

# INSPECTION REPORT

**ALMONDBURY CE (VC) INFANT & NURSERY  
SCHOOL**

Almondbury, Huddersfield

LEA area: Kirklees

Unique reference number: 107727

Headteacher: Miss J H Sargent

Reporting inspector: Bogusia Matusiak-Varley  
19938

Dates of inspection: 19<sup>th</sup> – 20<sup>th</sup> November 2001

Inspection number: 195657

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:	Voluntary controlled
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Longcroft Almondbury Huddersfield West Yorkshire
Postcode:	HD5 8XW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Edwards
Date of previous inspection:	18 <sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Almondbury Church of England Infant and Nursery School is a small school, which caters for pupils aged 3-7. 127 pupils are on roll, 62 boys and 65 girls, and the school has a nursery, which can take up to 24 children full time. Pupils come from very mixed socio-economic backgrounds; many of them are admitted from housing owned by the local authority. The school intake is mainly white. Ten per cent of pupils are from ethnic minority backgrounds, including pupils of Chinese, black Caribbean, Indian and Pakistani heritage. These pupils are fluent in English and do not require additional language support. Twenty two per cent of pupils are eligible for free school meals; this is broadly average for a school of this size. Fourteen per cent of pupils have special educational needs; this is below average. There are no pupils with statements of special educational need. Attainment on entry to the nursery is below that expected of children of similar ages. These children have underdeveloped social skills and their competencies in language, mathematics and manual skills are low.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. By the age of seven, all groups of pupils attain high standards and achieve very well in relation to their prior attainment. The quality of teaching is very good and all staff, including support staff, are very hard working and are dedicated to the pupils in their care. The leadership and management of the headteacher are excellent and the school is committed to improving on previous best performance. Governors and key staff support the headteacher very well. Pupils love coming to school and develop very good attitudes to learning. Provision for pupils' personal development is very good and pupils know about the multi-cultural nature of our society. The school provides good value for money.

#### **What the school does well**

- By the age of seven, standards are high in reading, writing, science, information and communication technology and art and design, and all groups of pupils achieve very well in relation to their prior attainment.
- Pupils love coming to school because of the very good learning opportunities provided for them. Attitudes to learning and personal development are very good and attendance is high.
- The quality of teaching is very good and, as a result, all groups of pupils make very good gains in learning.
- The school cares very well for its pupils and academic progress is very well monitored.
- The leadership and management of the headteacher are excellent. Governors and key staff support the headteacher very well in improving on previous best performance.

#### **What could be improved**

There are no major weaknesses in this school. However:

- standards in speaking and listening, whilst average overall, could be better;
- the presentation of pupils' written work does not always reflect the high standards of pupils' achievements.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in May 1997 and, since then, very good improvement has been made in many areas. Standards have improved in science, information and communication technology and art and design, and are now above average overall. The quality of resources is now judged as very good. The quality of assessment has improved and outcomes are now well used in planning. The quality of teaching has improved. Pupils' behaviour, relationships and attitudes to learning are very good as a

result of the very good learning opportunities provided. The school has made very good improvement in developing the role of subject teachers and curriculum planning; parents now receive regular and detailed information on what their children are learning and are actively involved in all aspects of school life. Very good improvement has been made in the quality of leadership and management of the school, which is now judged as excellent. The school has both the commitment and capacity to continue to improve.

## 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
	1999	2000	2001	2001
Reading	E	B	A	A*
Writing	E	B	A	A*
Mathematics	D	A	A	A*

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

The 2001 test results show that standards were well above average in reading, writing and mathematics in comparison with all schools and, in comparison with similar schools, standards were very high and were in the top 5 per cent nationally. In science, teacher assessments reveal that pupils attained high standards. A very high proportion of pupils achieved the higher levels in reading, writing, mathematics and science, and, in reading and writing, all pupils, including those with special educational needs, attained at least average levels. Taking the three years together, 1999-2001, the figures show that the performance of pupils in reading, writing and mathematics exceeded the national average. There has been a steady rise in standards since 2000. This year, among the pupils in Year 2, there is a high proportion of below average attainers and pupils with special educational needs. Inspection findings show that standards in reading, writing, mathematics, science and information and communication technology are above average and, in art and design, standards are well above average. By the end of Year 2, standards in speaking and listening are average. All groups of pupils make very good gains in learning. This is largely due to the very good teaching, very good quality and use of assessment, very effective target setting and the excellent leadership and management of the headteacher.

