

INSPECTION REPORT

BOLDMERE INFANT AND NURSERY SCHOOL

Sutton Coldfield, West Midlands

LEA area: Birmingham

Unique reference number: 103342

Headteacher: Mrs Gloria Childs

Reporting inspector: Mr Keith Edwards
OIN: 21190

Dates of inspection: 1 - 3 October 2001

Inspection number: 195982

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 and nursery
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Cofield Road Sutton Coldfield West Midlands
Postcode:	B73 5SD
Telephone number:	0121 464 2338
Fax number:	0121 464 4342
Appropriate authority:	The governing body
Name of chair of governors:	Mr Mark Florance
Date of previous inspection:	30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21190	Keith Edwards	Registered inspector
9974	Daljit Singh	Lay inspector
22274	Vera Rogers	Team inspector

The inspection contractor was:

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

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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boldmere Infant and Nursery School on the outskirts of Sutton Coldfield draws most of its children from the immediate locality. It is a very popular school, which is proud of its "Beacon" status and its standing in the community. Since the last inspection the school has opened its own nursery class. In addition to the 52 children who attend the nursery on a part-time basis, there are 270 full-time boys and girls. The pupils are taught in ten classes in discrete year groups. Nineteen per cent of the pupils are from the ethnic minority groups and seven per cent of the pupils come from homes where English is not the first language.

There is one intake into the reception classes during the course of the year. Before this, most of the pupils have attended the school's nursery or a local playgroup. The attainment of most of the pupils on entry to their reception year is about average, although there is a wide spread of ability in each class. Fewer than ten per cent of the pupils are on the school's register for special educational needs. This is a lower percentage than the national average.

HOW GOOD THE SCHOOL IS

This is an excellent school, which provides very good value for money. The quality of teaching is very good. By the time they leave school, the pupils attain standards in reading and writing that are well above those achieved by pupils in similar schools. Standards are high in the work seen in all subjects. The school is a very orderly community, which benefits from excellent leadership and management.

What the school does well

- The leadership provided by the headteacher and key staff is excellent. The teamwork is outstanding and the governors provide very valuable support. The ethos of the school reflects its commitment to quality and excellence.
- The quality of teaching, based on thorough planning, high expectations and very effective use of assessment data, is very good.
- The strong focus on the personal development of the pupils has helped the children to develop positive attitudes towards learning. The quality of the relationships within the school is excellent, as each individual is valued.
- The school provides a very enriched curriculum, which provides high quality learning experiences for the pupils.
- The school has developed very good relationships with the parents.
- The school cares for its pupils very well.

What could be improved

- There are no areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. No key issues were identified in the last report and the school has successfully addressed the few minor concerns. In the last four years the school has benefited from a stable staffing structure and the quality of teaching has improved. It has maintained the high standards identified in the last report and in several subjects, such as physical education, has improved on them. Overall, the school has made very good progress.

The school now has a nursery class, which provides a stimulating curriculum that is particularly effective in helping the children to develop their communication skills and strongly promotes their personal and social development. The school is very sensitive to the needs of young children and the induction procedures ensure that the children soon become confident in the school environment.

Furthermore, the school grounds have been imaginatively developed to support the pupils' aesthetic, scientific and physical development.

The school has successfully introduced the National Literacy and Numeracy Strategies. It has refined its assessment procedures to ensure that the work set is closely matched to the different ability groups within each class and builds successfully on what the pupils already know, understand and can do. The pupils spell accurately and their standard of writing across the curriculum is a strength of the school. The school consistently meets the targets it sets for standards in literacy and numeracy. There has been a marked improvement in the teaching of computer skills. The staff have developed their own expertise in information and communication technology and the class-based computers are being used both imaginatively and effectively.

The school has been awarded "Beacon Status" in recognition of the high standards that the pupils achieve year-on-year. Furthermore, the school has earned a "Quality Mark" from the Basic Skills Agency for the second time.

