

# INSPECTION REPORT

## **LONS INFANT SCHOOL**

Ripley

LEA area: Derbyshire

Unique reference number: 112710

Headteacher: Mrs Linda Williams

Reporting inspector: Mr O L Thomas  
16041

Dates of inspection: 17 - 18 September 2001

Inspection number: 195922

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Infant                                   |
| School category:             | Community                                |
| Age range of pupils:         | 4 to 7                                   |
| Gender of pupils:            | Mixed                                    |
| School address:              | Tavistock Avenue<br>Ripley<br>Derbyshire |
| Postcode:                    | DE5 3SE                                  |
| Telephone number:            | 01773 744319                             |
| Fax number:                  | -  |
| Appropriate authority:       | Governing body                           |
| Name of chair of governors:  | Mrs Angela Hill                          |
| Date of previous inspection: | 30/06/1997                               |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      |
|--------------|---------------|----------------------|
| 16041        | Mr O L Thomas | Registered inspector |
| 19344        | Mr D W Jones  | Lay inspector        |

The inspection contractor was:

Network Management Services  
Star Farm  
Llangynhafal  
Ruthin  
Denbighshire  
LL15 1RU

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(s)        |
|---|----------------|
| <b>PART A: SUMMARY OF THE REPORT</b>                  | <b>6 - 9</b>   |
| 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              |                |
| <br><b>PART B: COMMENTARY</b>                         |                |
| <b>WHAT THE SCHOOL DOES WELL</b>                      | <b>10 - 14</b> |
| <b>WHAT COULD BE IMPROVED</b>                         | <b>15</b>      |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>16</b>      |
| <br><b>PART C: SCHOOL DATA AND INDICATORS</b>         | <b>17- 20</b>  |

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

### **INFORMATION ABOUT THE SCHOOL**

Lons Infant School is situated on the outskirts of Ripley. Pupils come from a wider catchment area than the immediate school vicinity and live in mainly private housing. The socio-economic circumstances of the area are broadly average, being neither socially advantaged nor disadvantaged.

There are 79 pupils on roll, which makes the school much smaller than other primary schools, although its numbers have increased in recent years. The percentage of pupils eligible for free school meal is below the national average at 4 per cent. The proportion of pupils speaking English as an additional language at 0 per cent is low. The percentage of pupils on the register of special educational needs is well below the national average at 12 per cent. One pupil has a Statement of Special Educational Need. Most pupils have attended some form of pre-school facility prior to entry, the majority going to the neighbouring nursery school with which there are strong links. When they enter the reception class, pupils' attainment is at least as expected for their age and for many it is better. The school has not suffered from any major staffing difficulties, recruitment or retention concerns. It has successfully bid for grants to improve information and communication technology, but has been unsuccessful in other areas related to improving outdoor facilities.

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

Lons Infant School is a very effective school. Pupils attain very well and their progress is good. They learn happily within a secure and purposeful environment. Pupils' performance in the national tests for seven year olds in English and mathematics is above average. This is due to the good teaching, the pupils' positive attitudes and very good behaviour. The high quality support given by non-teaching staff and the strongly focused leadership and management by the Headteacher in partnership with the staff and governors. The school gives very good value for money.

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

- Standards are good in English, mathematics and science. Seven year old pupils perform very well in the national tests.
- Good teaching of the basic skills, accurate assessments and a well planned, broad and interesting curriculum ensures the pupils enjoy success and make good progress in their learning.
- Leadership and management by the Headteacher are very effective, creating clear plans for the future and a strong ethos.
- Provision for the pupils' personal, spiritual, moral, social and cultural development is very positive.

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

- Outdoor play area and facilities for the reception class.
- The use of questioning to extend pupils' thinking skills.
- The way evidence about what pupils achieve is organised.

*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 July 1997. Since then it has achieved a steady improvement in standards in English, mathematics and science. Effective curriculum planning, assessment procedures and rigorous target setting have ensured the good progress of all children, including those with special educational needs. Considered to be issues in 1997, these systems are now all very good and contribute to raising standards. The quality of teaching, which was previously judged to be satisfactory, overall with some good teaching, is now good with a higher incidence of very good teaching. The school has effectively addressed the issue of the library and curriculum for the very youngest children. The children are enthusiastic to learn to read and enjoy school.