Attainment on entry to the nursery is below average in personal and social development, communications, language and literacy, mathematical development and physical development in manual skills. Because of the very good provision in the Foundation Stage, the majority of pupils attain the early learning goals in all areas of learning and are well prepared to start the National Curriculum by the end of the stage. Standards are generally sufficiently high for these pupils, but standards in speaking and listening, whilst average overall, could be better. Pupils have a limited vocabulary and several average and below average attainers mix up their tenses when speaking. The school has recognised this as an area for improvement. Pupils make very good progress throughout the school, including pupils with special educational needs and English as an additional language.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school, eager to learn and well motivated by the teaching.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and move about the school in an orderly manner. During playtime behaviour is very good because of the excellent outdoor facilities provided for these pupils. The playground is bright and stimulating.
Personal development and relationships	Very good. Relationships between pupils and staff are very good and the levels of respect are high. There is a strong sense of school community and pupils value and respect one another's differences.
Attendance	Very good. Attendance rates are very high and pupils are very keen to come to school.

## 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.*

The quality of teaching is very good and is a contributory factor to the very good gains that pupils make in their learning. The quality of teaching in literacy and numeracy is very good overall and basic skills of reading, writing and number are taught very well. The teaching meets the needs of all groups of pupils. Teachers have very secure subject knowledge and ensure that their lessons are very well planned. They use stimulating and well-produced resources and this encourages pupils to learn avidly. In the 14 lessons seen, roughly two-thirds were very good and a third was good.

The quality of teaching in the Foundation Stage is very good. Children have plenty of opportunities to learn through their senses; a particular strength of the teaching is in the very good provision made for outside play, which encourages pupils to develop their speaking and listening skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good and meets all statutory requirements, with a strong emphasis placed on literacy, numeracy and information and communication technology. A very good range of visits and visitors enhances curriculum provision.
Provision for pupils with special educational needs	Very good. These pupils, together with those who are below average attainers, are very well taught in classrooms and in small withdrawal groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. It promotes very good attitudes, values and relationships and all pupils have a very good understanding of the multi-cultural nature of our society.
How well the school cares for its pupils	Very good. All pupils' needs are well known to the staff and assessment procedures are very good.



The school has good partnership with parents. Parents are seen as true partners in their children's learning. Information from assessments is very well used to plans lessons, monitor pupils' progress and provide support for individuals.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent. She is very well supported by a very efficient deputy headteacher and very hard working staff who share her commitment to high standards and equal opportunities for all pupils.
How well the governors fulfil their responsibilities	Very good. Governors form an effective team and fulfil their statutory duties well.
The school's evaluation of its performance	Very good. The headteacher provides the governing body with very detailed information on standards. A very good partnership exists between the school and the local education authority and principles of best value are appropriately applied to ensure that cost effectiveness of spending is monitored.
The strategic use of resources	High levels of efficiency. Financial resources are carefully targeted and administrative routines are very efficient.

