursery and reception children are varied and interesting, and a good balance between all areas of learning is achieved. The needs of reception children are fully met within a mixed-age class alongside Year 1 pupils. In Years 1 and 2, good progress is being made in reviewing the curriculum and in adapting national guidance. Very good links are made between subjects. All statutory requirements are fully met.
Provision for pupils with special educational needs	Very good. These pupils are fully integrated into all aspects of school life. Teachers plan very well to accommodate their needs and they receive sensitive help from skilled learning support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral, social and cultural development is very good. Arrangements for promoting pupils' spiritual awareness are good overall.
How well the school cares for its pupils	There are very good procedures for child protection and ensuring pupils' welfare, including responses to any instances of bullying. Overall, the school provides a very caring environment in which its

pupils flourish.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear direction for the school. She is well supported by her very able deputy and by all staff. The work of the school is closely monitored to ensure high standards through effective teaching and learning. Some improvement is needed in the school development plan so that its effectiveness can be monitored more objectively.
How well the governors fulfil their responsibilities	The governing body is well organised, and this enables the governors to fulfil their responsibilities very effectively. They are very supportive, and many have close day to day contact with the work of the school. Governors have a clear understanding of the school's priorities because they are well informed and monitor the work of the school carefully.
The school's evaluation of its performance	The school is good at reflecting critically on its work and shows a clear commitment to continuous improvement.
The strategic use of resources	The school uses its staff and accommodation very well. Funding is carefully spent and good use is made of grants allocated for specific purposes, such as special educational needs.

The headteacher, senior staff and governors apply the principles of 'best value' well when making decisions.

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 • Their children are well taught and make good progress • Behaviour in the school is good • Staff are approachable • Teachers have high expectations of what their pupils can achieve • The school is good at helping their children to develop socially • There is a close partnership between the school and parents • The school is well led and managed 	<ul style="list-style-type: none"> • The information that they receive about their children's progress • The range of activities provided outside lessons

Inspectors' judgements support all of the positive views expressed.

With regard to the areas that some parents would like to see improved:

- The information provided is better than that provided in many schools.
- In common with many infant schools, activities are difficult to organise at the end of the school day; therefore, the range of activities provided is broadly typical of most infant schools. At

lunchtime, staff are very busy preparing for the afternoon session in order to maintain the high quality of lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress and achieve standards in English, mathematics and science that are well above average

- 1 In the national tests for Year 2 pupils in the year 2000, the school achieved standards that were well above average in reading, writing and mathematics. This performance continued the trend of above average results that began in 1998, when Nottinghamshire schools first took part in the Year 2 tests. Closer scrutiny of the results shows that more than a half of pupils exceeded the national target of Level 2 in reading, and achieved Level 3. In writing, over a quarter of pupils achieved Level 3, and in mathematics almost half were at this higher level. In science, where results are determined by the teachers' own assessments, the school's performance was also well above the national average and almost a half of pupils achieved Level 3. At the time of inspection, no national comparative data was available for the tests taken by Year 2 pupils towards the end of the 2000-2001 school year. However, the proportion of pupils achieving or exceeding Level 2 in all areas tested was as high as in the previous year. The proportion of pupils achieving the higher Level 3 in reading and writing was about the same as in 2000, but increased by about 20 percentage points in mathematics and science.
- 2 The standards achieved in the tests and teacher assessments were confirmed by inspection evidence, which shows that pupils' skills in all elements of English, mathematics and science are systematically developed as pupils progress through the school. Teachers make good use of pupils' previous learning as a firm base for the teaching of new skills and very good opportunities are provided for pupils to use their skills in numeracy and literacy across all areas of the curriculum.
- 3 Great emphasis is placed on the development of children's language in the Foundation Stage¹. Nursery staff, in particular are skilled in encouraging children to talk about what they are doing, and wholeheartedly join in children's role-play activities to help extend children's range of vocabulary. In reception and Years 1 and 2, teachers do not shy away from using the appropriate technical terminology in all subjects, and pupils respond very well. For example, pupils in a Year 2 religious education and art lesson were confidently using terminology such as *Rupa* when referring to the different forms of the Buddha, and *Mudra* when focusing on the Buddha's posture and hand position.
- 4 Reading skills are carefully developed throughout the school, so that by the time pupils are in Year 2, they use a good range of strategies to decipher unfamiliar