The school has been awarded a Basic Skills Quality Mark and a School Improvement Award for Excellence in recognition of its level of success.

The ethos of high expectations and commitment to improving standards is built on firm foundations. The school knows itself well and has highlighted for improvement the areas identified by this inspection. The necessary ingredients to sustain success are in place to continue to move forward, not least the team spirit, commitment and skill of the Headteacher, staff and governors who are the cornerstones of the school's success.

## STANDARDS

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

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

| Key                |    |
|--------------------|----|
| very high          | A* |
| well above average | A  |
| above average      | B  |
| average            | C  |
| below average      | D  |
| well below average | E  |

The above results speak for themselves and show extremely good performance in the national tests over time. In the work seen during the inspection standards are at least in line with the national average in English, mathematics and science with a significant number of pupils achieving above what is expected of them for their age in reading, writing and number. All pupils including those with special educational needs make good progress. Most pupils are attaining as expected in information and communication technology (ICT). Although not inspected in great depth work around the school gives good indication that pupils attain suitably for their age in the other subjects as well.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. Pupils are keen workers who show initiative and independence. Most concentrate and persevere well with tasks. Even the youngest children work well when not directly supervised.  |
| Behaviour, in and out of classrooms    | In lessons and breaks the pupils' behaviour is of a high standard. There is a good level of self-discipline for their ages.  |
| Personal development and relationships | A strength of the school. The relationships within the school are a good mirror of its caring ethos. The 'Buddy' system where older pupils mentor their young 'friends' works very well. There is a strong sense of family and belonging pervading the school. |
| Attendance                             | Very good. Pupils enjoy coming to school and are keen to settle to lessons, which start promptly in a caring, welcoming atmosphere.  |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 |
|------------------------|-----------|-------------|
| Quality of teaching    | 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 is never less than good quality, with three out of the 12 lessons observed being very good. This effective teaching has a positive impact on the standards achieved and results in good progress being made regardless of pupils' ability. Teachers are secure in their subject knowledge and the teaching of basic skills is of high quality and the key to why standards are so good in this school. The school has identified through its own rigorous programme of monitoring of teaching and learning the need to develop questioning techniques to extend pupils' thinking skills further.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Very good. The curriculum is broad and balanced and meets statutory requirements.  |
| Provision for pupils with special educational needs   | Good. Individual education plans are reviewed regularly and target setting is based on sound assessments of the pupils' progress. Good use of external agencies to give additional specialist support. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Strength of the school, it broadens positively the pupils' perspective of the world. Cultural development is outstanding and prepares pupils well for life within a multi-cultural society.            |
| How well the school cares for its pupils  | Strength of the school. Records of pupils' attainment and progress are informative and kept well. Pastoral care is excellent. Governors give good attention to security and health and safety issues.  |





## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the Headteacher and other key staff | Very good leadership by the Headteacher has established a united and effective team. Key staff fulfill their roles expediently in taking the school forward. |
| How well the governors fulfill their responsibilities            | Governors are fully involved in the life of the school. They support the Headteacher and staff diligently and meet their statutory requirements.             |
| The school's evaluation of its performance                       | Very good. The school reviews its performance rigorously to review and improve standards.  |
| The strategic use of resources                                   | The school makes very best use of resources available within a limited budget. Governors engage the principles of best value well.                           |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• The standards their children achieve.</li> <li>• That their children enjoy school.</li> <li>• The high quality of the children's behaviour.</li> <li>• The school's relationships with parents.</li> <li>• The leadership and management by the Headteacher.</li> </ul> | <ul style="list-style-type: none"> <li>• A reduction in the amount of homework.</li> <li>• More activities outside lessons.</li> </ul> |

The inspection team agrees with the positive points raised by parents.  
 The children benefit from the homework and it supports their learning well.  
 The school provides a good range of extracurricular activities given its size and staffing.