Staffing, accommodation and learning resources are very good overall. The school is very clean and bright and the very good quality of displays contributes to a vibrant learning environment. The headteacher is an excellent leader and is very knowledgeable. She is decisive, ensures that staff are not overburdened with paperwork and is passionate about ensuring that each pupil fulfils his/her academic potential. Her commitment is shared by the whole school community, and a strong Christian ethos underpins the work of the school. Governors work hard to ensure that they get the best value that they can for their pupils.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children are well cared for and are happy at school.</li> <li>• Children make good progress and attain high standards in their work and behaviour.</li> <li>• Teachers look after their pupils very well and have high expectations of them.</li> <li>• The school is very well led and managed, and pupils are well informed of the multi-cultural nature of our society.</li> <li>• School reports are very detailed and parents are well informed on all aspects of school life.</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents would like to see more provision made for after-school clubs.</li> </ul>

The inspection team supports the positive views of parents. The team also finds that the richness of curriculum activities more than compensates for the absence of extra-curricular activities and, in light of the high standards attained, both academically and socially, the lack of provision does not affect pupils' achievements.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**By the age of seven standards are high in reading, writing, science, information and communication technology and art, and all groups of pupils achieve very well in relation to their prior attainment.**

1. When pupils enter the school their attainment is below average in communication, language and literacy, mathematical development and physical development, especially in manual skills. By the time they leave school at the age of seven, 2001 national test results show that attainment is well above average in reading, writing and mathematics in comparison with all schools. In comparison with similar schools, standards are very high and are in the top five per cent nationally. In science, teacher assessments reveal that pupils attained high standards.
2. Since 1998 standards have continued to rise in reading, writing and mathematics, with the exception of 1999 when standards were well below average. This was due to a prolonged illness of the headteacher and the cohort taking the test having a high percentage of pupils both with special educational needs and those who were below average attainers. However, in the following year standards picked up considerably and are continuing to rise. All pupils achieve very well in relation to their prior attainment. The percentage of pupils who achieved level 3 is well above the national average in reading and mathematics and is above the national average in writing. The school's performance in science, as identified by teacher assessments, was above the national average. The school has done very well in challenging pupils of all levels of attainment to reach high levels. The present Year 2 cohort has a high percentage of pupils with special educational needs and below average attainers. Inspection findings show that standards are above the national average in reading, writing, mathematics, science and information and communication technology, and all groups of pupils achieve very well in relation to their prior attainment, including those who are higher attainers and those who come from ethnic minority backgrounds. The school has been particularly successful in enabling pupils who have special educational needs, and those who are below average attainers to achieve very well in relation to their prior attainment. Standards in art and design are well above average and some excellent examples of observational drawings were seen. Art and design is used very well to support all subjects of the National Curriculum and examples of pupils' work enhance the very stimulating environment. Standards in speaking and listening are in line with the national average and, although pupils achieve well in relation to their prior attainment, they do not have a rich vocabulary and, on occasions, confuse their tenses. By the end of the Foundation Stage, pupils attain the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, personal and social development, creative development and physical development, and achieve very well in relation to their prior attainment due to the very good provision.
3. Standards are high because the headteacher and staff have developed excellent systems for evaluating the school's strengths and weaknesses and have taken effective action to continue to raise standards. All staff, including support staff, work very well together as a team in developing their teaching styles to meet the needs of their pupils. Furthermore, they have developed a very good range of assessments to identify their pupils' strengths and difficulties in learning; information gained from these helps them adjust the learning opportunities they plan for their pupils.
4. Teachers and support staff work very well together. Teachers carefully assess what pupils have learnt and understood in lessons and adjust their next day's planning accordingly, ensuring that individuals or groups of pupils learn equally well. Regular assessments are carried out on pupils and teachers moderate pupils' work to ensure that there is consistency in the evaluation of standards. Co-ordinators evaluate national test results and share this information with all staff so that there is a whole-school approach to raising standards. Under the expert guidance of the headteacher, the school analyses the results of national tests and uses these to help it to improve pupils' performance and to predict pupils' achievements.