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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A	A	A	A	well above average A above average B Average C Below average D well below average E
writing	B	A	A	A	
mathematics	A	A	B	B	

Standards in literacy and numeracy are consistently above average. The percentage of pupils achieving the higher grades in English, mathematics and science in the national tests and assessments at the age of seven has risen significantly since the last inspection. Evidence from the work seen reflects the pupils' high test results. Pupils of all abilities achieve as well as they should in literacy and numeracy. Standards at the end of the Foundation Stage are above average. By the age of seven, overall standards in the work seen are well above the national average and the school meets the targets it sets. The pupils achieve well in all subjects, especially English, science, art, design and technology and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes towards school. They are very polite and courteous and persevere with their work. The pupils take great pride in the presentation of their work.
Behaviour, in and out of classrooms	The behaviour of the pupils throughout the school is very good. There have been no exclusions in recent years.

Personal development and relationships	The pupils benefit from a carefully structured programme that promotes independent learning. Their personal development is excellent. Relationships between staff and pupils and pupils and their peers are of the highest quality.
Attendance	Attendance rates are very good. The incidence of unauthorised absence is slightly above average. Almost all pupils arrive punctually at the start of the day and lessons start and finish on time.

The personal development of the pupils and their very positive attitudes towards the school are a significant strength of Boldmere.

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 overall quality of teaching is very good. It makes a significant contribution to the pupils' progress throughout the school. In all of the lessons observed, the teaching was satisfactory or better. The teachers are particularly effective in teaching the basic skills in literacy and numeracy lessons. The teachers make very good use of time and marking is used very effectively to ensure that pupils of different abilities are enabled to make good progress. Throughout the school, the teachers have high expectations of pupils' attainment and behaviour. From their first days in school the children are encouraged to become confident, independent learners. The pupils respond very well to this approach and the quality of learning is very good. Adult support and information and communication technology are used very effectively to support learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is rich and enhanced by the school's imaginative approach. From the moment the children start in the Foundation Stage the learning opportunities are excellent.
Provision for pupils with special educational needs	The school works very hard to ensure that those pupils with special educational needs are well supported. They receive very good support especially in literacy lessons and are helped to make very good progress.
The provision for pupils with English as an additional language	The provision for the small number of pupils with English as an additional language is very good. They receive individual support that enables them to access the full curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' personal development is excellent; the pupils are encouraged to have a mature, independent and reflective approach to learning. The pupils receive high quality opportunities that enable them to appreciate the diversity and wonder of human experience.

How well the school cares for its pupils	The monitoring of the pupils' academic progress is very good. There are excellent procedures to encourage good behaviour. Concern for the well-being of the pupils is shared by all members of staff. Child protection arrangements and procedures to ensure health and safety are very carefully considered and effective.
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The local community makes an excellent contribution to the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher and key staff is excellent. The school benefits from having a very stable management team, which strives to ensure that Boldmere provides the best possible start for all of its pupils' education.
How well the governors fulfil their responsibilities	The well-established governing body provides excellent support for the work of the school. It is very well organised and meets all statutory requirements. The governing body has a secure grasp of current issues and has a clear view of future developments.
The school's evaluation of its performance	The procedures for self-evaluation are a key factor in the success of the school. Senior staff make a detailed analysis of test results and track the performance of each individual pupil. There is a regular programme of monitoring the quality of teaching and the outcomes are used in an atmosphere of trust and confidentiality to improve the overall quality of lessons.
The strategic use of resources	The school is very shrewd in its use of resources. The school development plan benefits from wide consultation and funds are carefully allocated to priorities. The school provides very good value for money.

Although improvements have been made to the external fabric of the building, many windows need replacing and fascia boards need repainting. This was noted in the last inspection report.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well led and managed. The school expects the children to work hard. The teaching is good. Their children are making good progress. Their children like school. Behaviour in the school is good. They feel comfortable about approaching the school. The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> The range of activities outside lessons.

The parents strongly support the work of the school. They regard the school as a caring institution, which promotes high standards of achievement and behaviour. They very much appreciate the quality of teaching, which enables the children to become mature and responsible and to make good progress. They are particularly impressed with the leadership of the headteacher. The inspection

team endorses the parents' positive views. Inspectors judge that the school provides a very rich curriculum, which is enhanced by an interesting range of extra-curricular activities that includes special events, clubs, educational visits and visitors to the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership provided by the headteacher and key staff is excellent. The teamwork is outstanding and the governors provide very valuable support. The ethos of the school reflects its commitment to quality and excellence.