## **PART B: COMMENTARY**

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

**Standards are good in English, mathematics and science. Seven year old pupils perform very well in the national tests.**

1. In the most recent verified national tests for the Year 2000 the proportion of seven year olds attaining at the expected Level 2 or above was well above the national picture in English and mathematics. Teacher assessments also show attainment well above average for science. Reading and writing test results show that over the period 1998-2000 attainment was well above that of all schools nationally and also when compared with similar schools. Despite a slight dip in reading results in 1999, because the pupils being tested had broader learning needs, figures show a rising trend. Attainment in mathematics shows a similar picture of success. Standards in science have also improved and the school is among the highest five per cent for the number of pupils attaining Level 3. There were no significant differences in the attainment of boys and girls.
2. By the end of the reception year, the youngest children have progressed well through the stepping stones of learning and built on their early knowledge and understanding systematically to make them well prepared for the challenges of the National Curriculum in Year 1. For example, in reception class the youngest children engage in a range of activities linked to their shared big book about the sea-side. They particularly enjoyed it when 'Teddy, ' the glove puppet, reminded them of where and how to start reading. This resulted in all of them making good progress in tracking from left to right, joining the teacher enthusiastically in 'reading' the script.
3. By the age of seven, pupils listen well and are sharing in growing confidence, what they know, speaking in sentences and beginning to explain their answers. For example, in one lesson, they had no difficulty in responding correctly to the question, "What does the speech bubble say to you?" They used a breadth of vocabulary to share their ideas. In another lesson they discussed and shared Little Bear's feelings of being scared of the dark. In literacy, the pupils are acquiring a love and understanding of books. The higher attaining pupils are able to read with rhythm taking note of reading cues such as letters in bold print and the use of exclamation marks. They know how to use the index and contents page and can also identify the book's author and illustrator. All pupils use their reading skills well in other subjects and read words on the high quality displays to support their learning. Pupils are encouraged to use the school library and to take books home to share with adults. Pupils write in sentences to record personal accounts. Their writing is generally neat and many join their letters correctly. Work is mainly well presented and most common key words are spelt correctly. Higher attainers make good attempts at more complex words. Strategies to help with spellings include using dictionaries, word lists and asking a friend; all of which are well reinforced by the teachers and support staff.
4. In mathematics, pupils attain well and make good progress, including those with special educational needs. From an early age the children have a good recognition of numbers. For example, reception children had no difficulty in helping their teacher to 'unscramble' a set of domino cards; instructing her as to their correct sequence, from one to ten. Past work shows children under five have progressed very well through the stepping stones of learning and have achieved the Early

Learning Goals securely when they enter Year 1. By the age of seven, pupils have a good knowledge of numbers to 100, can add tens and units using different methods and use their understanding to calculate money problems to one pound. These pupils are making good progress in developing their mental recall skills. For example, in practising the reversal of two numbers adding up to ten, they gained speed, accuracy and confidence during the lesson. They have a secure working knowledge of two-dimensional mathematical shapes and recognise common fractions.

5. Pupils attain very well in scientific understanding of life and living processes by the age of seven. Their earlier work in the Foundation Stage on knowledge and understanding of the world has prepared them well and they are ready to explore the scientific world further and with confidence in Years 1 and 2. In a science lesson, Year 2 pupils shared their knowledge and understanding of their 'senses'. They expressed their ideas clearly and accurately using appropriate vocabulary. Nothing missed their scrutiny as they searched out the different 'smells' and their origins within the classroom. They discussed their similarities and differences, identifying those that spelt 'danger' and those that gave them pleasure. The pupils' worked with exuberance and their positive attitudes supported their achievements very well. This first hand approach to scientific investigation is setting a firm foundation to pupils' inquisitiveness and curiosity. Already some are acting as young scientists, asking questions such as 'why, and, what if?'
6. Pupils have made particularly good progress in information and communication technology, (ICT) which was an issue at the last inspection. Most now attain as expected in the subject by the age of seven.
7. Not all subjects in the wider curriculum were observed during the inspection. However, scrutiny of pupils' work in books, displays and photographs confirm that pupils attain suitably for their age in the other subjects, with a significant amount of good quality work being evident, particularly in writing.