5. The school places great emphasis on teaching the basic skills of reading, writing and mathematics rigorously. From an early age pupils learn to read expressively and to understand the shape of stories. A particular strength of the teaching of literacy is the expert way in which teachers link tasks to the texts that pupils have studied, enabling pupils to both consolidate and extend their learning in meaningful contexts. For example, in a literacy lesson in Year 2, pupils eagerly pointed out nouns and verbs in sentences and linked longer sentences using commas. At the same time they gained very good awareness of how punctuation affects fluency and intonation in reading. Pupils in the Foundation Stage sequence pictures of events in Kipper's life and happily chat about the books that they take home to read. Pupils know many word attack skills and told inspectors, who were hearing them read, that very often you can guess the words you don't know by just reading on the next few words and seeing what makes sense. Pupils have a rich reading diet and take books home from the library on a regular basis. They particularly enjoy books used in text level work of the literacy hour. Pupils in Year 1 showed great enthusiasm in predicting alphabetical order found in the book entitled "The absolutely brilliant crazy party", and in Year 2 pupils read the individual parts of "Cinderella" with very good intonation and expression.
6. The success of the school's planning to improve the standards of writing is evident in the quality of pupils' work, which is above average by the end of Year 2. Standards in spelling are high because teachers place a high emphasis on teaching the correct spellings of technical vocabulary and carry out regular spelling tests of most commonly used words. Pupils are very eager to write and, whilst the context, spelling and punctuation of what is written is of a high standard, further emphasis needs to be placed on the presentation of pupils' work.
7. In mathematics pupils attain above average standards by the end of Year 2 and they have very good skills of number recall. They can count in 2, 3, 4, 5, 10s, and they have very good knowledge of tens and units, number bonds and can solve simple money problems. However, they do not always set out their work neatly and several average and below average pupils in Year 2 still reverse their numbers. Pupils are developing very good strategies for solving number problems and they can explain the various ways in which coins can add up to £2. They are particularly keen on solving the weekly number challenges.
8. In science, pupils achieve very well in relation to their prior attainment and standards are above average by the end of Year 2. They understand the principles underpinning fair testing, they know the importance of water to life, they have very good knowledge of habitats of mini-beasts and which materials are best for building a house. They know about the importance of our senses and how food needs to be handled hygienically. Pupils' work is very well illustrated; standards in art and design are well above national expectations. Examples of excellent observational drawings of fruit and flowers were seen, with very minute details of patterns clearly illustrated. Art and design is used well to support all areas of the curriculum and greatly enhances the quality of displays.
9. Pupils achieve very well in information and communication technology and computers are very well used to support learning. By the end of Year 2, pupils can word process, alter and change fonts, print and save work, open files, edit and alter party invitations and can expertly use an art and design program, programme simple instructions into a 'roamer' and suggest what will happen as a consequence; they know how to use a digital camera. Computers are very well used to support the learning of pupils with special educational needs with well-focused activities, which enable them to experience success.
10. Throughout the school all groups of pupils, including those with special educational needs, are very well supported. They have clear personal learning targets and teachers and support staff help them to participate fully in lessons. Higher attainers are very well challenged and are actively encouraged to use their research skills such as finding out information on mini-beasts. Overall very good progress is made towards personal targets. There are many contributory factors to the high standards that pupils attain, one of the most notable being the very good quality of teaching and use of assessment, which results in early identification of barriers to pupils' learning. These are very quickly acted upon and rectified by both teachers and support staff, and result in all pupils making very good progress in their learning.

**Pupils love coming to school because of the very good learning opportunities provided for them. Attitudes to learning and personal development are very good and attendance is high.**