1. The school benefits from excellent leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. The governors and staff work with shared purpose and are committed to the aims of the school and to high standards of personal and academic achievement. This provides a clear educational direction for the work of the school. All of the adults work as a team and are involved in training. There is a strong tradition of high quality practice and the development plan, determined through consultation between staff, governors, children and their parents, clearly defines a programme for further improvement.
2. The headteacher and her deputy have established effective management structures and have empowered and motivated their colleagues to continue to strive for higher standards. There is a strong team spirit, which is based on commitment to an open evaluation of their professional practice to achieve further school improvement. The headteacher provides very good feedback to the co-ordinators that not only shows her appreciation for the progress made within each subject but also serves as a motivation for further achievement. The monitoring of teaching and learning and an open discussion of what works well is a key element in the success of the school. The co-ordinators have a clear understanding of their subjects and are very involved in raising achievement. For example, the mathematics co-ordinator makes a detailed analysis of the pupils' performance in national tests to identify any possible areas of weakness. As part of the self evaluation process she observes all classes in their Numeracy Hour at least once each year and scrutinises the pupils' work. Relative strengths and weaknesses are discussed with individual teachers and new targets are set. An overall monitoring report is presented to the governors. This process is a strong feature across the curriculum.
3. The school is very successful in meeting its aims. The mission statement states: *Working in partnership with parents we provide a welcoming, stimulating environment which values, motivates and challenges all children, promoting their independence and celebrating their personal achievements.* This is no idle boast. There is a positive, caring ethos, which promotes high standards of academic attainment and personal development. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults.
4. Since the last inspection, the school has made very good progress. The school has fully addressed the minor issues raised in the last inspection report. For example, there is clear evidence that the school has improved its resources to support those pupils who have special educational needs. Furthermore, dance is now a well-integrated component of the physical education curriculum. The annual reports on the children's progress are very informative documents, which are very much appreciated by the parents. In almost all other aspects of school life there have been improvements since the last inspection.
5. In the last four years the school has benefited from a stable staffing structure and has made very good progress. It has maintained the high standards identified in the last report and in several subjects, such as physical education, has improved on them. The school now has a nursery class. It provides a stimulating curriculum that is particularly effective in helping the children to develop their communication skills and strongly promotes their personal and social development. The school is very sensitive to the needs of young children and the induction procedures ensure that the children soon become confident in the school environment. Furthermore, the school grounds have been imaginatively developed to support the pupils'

aesthetic, scientific and physical development. There has been a marked improvement in the quality of the teaching of information and communication technology.

6. The school has been awarded "Beacon Status" in recognition of the high standards that the pupils achieve year-on-year. Furthermore, the school has earned a "Quality Mark" from the Basic Skills Agency for the second time. The school has successfully introduced the National Literacy and Numeracy Strategies. It has continued to refine its assessment procedures to ensure that the work set is closely matched to the different ability groups within each class and builds successfully on what the pupils already know, understand and can do. The school has maintained the high standards identified in the last report. In the 2000 National Curriculum tests in reading and writing, standards were well above average in comparison to similar schools and all schools nationally. Standards in the work seen support the judgement that the pupils achieve very well. At the age of seven, the pupils' standard of work in mathematics is above that of pupils in similar schools and that of all schools nationally. Early indications of the 2001 results indicate that the school has improved on what were already high standards. Furthermore, the pupils achieve well in all subjects and attain high standards across the curriculum.
7. The governors are extremely supportive and take an active part in supporting the pupils' learning by working in the school. For example, a governor has led the initiative on developing the school grounds to broaden the learning opportunities for the pupils. The governing body has an efficient committee structure, which monitors each aspect of school life. The curriculum committee, for instance, is very involved and ensures that the curriculum provided is as rich and stimulating as possible. The school development plan clearly identifies the long and short-term priorities of the school and is based on sound financial planning. The parents are consulted about proposed developments and the plan is updated on a regular basis in order to acknowledge changes in circumstance. Their annual report for parents provides clear and useful information about the life of the school. The governors are involved in training and show a very good awareness of current issues.

The quality of teaching, based on thorough planning, high expectations and very effective use of assessment data, is very good.

