

INSPECTION REPORT

**LISTERDALE (DALTON) JUNIOR AND INFANT
SCHOOL**

Brecks, Rotherham

LEA area: Rotherham

Unique reference number: 106865

Headteacher: Lynda Blakesley

Reporting inspector: Frances Forrester
11590

Dates of inspection: 15th – 16th October 2001

Inspection number: 196030

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 junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Beech Avenue
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South Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mr D Ridgway

Date of previous inspection: 10/06/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Listerdale (Dalton) Junior and Infant School has 210 pupils on roll; it is an average size. The school caters for pupils aged four to eleven. The number on roll has grown over the last four years, as the school is popular and over-subscribed. This means that some classes have pupils from two year groups. Twenty-four pupils have special educational needs, and three have statements of educational need, which is broadly average for a school of this size. Their learning difficulties are mostly moderate learning difficulties. There are six pupils who speak English as an additional language, all of Pakistani origin. The main languages spoken (other than English) are Punjabi and Urdu. Only six pupils are entitled to free school meals, which is well below average. The school's admission policy has recently changed so that summer born children are to be admitted in January. This will give them two terms in the reception class. When children first start school, most have experienced some type of pre-school education and consequently they attain standards that are in line with the national expectations for their age group. Only eight children had been admitted to the reception class when the inspection took place. The agreed focus for the inspection was the creative development of literacy.

HOW GOOD THE SCHOOL IS

The school is very effective with high standards, good teaching, and strong leadership and management from the headteacher and senior management team. All pupils achieve well and have very good attitudes to school. The school provides very good value for money.

What the school does well

- The leadership and management are very good. The headteacher has a clear educational vision for the school and the staff are committed to school improvement.
- The good standard of teaching significantly improves the quality of pupils' learning.
- Pupils have very good attitudes and behaviour; they are enthusiastic and keen to achieve well.
- The school develops literacy well through a very good range of creative learning opportunities. This is having a positive impact on standards in English.

What could be improved

- The school's scheme of work for multicultural education, which does not give enough emphasis to Black African cultures.
- The procedures for assessing the acquisition of English language skills of the pupils who are learning English as an additional language.
- The facilities and resources for outside play, for the children in the Foundation Stage.

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 judged to be very good in the last inspection in 1997. It has continued to make very positive improvements, which has promoted rising standards. It has achieved its agreed targets for improvement. The management is now more focused on school improvement. The quality of teaching has improved and this has a positive impact on pupils' attitudes and behaviour. An increased number of pupils attain good standards in English, mathematics and science. The range of

creative learning opportunities in English lessons is successfully enriched, and literacy is skilfully promoted through other subjects and activities. Multicultural development has been improved and the school prepares pupils for living in a diverse society through displays, assemblies and visitors. Pupils' attendance is better and now well above average. The school is very well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	B	B	B
Mathematics	A*	A	A	A
Science	B	A	B	B

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

The school continues to improve its high standards in English, mathematics and science. When compared with all schools, the 2001 results were above average in English and mathematics and well above average in science. The results in 2001 were lower than the previous year but several pupils were absent during the test week which reduced the percentage of pupils attaining good results. When these results are compared with similar schools they are consistently good and the school's improvements are in line with the national trend. The school sets itself high targets and it makes good progress toward meeting these. Teachers work hard to ensure pupils, including those with special educational needs or who are learning English as an additional language, achieve their full potential. There are no noticeable differences between the attainment of boys and girls, nor the achievement of pupils of different ethnic groups. The school does all it can to ensure no pupils are disadvantaged. The school successfully promotes pupils' creativity, and generates in them a love of writing. There are examples of very good writing in a range of subjects. During the inspection, it was noticeable that pupils took great care with their handwriting. Their presentation is neat, and letters are carefully formed. The school has high standards in art; there are many examples of good quality artwork displayed around the building.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes and mature responses to schoolwork ensure pupils learn well and achieve good results. Pupils are courteous and eager to talk about their school and particularly their good teachers.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils show respect for each other and they value other people's feelings and beliefs.
Personal development and relationships	The school successfully promotes pupils' personal development, and pupils have very good relationships with each other and with the staff.
Attendance	The school's attendance is very good and well above average.