11. Pupils love coming to school and this is reflected in the very high attendance rates. During lessons, pupils are attentive and interested, they concentrate and behave very well and value one another's differences. They are eager to get off the carpet after explanations have been given and to begin their work. The curriculum is broad, balanced and vibrant because it is enriched by many trips and visitors to the school. The amount of time devoted to different subjects is similar to that in most schools and the quality of the lesson planning is very good. This is because there has been very good improvement in the planning of schemes of work, which are now judged as very good because they focus very clearly on progressive development of basic skills, particularly in literacy, numeracy and information and communication technology. These schemes help teachers with their planning. The learning opportunities provided for the pupils are very good because they are matched to the needs and interest levels of the pupils and are not just based upon national guidelines but are enriched by teachers' professional evaluations of what their pupils would find interesting. Pupils learn through visiting museums, churches, having visiting theatres; parents' expertise is used to help pupils develop their understanding of multi-cultural festivals and traditions. Pupils develop their love of the natural world through visits from the animal man, and they marvel at the wonder and splendour of the animal kingdom. They are very keen to share their observations of Treacle and Fudge, the guinea pigs, and they look after their school pets very well.
12. The curriculum in the Foundation Stage has been very successfully matched to the new national guidelines. It provides for many practical and interesting activities that promote very good progress in the required areas of learning. Academic work given to pupils throughout the school is interesting, motivates them very well and provides many opportunities for pupils to apply their skills learned in meaningful contexts. For example, a group of pupils designing wedding invitations for the wedding of Cinderella and Prince Charming were asked whether they thought the wording of the invitation was too formal. They deliberated with one another and played around with the sentences until they were word perfect.
13. Pupils are expected to become independent learners and work in groups when needed without direct adult supervision. On occasions, in role-play, pupils would benefit from further teacher intervention to help develop their creative and imaginative vocabulary.
14. Provision for pupils' personal, spiritual, moral, social and cultural development is very good. Plenty of opportunities are provided for reflection. In an assembly, taken by the vicar, pupils listened very carefully to 'Fauré's Cantique de Jean Racine', and reflected on the importance of saying 'thank you' to people who have helped them. Pupils in the nursery reflect on the artwork of great artists and marvel at Mondigliani's representation of African facial features. Throughout the school pupils know that, whilst money is important, it does not necessarily constitute happiness. They know that St Francis of Assisi gave up riches to help those less fortunate than himself and, during acts of collective worship, they reflect on whether they have acted responsibly towards others and whether they have appreciated other people's kindness shown towards them. Pupils know about rituals underpinning christenings and weddings, and they know the stories associated with Christmas, Easter, Ramadan, Eid and Hanukah.
15. Pupils have a high set of moral values, can distinguish right from wrong and have a very strong sense of justice. They know that animals and property have to be treated with care and, through circle time, they recognise the uniqueness of individuals and value one another's differences.
16. Pupils have plenty of opportunities to develop their social skills. They work in a wide variety of friendship and capability groups and their achievements outside of school are celebrated. During the week of inspection, two boys achieved awards for scoring goals in football matches held after school. Pupils in Year 2 correspond with pupils from the junior school so that they already form acquaintances with pupils before they enter the next phase of primary education. The use of "maths partners" contributes to pupils' social skills as pupils collaborate with one another to figure out the right answers.

17. Pupils know about the world's major faiths, traditions and celebrations. They know about their own culture and visit the church regularly. They study books, such as 'Handa's surprise', which reflect positive ethnic role models and they use a wide range of multi-cultural resources to develop their awareness of other cultures.
18. All groups of pupils are developing their skills of responsibility and citizenship very well. Since the last inspection, the provision of learning opportunities has improved significantly.
19. Attendance is well above the national average. Parents are well informed of the school's very good systems for monitoring and promoting attendance and co-operate with the school very well. The high attendance rates make a positive contribution to the high standards that pupils attain.