8. The quality of teaching has improved since the last inspection. This is because the school has developed a policy of open evaluation of teaching and learning to determine what is effective practice. This has resulted in high quality teaching throughout the school. The overall quality of teaching is very good and makes a significant contribution to the pupils' progress. The teachers make very good use of assessment information to ensure that pupils of different abilities are enabled to make good progress. The teachers have high expectations of the pupils' attainment and behaviour. Of the 18 lessons observed, 16 were either good or very good and only two were satisfactory. The quality of teaching is consistently very good in literacy and numeracy lessons.
9. The staff form a very effective team. They have secure subject knowledge and have honed their skills through a willingness to reflect upon their own practice and to participate in further training opportunities. They have high expectations of their pupils' achievements, which enables the pupils to deepen their understanding. All of the teachers are good role models and maintain very good standards of discipline. The teachers' high expectations of the pupils' standard of behaviour ensured that the pupils remained on task throughout each lesson observed. The teachers are particularly effective in their questioning techniques, which involve all of the pupils in class discussions. For example, in a very successful music lesson for the Year 2 pupils, the teacher interacted with the pupils very well. She asked a series of well-judged questions to help the pupils to identify different sounds in the environment. These questions successfully extended the pupils' understanding of timbre and pitch. The teachers use a range of strategies for their lessons to maintain the interest of the pupils, and, in particular, they ensure that no time is wasted in lessons. For example, at the outset of a literacy lesson in Year 1, the teacher left the pupils with a series of anagrams to untangle whilst

the pupils returned from their morning break. Later in the same lesson one group of pupils rehearsed the alphabet whilst the others moved to their tables for further work.

10. The teachers clearly distinguish between the different ability groups within their classes. This practice starts in the nursery where the staff maintain detailed ongoing records of the children's progress. This helps the pupils to succeed and boosts their confidence. Throughout the school, formal assessment results are used to identify groups of pupils of different abilities in English and mathematics and to prepare work that is closely matched to their developing understanding. Learning targets are shared with pupils and those with special educational needs and English as an additional language are well supported. The teachers use marking which successfully combines encouragement with comments on how the work could be improved very effectively to ensure that pupils of different abilities make good progress. The quality of homework, which provides a range of interesting challenges for the children, is good and much appreciated by the parents.
11. The high quality teaching of literacy is characterised by thorough planning, high expectations of pupils of all abilities and the sensitive management of the class. This results in high achievement. For example, throughout the school the teachers insist on pupils' use of the appropriate terminology, such as "draft", "high frequency words" and "exclamation mark". There is a clear expectation that the pupils should retain and use these terms. The teachers ensure that the pupils express themselves in a range of genre, such as poetry, letters and news accounts. For example, higher-attaining pupils in Year 1 wrote letters of apology from Goldilocks to the three bears. Another pupil word processed her poem on minibeasts as follows:

"Slime and slugs
And little juicy bugs
Slimy ooze
And big, big shoes."
12. In lessons such as design and technology, science and history, the teachers ensure that the pupils use their grammatical knowledge to good effect by planning opportunities for the pupils to record their observations in their own words. A science lesson on the water cycle was developed to help the pupils in Year 2 to understand the use of prepositions. In a design and technology lesson, one pupil evaluated her model making with the following observation: "One of the hardest parts was trying to turn the box inside out to get the box the way I wanted to get it."
13. Numeracy is very well taught. The teachers are skilled in enabling the pupils to identify different methods of solving problems. They have high expectations of how much should be achieved in lessons and there is a rigorous use of time. In lessons on shape, key words such as "rectangle", "vertices" and "octagon" are reinforced by the teachers through classroom displays and through constant reminders. Plenary sessions are used consistently well to reinforce learning and to identify and resolve areas of confusion.
14. The teaching assistants are involved in the planning of lessons and are well briefed about what is expected of them. For example, in a reception class lesson, the teaching assistant worked very effectively with a group who were learning how to move information on the computer. The teachers ensure that ICT is used effectively to support learning. The school's computers are in constant use. For example, pupils in Year 2 develop their mouse control and knowledge of a menu when using a challenging program to design a multi-coloured coat for Joseph. Those pupils with special educational needs and those with English as an additional language are well supported by classroom assistants.

The strong focus on the personal development of the pupils has helped the children to develop positive attitudes towards learning. The quality of the relationships within the school is excellent as each individual is valued.