The school is successfully promoting very good attitudes to work. The good quality teaching has a successful impact on pupils' behaviour and relationships, which are both very good. The enriched learning experiences have had a very positive impact on personal development and pupils' strong relationships. Pupils enjoy being in school, and this reflects in the school's very good rate of attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.

The good teaching has a significant impact on the quality of learning, particularly in Years 5 and 6, where teaching is very good and often outstanding. Out of 23 observations of lessons or parts of lessons, all were good or better, six were very good and three were excellent. The quality of teaching in English and mathematics is consistently good, and some lessons are very good and excellent. Teachers provide a wide range of activities that promotes literacy through other subjects. The good teaching successfully assists all pupils to acquire a thorough knowledge and understanding in all subjects. Teachers have high expectations of their classes. They ask probing questions and make learning intentions clear. In the best lessons, topics are skilfully chosen to be of interest to the class. For instance in the reception class, activities are effectively planned as part of a topic such as 'All about me'. In an excellent lesson in Year 6, pupils cover early adolescent topics such as exclusion from a peer group. In a few lessons, although good, the topic is interesting but the pace slows during the group activities when the teacher works with one group. If pupils work entirely on their own, they tend to lose concentration and do not complete enough work. Pupils with special educational needs are well supported. They learn appropriately and make good progress towards their personal targets. The pupils for whom English is an additional language have no specialist support, but achieve good results in National Curriculum tests. This is because teachers help them to understand their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum that meets all legal requirements. There is a very good range of learning opportunities in the Foundation Stage. A very good programme of after school activities proves to be popular with pupils.
Provision for pupils with special educational needs	The school successfully supports pupils with special educational needs, and their progress is regularly reviewed with parents.
Provision for pupils with English as an additional language	The school gives appropriate support to the few pupils who speak other languages at home. The headteacher analyses National Curriculum results to check these pupils achieve as well as their peers. However, the school does not have procedures for assessing their acquisition of English language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for enriching pupils' personal development. Spiritual, moral, social and cultural development is a strength of the school's provision.
How well the school cares for its pupils	Very good procedures are in place for ensuring child protection.

There are creative opportunities for promoting learning, both in lessons and in out of school activities. The school has a homework club to help compensate for pupils having limited opportunities to study at home. Staff are committed to their pupils, and they make it a priority to care for them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a strong vision for the school, and is committed to giving all pupils the chance to fully develop their potential. The school is well led and managed, and teachers with specific roles and responsibilities fulfil these well and are committed to their task.
How well the governors fulfil their responsibilities	The governing body is very effective in carrying out its duties. The governors are very enthusiastic and fully involved with their school.
The school's evaluation of its performance	The school is very successfully evaluating and monitoring its own performance. The headteacher carefully monitors the performance of different groups; for example, boys and girls. Teachers act on this information to raise standards further.
The strategic use of resources	Resources are used very well, and the school is efficient.

The leadership and management are great strengths of the school. The careful analysis of pupils' attainment throughout the school and the effective monitoring of trends in performance ensure the principles of best value are successfully applied.

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 high standards and good opportunities for pupils to express themselves through drama, art, music and sport. Pupils are praised for personal effort. The school encourages parents to participate in the life of the school. The staff work well as a team. The commitment to the school of the caretaker and the secretary. 	<ul style="list-style-type: none"> A reduction in numbers in the older classes. The amount of work pupils undertake at home. Concerts and parents' workshops are often held in the afternoon. Some parents are not clear about arrangements for out of school clubs or plans for parents' interviews with teachers.

The inspection team agrees with parents' positive comments. It is true that there are large classes in some age groups, but class sizes are beyond the school's control. Governors have tried to restrict numbers to 35 in older classes, but disappointed parents often appeal successfully to the local education authority. The school has reorganised its lesson timetables to make sure pupils have time with their own year group, as well as good quality teaching in ability groups for English and mathematics. The school has noted parents' comments about times of concerts; it tries hard to be flexible in its arrangements. The school appropriately publishes information about the full range of after school activities and formal opportunities for parents' consultations with teachers. There are an adequate number of formal occasions for parents to talk to teachers and a wide range of additional after school activities. Pupils take home an appropriate amount of homework for their age group.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management are very good. The headteacher has a clear educational vision for the school and the staff are committed to school improvement.