**The quality of teaching is very good and, as a result, all groups of pupils make very good gains in learning.**

20. The quality of teaching throughout the school is very good and pupils make very good progress. Teachers have very good subject knowledge and the quality of their teaching reflects their subject expertise. Out of 14 lessons seen, nine were very good and five were good. Teaching was never less than good. A hallmark of the teaching in this school is the enthusiasm of the teachers and support staff in challenging their pupils to do well, so pupils learn from teachers, who themselves are passionate about their craft.
21. The quality of teaching for children in the nursery and reception classes is very good. Teachers establish very good relationships with their pupils, expect them to be independent and set up activities to enable them to be so. The ratio of adults to children is fully exploited so that children receive a great deal of personal attention. The quality of questioning is very good and children have opportunities to observe, listen and to ask questions. When it is time to clear away, both adults and children join in and so no time is wasted. Teachers provide a very interesting range of activities and the very good quality resources, such as large brushes and strong colours, invite children to experiment with paint. Children have many opportunities to engage in imaginative play and confidently serve visiting adults with imaginary cake while another brings a knife to cut it.
22. The teaching of pupils in Key Stage 1 is very good. Teachers plan their lessons carefully, taking into account what pupils know and understand and what they need to learn next. Much of the work is practical and teachers of younger pupils help them to maintain concentration by varying the pace of different activities. Resources, such as folding cards and laminated ladybirds, are used very well in numeracy. Teachers use praise judiciously to help pupils to work hard and pupils respond well to the challenge to calculate at a faster pace, for example, in mental mathematics sessions. Teachers have high expectations of their pupils and expect them to stay on task and concentrate. Pupils are encouraged to work with partners or in small groups and teachers intervene appropriately in moving pupils on in their learning. Teachers are very sensitive to pupils' feelings and, through their own example and encouragement, demonstrate how to treat others with sensitivity and so learn how to work collaboratively and productively.
23. Pupils know exactly what is expected of them and no time is wasted, however, on very rare occasions there is a lack of extension activities if pupils finish their work early. This is an area which teachers are currently addressing. Teachers expect their pupils' full attention and use various methods to gain initial enthusiasm. Pupils are asked to click their fingers, tap their thighs, sing simple rhymes and return to listening attentively. The planning is meticulous and teachers clearly enjoy working together. Teachers use questioning very well to help pupils to learn, adapting the pace to help those who learn more slowly to understand. Support staff are very aware of barriers to pupils' learning and ensure that pupils receive extra explanations if they still do not understand what has been covered in lessons. For example, if pupils do very well, their name goes on the board with lights.
24. Relationships throughout the school are very good. Pupils respond to this positive approach, work hard and behave very well. Teachers' planning for pupils who have special educational needs and lower attainers is very good and enables them to work in small groups or alongside other pupils in

the classroom on the same topics at their own level. This supports their access to the full curriculum and promotes self-esteem well. Planning for pupils who are higher attainers is also very effective and challenges them well.

25. The quality of teaching has improved since the last inspection and is now judged as very good. Staff selection procedures have been very effective and recent appointments, both permanent and temporary, have enhanced the quality of teaching.
26. Teachers and support staff work very well in planning an appropriate curriculum. They place a high priority on pupils' personal, social and emotional development and the teaching of basic literacy and numeracy skills provides very well for this. Teachers have a very good understanding of the needs of young children and plan lessons that provide a wide range of practical experiences. In the nursery, for example, to develop children's recall skills, the teacher put out a range of interesting objects, covered them with a cloth and asked pupils to remember what had been placed under the cloth. In the reception class, the teacher skilfully developed pupils' writing skills by asking them to draw a picture and to sound out the letters of the sentence that would accompany the drawing, such as "This is my mummy". A very effective example of pupils using all of their senses was seen in creative development in the nursery when children made a collage using a very wide range of tactile materials, ranging from buttons to feathers, encouraging pupils to touch and talk about the various textures they used.
27. Teachers use target setting very well and keep very good records of their pupils' achievements. They share learning targets with their pupils so that pupils are very clear about what is expected of them. Lessons are often made real by the opportunity to learn and practise skills in a real life situation. For example, in Year 2, pupils were working out how best to spend £2 and what combination of coins was needed. Pupils are motivated to work hard and teachers set a brisk pace, such as when they tell pupils how long they have to complete their tasks. No time is wasted and pupils complete a good amount of work in lessons. Homework is well used to support pupils' learning and generally teachers mark pupils' work effectively, enabling them to recognise any mistakes that they have made. Teachers give good feedback to pupils in lessons and this has a positive effect on the gains that pupils make in their learning.
28. Support staff are well trained and play a valuable role in helping pupils achieve their very best. They play a particularly strong part in ensuring that pupils are well prepared in accessing all aspects of learning.