15. The pupils' independence is systematically developed as part of school policy and ethos. Pupils are encouraged to become investigative and curious about the world around them. The school promotes the culture of working together in groups and "having a go". They are encouraged to ask questions. From their very first days in the nursery class, for example, the children are encouraged to find and put on their aprons before painting or playing in the water tray. Open discussion is strongly encouraged and the children are trusted to use glue, scissors, computers and other tools and materials independently. In the reception classes, the children showed very positive attitudes to learning. The higher-attaining pupils worked very well together when identifying mathematical shapes and sorting them into groups according to their properties. The display boards round the school invite a response from the pupils or challenge the pupils to work something out.
16. The school is consistent in rewarding the successes of its pupils through the distribution of certificates and the acknowledgement of achievement in assemblies. A monthly "hall of fame" display bears the photographs of the individuals in each class and describes their achievement. Photographs of the monitors are on prominent display and the pupils take their responsibilities seriously. For example, in a whole-school assembly, two pupils took control of the overhead projector and guided the rest of the school through the lines of *Love shone down*. Other pupils provided percussion accompaniment quite independently. An informal quartet of violinists played confidently at the outset.
17. The pupils feel valued. They know that their voice is listened to and that their opinions are carefully considered. Their personal development is further enhanced through good opportunities for them to take responsibility for their own learning. They understand exactly what they need to do to improve their performance and respond to the challenge.
18. Relationships are very good between staff and pupils and between pupils and their peers. The pupils are courteous and polite and are aware of the impact of their actions on others. They show respect for each other, as well as for adults, and take care of property and equipment. The school song, at the heart of the school's ethos and taken to heart by the pupils, celebrates the importance of working together:

"Oh Boldmere Infants and Nursery
Our school that we all love
We live together and learn to share
And care for everyone."

The school provides a very enriched curriculum that provides high quality learning experiences for the pupils.

19. The school provides a broad, balanced and enriched curriculum for pupils of all ages. All statutory requirements are met. In the recent past the school has given a strong priority to the implementation of the National Literacy and Numeracy Strategies. These strategies have been appropriately customised to meet the needs of the school and its pupils.
20. The provision made for the children in the Foundation Stage is very good. The recently established nursery has been very well integrated into the overall provision. The school plans its curriculum for the pupils under five very well and this provides an excellent preparation for the National Curriculum. All aspects of learning are addressed. The teachers and support staff work very effectively together as a caring, supportive and encouraging team. They readily acknowledge and praise the children's achievements. The adults are very good role models; they listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes the children's self-esteem and confidence, and fosters the

development of positive attitudes towards learning. The children's creative development is excellently promoted. The children are presented with a stimulating range of high quality experiences in dance, art, sculpture, music and drama that enables them to make very good progress. The excellent facilities for outdoor play strongly promote the children's physical development as the pupils have opportunities to climb, to ride wheeled vehicles and to explore large spaces and equipment through outdoor play.

21. Particular effort is made to enhance pupils' curricular opportunities through providing a wide range of rich, stimulating and challenging activities for pupils. The teachers (and other adults) give much effort and time after school for the benefit of pupils. This very good provision has a very positive effect on pupils' learning. The pupils have the opportunity to learn French, have violin lessons and play in the school's orchestra. The arts feature very strongly in the opportunities provided for the pupils. For example, the pupils have the opportunity to work with a range of professional artists from different cultures to explore dance, textiles, sculpture, poetry and photography. The stunning arch at the main entrance to the school is the result of an exciting project involving the children and a local artist working in tandem. Health education and citizenship are strongly promoted. The school makes very good use of the Life Education Caravan Project and the children are encouraged to distinguish between healthy and unhealthy lifestyle patterns.
22. There is a strong awareness amongst staff of equal opportunity issues. All pupils have an equal opportunity to extend their learning. The provision for pupils with special educational needs is very good. The pupils have equal access to all aspects of school life. The quality of their Individual Education Plans is very good. These are carefully formulated to promote good progress for the pupils with special educational needs in literacy and numeracy. The higher-attaining pupils are enabled to reach their potential. Those pupils with English as an additional language are very well integrated into the full life of the school and enabled to make very good progress.
23. The contribution of the local community to pupils' learning is very good. Parents are very involved in the work of the school and there are many offers of assistance and support. For example, adults visit the school to help the children with the school garden, the Boldmere web site and to help with the football training. The local parish gives active support. For example, local ministers regularly take assemblies in the school and the children visit the Sikh temple. The community police, representatives of the fire service and the school nurse make regular contributions to lessons and the school medical officer is on the governing body. The pupils debate what is meant by citizenship and take part in community festivals. There are good pastoral links with the neighbouring junior school and curriculum links are developing.
24. Overall, the provision for the spiritual, moral, social and cultural development of pupils is excellent and a significant strength of the school. The provision for spiritual development is very good. The daily act of collective worship encourages the pupils to think about themselves, others and about the world around them. The school provides many opportunities for pupils to share thoughts and feelings. During the planned discussion times in class, the pupils consider the values and beliefs of others and how they share many ideas and practices in common. In many lessons, particularly in science, music and English, the pupils' eyes are opened to the wonders of the world and to new ideas.
25. The provision for the pupils' moral development is excellent. Throughout the school, the pupils are taught to distinguish right from wrong and encouraged to be self-disciplined. In collective worship, displays, and the taught curriculum, an attitude of caring and respect for others is consistently engendered. There is a mutual respect between the adults and pupils that allows an understanding of the values of honesty and fairness. In lessons, the school encourages the pupils to think through differences of opinion and accept that it is possible to respect points of view held by others. The pupils share in devising the class and school rules. This has raised the pupils' awareness of the importance of having a code of conduct to help them to work together.
26. The provision for the pupils' social development is excellent. The pupils are encouraged to work together purposefully and to undertake responsibilities. This is particularly evident in each classroom where the established rules and routines enable even the youngest members to