**Good teaching of the basic skills, accurate assessments and a well-planned, broad and interesting curriculum ensures the pupils enjoy success and make good progress in their learning.**

8. The quality of teaching is never less than good with three out of the 12 lessons observed being very good. The school has sustained and improved on the standards found during the previous inspection, and this is a direct result of the good teaching. Very good planning, driven by accurate assessment of what the pupils know, understand and can do, teaching of basic skills and very effective management skills ensure that no time is wasted. High expectations and appropriate challenges steer learning forward and ensure all groups of pupils make good progress. The partnership between class teachers, support staff and adult volunteers gives high quality provision to all pupils, including those with special educational needs who make similar good progress to other pupils. Teachers use subject specific vocabulary methodically and systematically and this supports the very high quality teaching of basic skills. Improvements have been made to the teachers' subject knowledge, which has created momentum and greater depth to the learning, particularly with the use of specialist ICT support. Critically constructive comments from teachers made within the prevailing atmosphere of caring relationships help pupils understand how they can improve. Best use is made of time to develop all elements of the lessons. Plenary sessions are of particular value in checking levels of understanding, whilst involving pupils in evaluating how well they have worked. These assessments are used well in re-

focusing subsequent work and in making specific teaching points. Homework is used well to consolidate learning. Teachers in this school are keen to improve their skills and have an open and willing approach to change and development to provide high caliber education. Teaching and the good achievements are inextricably linked. Relationships are secure and highly caring with firm and positive discipline underpinning them so that pupils learn clear parameters, and know what is expected of them both academically and personally.

9. The school has made considerable progress in improving the degree to which assessments inform future planning since the last inspection when it was considered to be a key issue.
10. Baseline assessments act as a platform for planning in the reception class and internal assessments inform planning in Year 1. The National Foundation for Educational Research (NFER) Literacy and Numeracy tests completed at the end of Year 1 help the planning for Year 2. Detailed analysis of tests and assessments shows the staff which work needs more emphasis or why a different teaching approach is required to match the activities better to the needs of the pupils. Continuous sampling and leveling of pupils' work impacts well on this process.
11. Assessments, observations and discussions carried out throughout the term are used to set pupils on a weekly and daily basis. The plenary session at the end of lessons gives opportunities to assess the learning and help the teacher decide what learning steps needs to come next. Individual assessments for individual pupils inform planning giving structure to Individual Education Plans for both higher attainers and pupils with special educational needs.
12. The planning of the curriculum through which teachers ensure that national requirements and all elements of learning are covered is very good. Much thought has been given to how the curriculum can be delivered in an interesting and meaningful way so that pupils approach learning enthusiastically and with concentration. Teachers plan what they are going to teach based on analysis of how pupils have achieved and on a well structured programme which brings together the subjects of the curriculum so that literacy and numeracy skills are carefully incorporated into all lessons were appropriate.

**Leadership and management by the Headteacher are very effective, creating clear plans for the future and a strong ethos.**

13. One of the main reason for the school's success is the very good leadership provided by the key staff and governors, and especially the Headteacher. The Headteacher's clear vision of what the school should be and her high quality leadership and communication skills have built, inspired and motivated a good quality team of staff. They have been extremely successful in raising standards through their improved quality of teaching, support and the creative delivery of an appropriate curriculum for the pupils irrespective of their background, gender or academic ability.
14. Whole-school review and planning are strengths. The school knows itself well. This is in part due to the team spirit, which pervades the school. Staff have common beliefs and they work well together; doing their best for the pupils drives their sense of purpose. The school improvement plan is rightly and properly focused on improving standards. The governors who are actively involved in the planning process, contribute significantly to the life of the school and are well informed to fulfil their role as critical friend and to hold the school to account. There is a clarity

to the school's work and rigour in how it is monitored and evaluated. The management of change has been handled well with the demands on personnel being considered thoughtfully, for example, the governors' decision to use funding to enable the Headteacher to relinquish her full-time class teaching commitment in order to have time to fulfil her management role. Time has been given for staff to reflect and to evaluate what has been achieved before deciding on future priorities. In order to support them in meeting the demands put upon them, investment has been made in their training. For example, additional grant funding has supported them well in developing their understanding of ICT which has impacted favourably on the pupils' attainment and progress. Financial planning and management are very good. The principles of 'best value' are an integral part of the process of review and the setting of priorities. Applications for additional grant funding to supplement the tight budget are being made in an effort to enhance staffing, resources and the accommodation.