- 1 The headteacher believes that education should be enriched by creativity. She has successfully motivated her staff to work together as a team to enhance the curriculum. Strategies have been successfully implemented to promote independent learning and creativity. The school's philosophy is 'Everyone is a genius at least once a year!' A strong personal, social and health education programme is very influential in enabling pupils to become increasingly confident. With the active involvement of governors and the senior management team, the school's provision has been successfully enriched, and this is making a positive impact on school improvement and is raising standards.
- 2 In the last inspection, the school's management was judged to be a great strength, but the governors had only a sound understanding of day to day affairs. The governors' role has been improved since the last inspection. The governing body is now more effective and fully involved in the school's work. The governors know their school well and they have a good understanding of its strengths and weaknesses. They are enthusiastic and anxious to give their full support to the school. They have successfully delegated roles and responsibilities, and a good committee structure has been defined. The governing body is very proud of the school, and a good working relationship has been established with the headteacher and senior staff. All statutory requirements are successfully met, including the arrangements for target setting for staff as an important part of the school's performance management policy.
- 3 There are an appropriate number of teachers and learning support staff for the number of pupils on roll, but no specialist language support for the pupils who are learning English as an additional language. The staff provide good role models and they are committed to taking appropriate steps to make sure that no particular groups are disadvantaged in the school. Results of teacher assessments and National Curriculum test results are carefully monitored, and work is suitably adapted to meet pupils' individual needs. The school ensures all pupils achieve as well as they can, both academically and in their personal development. Much data is collected and pupils' progress in the National Curriculum is appropriately analysed by gender and by ethnicity. This provides important information and recent National Curriculum results indicate that Year 6 pupils who are learning English as an additional language achieve as well as their peers. However, there are no procedures in place to monitor progress in their acquisition of English language throughout the school. The school has clearly defined procedures for recording any incidence of racism, and governors are kept fully informed. The senior management team and subject coordinators fully understand what needs to be improved, and they ensure staff adopt

effective approaches when working with pupils. When pupils leave the school, they are very well equipped for the next stage of their education because they can tackle new demands in different contexts. Secondary schools indicate that pupils from Dalton Listerdale Primary quickly settle into their new school environment.

- 4 The school's efficiency is very good. The amount spent per pupil is slightly lower than the allocated income, but it is successfully used to benefit pupils and provide them with a wide range of learning opportunities. Specific grants and funds to raise standards are efficiently used, and the funding for pupils with special educational needs is used appropriately. The school provides a very good education for its pupils because of the commitment and hard work of the staff. Taking this into account, the school gives very good value for money.

THE GOOD STANDARD OF TEACHING SIGNIFICANTLY IMPROVES THE QUALITY OF PUPILS' LEARNING.

- 5 Teachers provide a wide range of learning opportunities, which promote literacy through a range of different subjects. Creativity is promoted whenever possible. All pupils benefit from good quality teaching that successfully promotes pupils' learning. As a result, pupils achieve well and they acquire a good knowledge and understanding in all subjects.
- 6 In the Foundation Stage¹, young children have a wide range of learning opportunities that meet the stepping-stones towards the Early Learning Goals² for this age group. The teacher creates an imaginative and interesting learning environment. For example, she has set up a model dinosaur park and she poses questions such as 'How many grey dinosaurs are there?'. To help the children to understand, she uses a symbol to replace the word 'dinosaur', on a question card. In Years 1 and 2, teachers make their classrooms attractive with informative displays and activities are well matched to pupils' abilities. Teachers have very good relationships with their pupils, and make their lessons fun. These teachers work very well together as a team and they carefully plan their work to ensure pupils progress well. Physical development is successfully promoted in hall lessons but the school has no outside play facilities for the youngest children.
- 7 Teachers have very high expectations and, in the best lessons, the topics are skilfully chosen to be of interest to the age group. For instance in a very good religious education lesson in Year 2, the teacher effectively linked Judaism and the Torah with the pupils' own classroom rules. In an excellent numeracy lesson in Year 6, pupils analysed information to support or dispute a hypothesis. The teacher recognised that analysing television programme

¹ Foundation Stage is the formal name that is given to the reception class.