cater for many of their own needs responsibly and independently. The school has high expectation of good work and good behaviour and rewards these. The adults at the school provide very good role models for the pupils. The children support many charities, such as "Save the Children" and "Poppy Day". At the time of the inspection, the pupils were involved in the collection and distribution of harvest gifts to local people.

27. The provision for cultural development is exceptional. The school places great importance on the arts. This can be very clearly seen in the high standard of artwork displayed around the school. Music, dance and art lessons are carefully planned and well taught. The pupils are encouraged to participate actively as performers and artists and to develop their ideas and feelings about the work of famous artists and composers. In music, the pupils listen to a rich variety of musical traditions. Visiting musicians contribute significantly to the enrichment of the provision. The curriculum provides very good opportunities for the pupils to compare their own culture with other cultures. For example, the pupils share the celebrations associated with festivals from the Christian, Sikh and Chinese traditions in assemblies. The school has built up a useful collection of resources to support the pupils' cultural development. Displays around the school celebrate the rich diversity of human achievement. The school is very keen to involve pupils in visits to local places of interest and encourages their learning through a variety of visitors from different walks of life.

The school has developed very good relationships with the parents.

28. The parents place a very high value on the work of the school. Those parents who responded to the questionnaire or who attended the parents' meeting praised the school and its leadership highly. All of the parents who replied to the questionnaire agreed that the teaching is good and expects every child to work well and give of their best. Almost all of the parents replying to the questionnaire agreed that the school works hard to build a close relationship with the parents and is helping their children to become mature and responsible. The other questions were also answered very positively. They identified clear improvements since the last inspection. For example, they acknowledged that Boldmere has developed its grounds to provide a stimulating environment. Furthermore, there are now more opportunities for the pupils to use computers and there have been good developments in literacy and numeracy.
29. The effectiveness of the school's links with parents is excellent. The parents say the school is welcoming and that the teachers are very approachable. The parents appreciate the constant flow of good quality information and the opportunity provided to comment on their children's progress and to contribute to the school improvement plan. The school holds two parents' meetings a year when parents discuss their children's progress. The parents very much appreciate the accuracy of the written reports and the targets for improvement. The school operates an 'open door' policy where parents can come in and share their concerns with teachers every day. This enables problems to be dealt with quickly and before they become too serious. The active Parent-Teacher Association has a lively social calendar and is very successful in its fund-raising activities. Parents help to encourage home study, and many work in the school supporting a broad range of activities.
30. The school is very sensitive to the needs of young children and the induction procedures ensure that the children soon become confident in the school environment. In addition to the school prospectus there is a very informative *Welcome to Boldmere* brochure that explains the Foundation Stage curriculum and the rationale for the activities that the children will experience. From the outset these activities are designed to stimulate the children's interest and to build their confidence. The school plans a staggered intake of new children into the nursery over the first half term of the new academic year. The youngest children start first and the staff ensure that they form a relationship with the parents and the children in an informal and yet purposeful atmosphere.
31. The school provides very good guidance to parents that includes ways they can help their children with homework and the maximum recommended times per week. The school organises a book club that actively involves the parents in their children's learning. A few

parents referred to certain activities presented to the children to complete at home as “stealth homework”, as their children were unaware that it was homework. A good example of this is the privilege of taking “Beattie Bear” on holiday and preparing an illustrated diary of her adventures.