15. Considerable attention has been given to the analysis of test and assessment information. The school has recognised the importance of target setting and tracking pupils' progress, which is systematically incorporated into its review and development procedures. All of this has helped to raise attainment and progress, particularly of the higher attainers and those pupils with special educational needs.
16. The accommodation and resources are well used by the staff and pupils, which has a positive effect on the quality of learning. Improvements have been made to the library and research materials, including ICT software, both of which were areas of concern at the time of the last inspection. Routine administrative and day-to-day duties are effectively and efficiently handled by the school's administrative assistants who have well-established and supportive procedures, benefit both the staff and pupils. The building is maintained to a very high level of cleanliness, which further adds to the overall ethos of quality and well-being.
17. Given the attainment and good progress made by the pupils, including those with special educational needs, the good quality teaching and the broad, interesting curriculum, the school gives very good value for money.

**Provision for the pupils' personal, spiritual, moral, social and cultural development is very positive.**

18. The quality of the pupils' positive attitude to school is significantly promoted by the strong pastoral relationships that exist and is supported by a challenging and varied curriculum. The pupils enjoy their school and they are seen to be enthusiastic and well motivated during lessons. The youngest pupils are learning the need to wait their turn; they listen to others and they share with and support one another during activities. The school seeks to develop independence, initiative and a sense of responsibility in pupils from their early school days. The youngest children assist with class duties such as taking the register to the administration office, older pupils assist in collecting litter and, most significantly, in providing support to new entrants through the 'Buddy' system. There is a clear quality of collaboration, cooperation and friendship throughout the school that supports and enhances the learning environment. This view is supported by the great majority of parents and confirmed by consistent good levels of attendance. The school has clear strategies for managing behaviour and is quick to respond to any rare incidence of exclusion.
19. There is a clear spiritual content to the children's learning throughout the curriculum. In their formal lessons they are seen enjoying learning about their senses through

tasting and smelling. The provision of collective worship is in accordance with statutory requirements. In extra-curricular activities they experience a walk in the springtime through the trees and fields. The quality of their spiritual development is enhanced through the well-delivered acts of collective worship where music and stories are used to promote interest and wonder. The very high quality of their behaviour is a clear endorsement of their support for the expectations of the school for good conduct and they try their best to earn the rewards and praise that result from hard work and responsible behaviour. The children learn in a lively social environment where they all enjoy friendly relationships, cooperation and support. This support is most clearly illustrated in the willing enthusiasm of the older pupils to provide 'Buddy' support for new entrants to the school. In all classes the support and cooperation of the pupils promote the progress of lessons. Their cultural development is exceptionally well supported by a number of visitors who have taught the children about poetry, Morris dancing and the faith and customs of other peoples from around the world. For example, the school welcomed a Hindu family into school who shared how they would prepare to celebrate a wedding. The children dressed up in traditional costume. Photographic evidence shows that pupils were actively involved. Insight into their own local culture is experienced through visits to outside places. Pupils study far away places and have contributed to captivating displays of artefacts, embroidery and photographs that reveal the customs and life styles of people in Africa and Asia and they talk about their work with enthusiasm.

## **WHAT COULD BE IMPROVED**

### **Outdoor play area and facilities for the reception class.**

20. Despite the school's best endeavours, the curriculum presented and undertaken by the young children in the reception class is constrained due to the lack of a safe and secure outside play area. The fact that the school has been unsuccessful in its bid for funding to develop such an area does not augur well for swift improvements. Although adequate, the classroom and current facilities offer only limited opportunities for the children to engage in activities, to support fully the development of the children's physical skills, social and independent skills, all of which are vital components within the Foundation Stage of education.

### **The use of questioning to extend the pupils' thinking skills.**

21. The rigorous monitoring of classroom practice by the Headteacher has prompted staff discussions about the pace and level of challenge presented to the pupils and ways in which the quality of learning may be improved even further. The school recognises that there is a need to develop questioning techniques further to engage pupils in greater evaluation of their own work leading to the setting of specific agreed targets. The inspection agrees that this is a relevant development to aid continuous improvement. The school has applied for a research grant to explore more fully children's thinking skills; the application has been made jointly with a number of other schools to give the staff the added benefit of working with colleagues in different environments with a wider range of pupils.