² Early Learning Goals are nationally agreed areas of learning for children in the Foundation Stage. There are stepping-stones which children cover in personal, social and emotional development, communication, language and literacy, mathematical development, creative and physical development and promoting a knowledge and understanding of the world.

information would make the activity interesting and ensure all pupils learned well. He gave the most able group a list of Channel 5 programmes, and asked the group to decide if more documentaries were transmitted than any other programmes. The other groups had similar activities using different television channels. He skilfully motivated a group of pupils who have special educational needs, by setting them work which required them to compare the length of their favourite television programmes. The pupils were enthusiastic about their work, and they made good progress and learned successfully. In another excellent lesson in design and technology in Year 5, the teacher had taken his class to Cannon Hall where they had experienced dressing in Victorian style clothes. Using pupils' photographs as examples for them to copy, he provided five different media, including a computer, for pupils to create a range of images or models. High quality teaching clearly impacted on pupils' learning, and activities were carefully planned to include challenge for the most able pupils. The teacher skilfully managed a large class and he praised pupils for good effort. The class was highly motivated, and pupils were reluctant to leave their work when the lesson ended.

- 8 Although other lessons are good and the topic interesting, the pace of the lesson slows during the group activities. This is because the teacher focuses on only one group. When this happens, pupils who are expected to work entirely on their own lose their concentration and do not get enough work completed. For instance in one good lesson, the teacher had planned a very interesting topic that captured pupils' enthusiasm. Groups were deployed to write their own scripts for a play based on a traditional nursery story such as 'Red Riding Hood'. A more able group were allowed to word process their script but they were so busy talking about their work that they had produced very little writing by the end of the lesson. Pupils who have special educational needs are well supported by their teachers, or by learning support assistants who work closely with them during group activities. They learn appropriately and often make good progress towards their personal targets. The very few pupils in the school who are learning English as an additional language have no specialist language support but, in recent years, they have achieved good results in National Curriculum tests. This is because their teachers try hard to help them to understand.

PUPILS HAVE VERY GOOD ATTITUDES AND BEHAVIOUR; THEY ARE ENTHUSIASTIC AND KEEN TO ACHIEVE WELL.

- 9 From their very first days in school, children show genuine interest in their work and are well motivated to learn. In the Foundation Stage, the youngest children are polite and eager to attempt new challenges. They are friendly towards each other and keen to please their teacher. Children respond very quickly to the teacher's questions. For example, when they were learning about mathematical shapes the teacher hid each shape behind a sheet of paper and revealed only a tiny section. The children were intrigued when a point was revealed and they thought the shape was a triangle. After a few minutes and glancing at the teacher's chart of different shapes, they realised it was a semi circle. Their

delight in this game with their teacher was obvious by their laughter.

- 10 Pupils' commitment to their work, and their very good attitudes and behaviour are apparent in every class. Infectious enthusiasm and eagerness to learn are valuable assets and create a good basis for effective learning. Pupils have very good relationships, and willingly work together. They readily consult each other about their work. They enjoy what they are doing and chat enthusiastically to visitors, saying how much they appreciate their good teachers and their wide range of learning opportunities. They show sympathetic concern for each other's welfare. A good example of this is the 'Bus stop' where pupils wait in the playground if they are feeling lonely. A member of the school council will quickly spot anyone waiting there and try to involve him or her in another playground activity. Another example was noted during a science lesson. Seven year olds were exploring the school grounds and examining the earth for different soil types. They had been asked to record their observations on a work sheet, but one pupil had difficulty spelling the words he needed, so a friend willingly helped him.
- 11 In the most effective lessons, pupils have exemplary attitudes. For instance in an excellent Year 6 lesson, the oldest pupils considered group prejudice in the case of a girl who attended a different secondary school from all her friends. They showed thoughtful understanding of other people's feelings, and quickly recognised the wide range of emotions associated with exclusion. They related these feelings to their own emotions and personal experiences. They recognised their own prejudices and laughed at themselves when the teacher pointed out that they had opted to sit with pupils of the same gender.
- 12 A fundamental element of the school's work is the promotion of a good team spirit and to encourage pupils to take a pride in their own and others achievements. In assemblies, pupils celebrate each other's efforts. They are proud of their school and show great respect for the headteacher and her staff. Their courteous attitudes are particularly noticeable to visitors. For instance, pupils readily say 'Good morning', and they always remember to say 'Please' and 'Thank you'. Pupils are taught to respect other people's religions, cultures and family traditions. Displays around the building and lesson topics promote an understanding of cultural diversity, and there is an appropriate scheme for promoting multicultural awareness.