The school cares for its pupils very well.

32. The opening line of the school’s mission statement states that: *We are a caring, supportive community*. The school fully meets this aim and has maintained the high standards of care reported in the last inspection. There are very good procedures to monitor health and safety issues. Risk assessments are carried out in the appropriate manner.
33. The teachers and support staff know their pupils very well and provide a safe and secure environment. The pupils are well supervised at all times. Procedures for child protection fully meet requirements and the staff are well aware of the procedures that need to be followed. The school works closely with outside agencies for the benefit of pupils. For example, the school maintains very good contact with outside agencies to support those pupils with special educational needs. Very good personal records are kept for all pupils and these are updated regularly to ensure their accuracy.
34. Procedures for monitoring and promoting good behaviour are excellent. The staff know and support the pupils very well. There is a positive culture of praise and encouragement in all classes as well as at lunchtimes. The pupils feel safe and are confident that any incidents of oppressive behaviour would be dealt with promptly and effectively should they occur. They know that they can speak to any adult and are confident of a sympathetic ear. The procedures for monitoring and improving attendance are very good. Unexplained absences are followed up on a daily basis and the benefits of regular and punctual attendance are continually reinforced with parents and pupils alike.
35. The school keeps comprehensive data on the level of ability for each pupil and tracks their progress well. There are very good assessment procedures for the pupils from their entry to school until they leave at the age of seven. The teachers use different strategies for different subjects to build a comprehensive record of each pupil’s progress. For example, in addition to formal tests, the teachers use the pupils’ unaided work to assess their levels of attainment in English. Each pupil has a journal for unaided writing, which is used on a monthly basis and shows quite clearly the child’s progress. There are focused assessment sheets for foundation subjects, which contain many written comments about the pupils’ progress in skills and subject knowledge. Furthermore, the staff in each year group evaluate the work of the children in each class on a weekly basis. This ensures that the progress of each group is carefully monitored.
36. The pupils evaluate their own success and progress in their own end of year comments on the annual reports. Individual targets are set at parents’ evenings and thus are shared between home and school.

WHAT COULD BE IMPROVED

37. There are no significant aspects for school improvement. The school has identified areas that are entirely appropriate for further refinement in its development plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

38. Keep up the good work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	9	2	0	0	0
Percentage	0	39	50	11	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 five 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)	26	270
Number of full-time pupils known to be eligible for free school meals		27

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	2	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence	%
School data	3.3
National comparative data	5.2

Unauthorised absence	%
School data	0.7
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	46	44	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	44	44
	Girls	43	44	44
	Total	87	88	88
Percentage of pupils at NC level 2 or above	School	97 (94)	98 (96)	98 (99)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	44	45
	Girls	44	44	42
	Total	89	88	87
Percentage of pupils at NC level 2 or above	School	99 (96)	98 (99)	97 (93)
	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	4
Black – African heritage	2
Black – other	0
Indian	16
Pakistani	4
Bangladeshi	0
Chinese	0
White	151
Any other minority ethnic group	22

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)	9
Number of pupils per qualified teacher	30
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	183

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	53
Number of pupils per FTE adult	8.7

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	641709
Total expenditure	650711
Expenditure per pupil	2199
Balance brought forward from previous year	54305
Balance carried forward to next year	5411

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	322
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	21	2	0	4
My child is making good progress in school.	68	26	1	0	6
Behaviour in the school is good.	61	33	0	0	6
My child gets the right amount of work to do at home.	48	33	5	1	12
The teaching is good.	78	17	1	0	4
I am kept well informed about how my child is getting on.	36	49	8	2	6
I would feel comfortable about approaching the school with questions or a problem.	66	30	2	0	2
The school expects my child to work hard and achieve his or her best.	78	18	0	0	4
The school works closely with parents.	58	34	2	0	5
The school is well led and managed.	82	14	1	0	2
The school is helping my child become mature and responsible.	68	28	1	0	3
The school provides an interesting range of activities outside lessons.	30	40	14	2	14