**The school cares very well for its pupils and academic progress is very well monitored.**

29. On entry to the nursery, very good records are kept of children's attainment and progress. Teachers know which playgroups children have attended and they build upon children's previous attainment. Throughout the school staff keep very detailed records of pupils' achievements and set realistic targets to help pupils overcome their barriers to learning. Regular assessments are undertaken of pupils' knowledge and understanding in all subjects. Teachers moderate pupils' work and keep detailed portfolios of work covered. This helps them build up an accurate picture of pupils' attainment. Staff assess pupils' work thoroughly, analyse test results and alter the curriculum to meet their needs. Very good improvement has been made since the last inspection in developing assessments in core and foundation subjects and the system of tracking and setting targets is particularly effective.
30. Pupils with special educational needs have very detailed individual education plans and parents of all pupils are regularly consulted about the gains their children make in learning. The school aims to create a caring environment where everyone is valued, where differences are appreciated, where everyone can experience a sense of achievement and where pupils' emotional, social, personal and health needs are very effectively cared for. Child protection procedures are very good and staff are appropriately trained in all aspects of children's welfare.

31. The school celebrates pupils' achievements very well through informative marking, shared assemblies, stickers and rewards. A very caring ethos permeates all aspects of school life and pupils feel safe and secure in a stimulating learning environment.

**The leadership and management of the headteacher are excellent. Governors and key staff support the headteacher very well in improving on best performance.**

32. The leadership and management of the headteacher are excellent and the headteacher, staff and governing body work very well indeed as a team. The school runs smoothly due to the expertise of the school administrator, who ensures that teachers are not overburdened by administration. All improvements are linked very firmly to improving pupils' achievement, both academic and personal. Financial management is very good and money is spent wisely to ensure that pupils receive the best value educationally. The atmosphere of the school is quite distinctive and the warmth, humanity and concern of its leadership are instantly evident.
33. The headteacher monitors the work of the school stringently, both informally and formally. She is very knowledgeable and visits classes regularly and, consequently, really knows each pupil well. One young pupil commented that when she grows up she wants to be just like her headteacher, very clever. Formally, the headteacher monitors lessons and evaluates performance, providing teachers with a written commentary on the quality of their teaching based on strengths and points for improvement. The school's dedication to performance management is particularly effective and contributes to the high standards that pupils attain. The headteacher is very well supported by the deputy headteacher, who ably undertakes the management of the school. Systems of school self evaluation are effective which means that the curriculum and its link to assessment are very well organised.
34. The governing body is very well informed, has received training and makes a very good contribution to setting appropriate priorities and targets which are reflected in the school improvement plan. The governing body is organised into relevant sub-committees, which meet regularly and are fully aware of the school's strengths and weaknesses. They are fully involved in reviewing the standards achieved in the national tests and target setting.
35. The headteacher delegates very well to staff and ensures that they are appropriately trained to undertake all of their duties.
36. Co-ordinators have made very good progress in providing a lead in their subjects. They attend regular courses, ensure that their subjects are very well resourced, monitor teachers' planning and plans are now under way to train them in monitoring standards of teaching and learning.
37. The leadership and management of the school have improved considerably since the last inspection and are the most significant factors as to why pupils attain high standards. The school's capacity to improve even further is excellent because all staff are highly committed to improving their practice and are very professional in all of their undertakings.