### **The way evidence about what pupils achieve is organised.**

22. The assessment and analysis of what the pupils have learned and understood are strengths of the school and used effectively for the most part to help drive learning forward. However, the organisation of the data and information is somewhat unwieldy. Whilst teachers themselves can sift their way through the statistics and comments other audiences are hindered and the task is too time consuming. The school readily accepts this is a job for attention to build on, simplify and make best use of their own good work to identify and address strengths and challenges for individuals and groups of pupils as efficiently as possible.



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

23. The governors, Headteacher and staff now need to:

- Improve the outdoor play area and facilities for the reception class.
- Improve the use of questioning to extend pupils' thinking skills further by ensuring that the outcomes of planned in-service training for this aspect of teaching and learning are incorporated fully into the planning and delivery of the curriculum.
- Improve the way evidence about what pupils achieve is organised.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 12 |
| Number of discussions with staff, governors, other adults and pupils | 4  |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 3         | 9    | 0            | 0              | 0    | 0         |
| Percentage | 0         | 25        | 75   | 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 eight 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)      | 0       | 79      |
| Number of full-time pupils known to be eligible for free school meals | 0       | 4       |

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 | 0       | 11      |

#### 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 | 3            |
| Pupils who left the school other than at the usual time of leaving           | 5            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.5 |
| National comparative data | 5.2 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.0 |
| National comparative data | 0.5 |

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

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

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2000 | 10   | 8     | 18    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 10      | 10      | 10          |
|   | Girls    | 7       | 7       | 7           |
|   | Total    | 17      | 17      | 17          |
| Percentage of pupils at NC level 2 or above | School   | 94 (92) | 94 (96) | 94 (96)     |
|   | National | 83 (82) | 84 (83) | 90 (87)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 10      | 10          | 10       |
|   | Girls    | 7       | 7           | 8        |
|   | Total    | 17      | 17          | 18       |
| Percentage of pupils at NC level 2 or above | School   | 94 (96) | 94 (92)     | 100 (92) |
|   | 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                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 61           |
| 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) | 3    |
| Number of pupils per qualified teacher   | 30.3 |
| Average class size                       | 30.3 |

**Education support staff: YR – Y2**

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 48 |

**Qualified teachers and support staff: nursery**

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | n/a |
| Number of pupils per qualified teacher   | n/a |
| Total number of education support staff  | n/a |
| Total aggregate hours worked per week    | n/a |
| Number of pupils per FTE adult           | n/a |

*FTE means full-time equivalent.*

**Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years     | 1 |
| Number of teachers appointed to the school during the last two years | 1 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

**Financial information**

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

|  |         |
|--|---------|
|  | £       |
| Total income                               | 206,658 |
| Total expenditure                          | 214,921 |
| Expenditure per pupil                      | 2,336   |
| Balance brought forward from previous year | 29,349  |
| Balance carried forward to next year       | 21,086  |

**Results of the survey of parents and carers**

|  |
|--|
|  |
|--|

Total issued: 79  
 Returned: 52  
 Percentage: 65.8

|   | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|---|----------------|---------------|------------------|-------------------|------------|
| 1 My child likes school   | 67             | 31            | 2                | 0                 | 0          |
| 2 My child is making good progress in school  | 54             | 31            | 0                | 0                 | 15         |
| 3 Behaviour in the school is good   | 73             | 23            | 0                | 0                 | 4          |
| 4 My child gets the right amount of work to do at home                              | 35             | 29            | 6                | 2                 | 29         |
| 5 The teaching is good  | 63             | 23            | 0                | 0                 | 13         |
| 6 I am kept well informed about how my child is getting on                          | 48             | 40            | 2                | 0                 | 10         |
| 7 I would feel comfortable about approaching the school with questions or a problem | 81             | 17            | 0                | 0                 | 2          |
| 8 The school expects my child to work hard and achieve his or her best              | 71             | 25            | 0                | 0                 | 4          |
| 9 The school works closely with parents   | 65             | 35            | 0                | 0                 | 0          |
| 10 The school is well led and managed   | 88             | 12            | 0                | 0                 | 0          |
| 11 The school is helping my child become mature and responsible                     | 54             | 38            | 0                | 0                 | 8          |
| 12 The school provides an interesting range of activities outside lessons           | 46             | 29            | 4                | 0                 | 21         |