¹ The Foundation Stage begins when children reach the age of three. Education in this stage may be part-time or full-time. At Radcliffe School, children in the nursery and the reception year are in the Foundation Stage.

words. For example, in a mixed-age class of reception children and Year 1, pupils very effectively used their skills in rhyming to help them to read the text of *Each Peach Pear Plum*, when sharing a 'big book' version of the story along with their teacher. Older pupils in Year 2 use their knowledge of initial letter sounds and the sounds made by combinations of letters such as *ch* or *sh*, and also know how to break words down into smaller pieces, when attempting to read new text. An enjoyment of stories is encouraged, and very good use is made of children's literature in many subjects.

- 5 Children in the Foundation Stage are encouraged to think of themselves as writers through good use of 'emergent writing' techniques in which they communicate their thoughts and ideas by using marks on paper. For instance, children in the nursery were observed busily writing and addressing postcards to friends or relatives. By observing their attempts and having them share their work with her, the teacher was able to assess their understanding of simple writing conventions, such as the spacing between words, and their knowledge of initial letter sounds. In Years 1 and 2, pupils frequently practise handwriting skills, so that by the end of Year 2 they produce writing which is generally well-formed and of consistent size. Teachers are very good at developing a wide range of pupils' writing for different purposes and in different forms through all areas of the curriculum. For example, work produced by pupils from Year 2 during the previous school year contained poetry as part of science work about leaves and trees, lists of the features of different places as part of geography studies and letter writing in history lessons. School visits, such as a trip to Newstead Abbey, inspire pupils to write lengthy, detailed narrative of their experiences. Written work produced by many pupils at the end of Year 2 is of a standard more usually expected of pupils in the middle of Year 3.
- 6 Skills in numeracy are very well developed throughout the school and, as with literacy, the teaching of these skills is very well integrated into other activities. For instance, having made 'sausages' from modelling material, children in the nursery then attempted to simply measure them, while Year 1 pupils quickly worked out how many were present in class when the register was taken. A very strong emphasis is placed on young children learning through their enjoyment of practical activities, such as when reception children became 'measuring detectives' and needed to put on their 'cube measuring hats'. The important skill of estimation, which underpins all work in mathematics, is also carefully developed. For example, pupils in Year 2 first estimated and then measured the length of various parts of the school. They clearly learned from the inaccuracy of some of their guesses and applied this learning well when giving, for instance, estimates of their own height. The result of the very good curriculum in mathematics and the inventiveness shown by teachers in making tasks interesting and exciting is that, by the time pupils leave the school at the end of Year 2, their attainment is at a level usually seen in Year 3.
- 7 Teachers promote pupils' skills of scientific enquiry very well. A strong emphasis is placed on the use of correct scientific vocabulary and scientific method, and work in science is very well integrated into other areas of learning. For example, a design and technology task, which was the focus of a literacy lesson, also

involved pupils in applying their knowledge of how to construct simple electrical circuits to light bulbs on models which they were planning. Teachers in all classes are very good at encouraging pupils to find out why they think things might happen, so that by the end of Year 2 pupils are able to make simple hypotheses and then test out their ideas. Very good skills in numeracy and literacy contribute strongly to the very good progress made in science.

- 8 Good use of information and communication technology helps pupils to further develop their skills in English, mathematics and science. Throughout the school there is very good evidence of pupils' competence in word-processing and presenting data in a variety of ways, such as the results of a traffic survey. The careful use of cassette tape players helps to improve pupils' skills in reading as well as adding to their enjoyment of books as they listen to stories while following the text on the page.