## **WHAT COULD BE IMPROVED**

### **Minor weaknesses:**

**Standards in speaking and listening, whilst average overall, could be better.**

38. By the time that pupils are seven, they attain average standards in speaking and listening and can make their needs understood, but they have limited vocabulary, especially in using creative and imaginative language, such as a wide range of adjectives, adverbs and complex sentences. On occasions they are over keen to shout out their answers, only because they are so interested in their work. Whilst pupils can make themselves understood, have good skills of recall and can sequence events in order, they have limited descriptive vocabulary. In the role-play area in the Foundation Stage, pupils are not sufficiently guided into developing their creative and imaginative language. This is an area for improvement that the school has recognised. Pupils can describe

incidents from their own experience, sequence events in order and include details to help the listener. They know the conventions of storytelling and use selected and relevant detail when describing their favourite lessons but, on occasions, they confuse past and present tenses. In role-play situations, children in the younger classes play well with one another, but valuable opportunities are missed due to staff not intervening sufficiently to upgrade spoken English, especially to develop their creative and imaginative play.



**The presentation of pupils' written work does not always reflect the high standards of pupils' achievements.**

39. Although the quality of displays throughout the school is vibrant and clearly catalogues pupils' written responses in relation to the work that they have covered, it nevertheless lacks a sense of audience and is not always neatly presented and re-drafted for public view. Pupils' exercise books reveal that, whilst the content of pupils' work is prolific, it is not always clearly set out. Pupils are so keen to write that, on occasions, they forget that they are writing for an audience; work on display is clearly not pupils' best. Now that teachers have been very successful in enabling and encouraging their pupils to write, they need to encourage them to develop their presentation skills further. There are some number and letter reversals and some pupils do not always start writing next to the margin and do not continue writing to the end of the line. This results in untidy presentation and does not do justice to the high standards that pupils achieve in tests.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- i. Provide further opportunities for pupils to develop their speaking and listening skills by ensuring that teachers intervene more frequently in the role-play area to help pupils acquire a richer vocabulary (paragraph 38).
- ii. Ensure that pupils have a clear understanding of the difference in the presentation of work for private and public display, and that there are further opportunities for pupils to draft and re-draft their work without stiling their enthusiasm to write (paragraph 39).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	5

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	5	0	0	0	0
Percentage	0	64	36	0	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 more than seven 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)	21	126
Number of full-time pupils known to be eligible for free school meals	0	25

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	20

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	0.4

National comparative data	5.2
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National comparative data	0.5
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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
	2001	30	18	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	29	29
	Girls	18	18	17
	Total	47	47	46
Percentage of pupils at NC level 2 or above	School	98 (88)	98 (92)	96 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	29
	Girls	18	18	18
	Total	47	47	47
Percentage of pupils at NC level 2 or above	School	98 (84)	98 (84)	98 (90)
	National	85 (84)	89 (88)	89 (88)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	1
White	90
Any other minority ethnic group	1

*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)	7
Number of pupils per qualified teacher	25.2
Average class size	25.2

#### **Education support staff: YR – Y2**

Total number of education support staff	4
Total aggregate hours worked per week	92.8

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	1
Total aggregate hours worked per week	23.2
Number of pupils per FTE adult	10.5

*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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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
	£
Total income	381 124
Total expenditure	377 550
Expenditure per pupil	2 183
Balance brought forward from previous year	21 227
Balance carried forward to next year	24 801*

\* This is not at present an accurate picture because the school has undertaken building work

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	76	22	3	0	0
Behaviour in the school is good.	57	38	3	0	3
My child gets the right amount of work to do at home.	38	54	3	3	3
The teaching is good.	65	30	3	0	3
I am kept well informed about how my child is getting on.	62	30	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	76	22	0	3	0
The school expects my child to work hard and achieve his or her best.	76	22	0	0	3
The school works closely with parents.	68	27	0	3	3
The school is well led and managed.	59	32	3	0	5
The school is helping my child become mature and responsible.	59	38	0	0	3
The school provides an interesting range of activities outside lessons.	43	24	5	5	22

Parents are highly supportive of the school and the majority of them are delighted with the education that the pupils receive.