Teachers are particularly skilled in providing achievable challenges for pupils. This results in pupils being very interested in their work and sustaining high levels of concentration

- 9 The school has made very good progress in making use of assessment information, which was one of the areas for improvement highlighted in its previous inspection report. It has developed very effective procedures for regularly assessing pupils, for example in its assessment weeks, and teachers carefully evaluate the outcomes of these assessments when future work is planned. In addition, teachers are very skilled in using information from their day to day observations and questioning of pupils. Teachers' very good understanding of the way in which pupils learn, together with their skills in assessment, enable them to find the right starting point for each of their pupils. Teachers evidently keep one another very well informed. Even though the inspection took place early in the school year, the teachers already knew their pupils well. Consequently they were able to base what they intended pupils to learn on what they already knew that the pupils understood, and showed particularly skill in adjusting the level of challenge as each lesson developed. Teachers are also very good at exciting and interesting their pupils, and use a wide range of strategies to sustain a crisp pace throughout their lessons and to keep all pupils actively involved. For instance, the appearance of 'Rebecca Rabbit' the puppet, together with carefully targeted questions, ensured that all pupils in a Year 2 literacy lesson were concentrating and enjoying their work. Learning support assistants are also very well deployed, and were observed making notes about the response of pupils during times when the teacher was working with the whole class. These notes provided useful records for the teacher to use. Especially good practice in questioning, observation and the provision of achievable challenges for pupils was observed in the Year 2 classes and in the nursery. As a result, pupils in these classes are particularly well motivated, work very hard and sustain high levels of concentration in lessons. The very good attitudes of pupils resulting from teachers' skills in motivating them make a significant contribution to the quality of learning throughout the school.

Standards of behaviour and pupils' personal development are high.

- 10 The school's very effective arrangements for promoting pupils' moral and social development result in high standards of behaviour and very good relationships between pupils, a situation similar to that reported at the time of the previous inspection. The school council, established about five years ago, meets regularly. It is made up of representatives from reception, Year 1 and Year 2, and is a very good way of developing a sense of community, giving pupils responsibility, and allowing them to become involved in activities such as the formulation of rules. Teachers are very good at valuing what pupils do well, and when praise is given for positive aspects of individual pupils' conduct, such as sitting quietly when they come into lessons from playtime, it in turn results in others copying their good behaviour. This particular feature of the way in which

good behaviour is encouraged is greatly appreciated by parents. The school is also particularly good at promoting tolerance and valuing everyone equally. Pupils with special educational needs are, therefore, fully integrated into all activities and their classmates show high levels of patience and understanding of their needs. One of a group of pupils interviewed about their perceptions of the school not only knew clearly what to do if any disagreements occurred during playtime, but also knew that the pupils themselves had a responsibility to try to resolve any conflicts before turning to adults for help. The good emphasis placed on the spiritual development of pupils also contributes strongly to the quality of behaviour and relationships. For instance, regular opportunities are provided for pupils to reflect on their own and others' contributions to the school community during group discussions in 'circle time' and in weekly assemblies to celebrate achievement.

The headteacher, her senior staff and the governors provide very good leadership.

- 11 The school is very well led and managed by the headteacher, who is very ably supported by her deputy, senior staff and governors. She regularly monitors the quality of teaching and learning in the classrooms, knows her pupils and staff well and has a very clear view of the future development of the school. Teachers are committed to improving pupils' attainment and are good at critically analysing the effects of their teaching. There are very good relationships within the school and a strong sense of teamwork among all staff. The work of the staff is clearly guided by shared values. The deputy headteacher provides an inspirational and professional role model for staff and has herself made a significant contribution to the school's success. The very strong partnership between head and deputy is a particularly noteworthy feature of this school and is one of the reasons why the school has continued to achieve highly during a period of considerable change.
- 12 A very strong focus has been placed on raising standards of literacy and numeracy, reflecting national initiatives in these areas. The success of the school's efforts is seen in the high standards achieved in the national tests for Year 2 pupils. A very clear commitment to further improvement is evident in the challenging 'aspirational targets' set for achievement in Year 2, the way in which curriculum developments are managed and in the very good way in which additional, specific support for pupils is carefully targeted.
- 13 The governing body is very well organised, and its committees enable it to provide effective support for the school. Governors are strongly committed to the school; many have very regular contact and all are kept very well informed about its work. Discussions with representatives of the governors showed that they have an excellent understanding of its strengths and of its priorities for future development.

The school has been particularly successful in responding to the challenges presented by staff absences and changes in teaching personnel.

14 During the previous two years, for reasons beyond the school's control, there has been a relatively high turnover of teaching staff and a number of long term absences. For example, at the end of the 2000-2001 school year, four out of the seven teachers based in the main school building were employed on temporary contracts. One of the consequences of this movement of teachers has been that some initiatives, such as staff training in information and communication technology, have been delayed. Another consequence has been that the school's investment in developing some aspects of its work has not been as effective as intended. This is because not all of the teachers who took part in the initiatives are still working at the school. At one point, the school's difficulty in finding high quality teachers to replace absent staff became critical. However, throughout this period, work in improving such areas as the curriculum and the assessment of pupils, proceeded at a good pace. The pupils have continued to be well taught and to make good progress, and high academic standards have been sustained. To a large extent, this has occurred because of the commitment and professionalism of the senior staff, who have been willing to take on additional responsibilities at short notice. They have worked very well as a team to ensure that new teachers are quickly familiarised with routines and expectations and that planning sets out a clear framework for the development of pupils' learning. The very good teaching staff appointments made by the headteacher and governors have also been crucial in enabling the school to continue to improve.

WHAT COULD BE IMPROVED

The criteria used to measure the success of the school development plan.

15 The school development plan provides clear detail about the way in which the school intends to improve further during the period 2001 to 2004. There are separate sections for each of the National Curriculum subject areas and for the Foundation Stage and, in addition, further sections covering other identified priorities such as special educational needs. The plan is easy to follow, and within each section there are details of the tasks to be carried out, the different personnel responsible for implementation and monitoring, the time planned for the tasks and an estimate of the likely cost. The heading for each part of the plan contains a brief statement of how success in completing the tasks is to be measured. However, these success criteria statements are, in many cases, far too broad. For example, the success criteria set out for one of the pages of the plan for the Early Years (Foundation Stage) is simply that the tasks on the page will be completed. These tasks are:

- *To compile a student handbook*
- *To improve resources by developing the outdoor play area*
- *To monitor, review and intervene in the gender mix of activities in the nursery*
- *To observe infant classes.*

Without, for example, some information about the purpose of a student handbook and its likely contents and format, it is difficult to see how well progress in addressing the task can be monitored and success in completing the task can be measured. Sometimes the success criteria within the heading are more precise and measurable, such as the English target of 70 per cent of pupils achieving or exceeding the National Curriculum Level 2B in writing and spelling. However, the tasks planned to help achieve this aim include such targets as: *'develop writing check lists'* without any indication of what these lists should contain or how they are to be used. Lack of such detail means that objective monitoring cannot be carried out in these instances.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16 The school should now:

- (1) Review the school development plan to ensure that the intended outcomes are set out in more detail, so that those responsible for monitoring progress in achieving the tasks are able to do this more easily and so that success in completing the tasks can be measured more objectively.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	6	2	0	0	0
Percentage	12	38	38	12	0	0	0

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 about six percentage points.

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	135
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	3	25

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	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5
National comparative data	4.1

Unauthorised absence

	%
School data	0.1
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	36	34	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	32	35
	Girls	34	34	34
	Total	67	66	69
Percentage of pupils at NC level 2 or above	School	96 (96)	94 (94)	99 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	34	32
	Girls	34	34	34
	Total	66	68	66
Percentage of pupils at NC level 2 or above	School	94 (96)	97 (97)	94 (97)
	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	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	118
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.5
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	120

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	2
Total aggregate hours worked per week	72
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
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)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000-2001
	£
Total income	457,264
Total expenditure	443,179
Expenditure per pupil	2,216
Balance brought forward from previous year	25,179
Balance carried forward to next year	39,264

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	52	46	0	0	2
Behaviour in the school is good.	52	40	4	0	4
My child gets the right amount of work to do at home.	40	50	4	0	6
The teaching is good.	56	36	0	0	8
I am kept well informed about how my child is getting on.	52	28	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	68	26	2	2	2
The school expects my child to work hard and achieve his or her best.	47	47	2	0	4
The school works closely with parents.	46	40	2	0	4
The school is well led and managed.	53	35	2	0	10
The school is helping my child become mature and responsible.	56	40	0	0	4
The school provides an interesting range of activities outside lessons.	31	19	19	15	17

24 per cent of questionnaires were returned.

20 parents attended a pre-inspection meeting with the Registered Inspector. The views expressed at this meeting were overwhelmingly supportive of the school.