THE SCHOOL DEVELOPS LITERACY WELL THROUGH A VERY GOOD RANGE OF LEARNING OPPORTUNITIES. THIS IS HAVING A POSITIVE IMPACT ON STANDARDS IN ENGLISH.

- 13 The school has most successfully enriched pupils' literacy skills by seeking every opportunity to link work in English with other subjects. In 1999, the school development plan aimed to raise pupils' attainment and their creativity. The aim was to ensure all pupils felt valued and fully involved, by creating a programme of work that positively built on their first hand experience. The school introduced teaching strategies that aim to enrich pupils' lives, provide challenge

and develop their imagination. Literacy is successfully developed through art, music and drama. For instance in music, adding sound track or theme music to pupils' war poems in Year 6. Regular word processing aims to develop pupils as writers. Laptop computers are used for all sorts of literacy activities, such as compiling newspapers and magazine production. Pupils send regular e-mails to pen friends in other local schools. In mathematics, pupils regularly read and resolve quite complex mathematical problems. In science, pupils are encouraged to write clear reports and summaries of investigations. There is a science club which aims to extend pupils' scientific knowledge by offering them the experience of experimenting on a more advanced level.

- 14 Standards in English have improved, and are well above average when compared to all schools. This success is the result of good quality teaching. In the Foundation Stage, children have books to write their own messages and shopping lists. Every opportunity is taken to develop children's understanding of letter sounds and their awareness of text. In a good literacy lesson in Year 1, the teacher effectively placed a strong emphasis on developing accurate spelling skills. She used several information books to demonstrate different types of text and ways to present a list of needs, for instance ingredients in a recipe. Looking at a range of pupils' work from last year, it is clear that the school has successfully enriched learning opportunities in English. Throughout the school, pupils write for a range of purposes. One very good example is a delightful handmade book called 'Hospitals can be fun', which included puzzles and visitor information for the Rotherham Hospital children's ward. The author's pen name, Calum Carrot, is the hospital mascot. Poetry, plays, reports of events, reviews, letters and articles are just a few of the many literacy activities that develop pupils' confidence to write in Years 3 – 6. All examples of work are very well presented and handwriting is consistently good and spelling accurate. One excellent example was a Year 6 report of the London Blitz. The pupils successfully empathised with the surreal feelings of people living in those troubled times:

“We could not believe the sight that met us.
Flattened houses and rubble everywhere
Flames were spitting and spluttering as buildings disappeared.”

- 15 The school also aims to raise pupils' standards of literacy by encouraging them to enter writing competitions. This has already proved successful, and pupils' poems have been published in a Millennium Book, and storybooks for young children written by Year 6 have been accepted by Rotherham library.

WHAT COULD BE IMPROVED

THE SCHOOL'S SCHEME OF WORK FOR MULTICULTURAL EDUCATION DOES NOT GIVE ENOUGH EMPHASIS TO BLACK AFRICAN CULTURES.

- 16 The school has made good progress in promoting multicultural awareness.

There is a teacher responsible for coordinating this aspect, and an appropriate scheme of work that identifies multicultural topics for each year group. For example in literacy, pupils read a range of multicultural texts, while in the arts they experience music from other cultures. The school has welcomed visitors from other cultures, for example Indian musicians and an African dance workshop. There are attractive displays of multicultural ornaments, a display on Judaism, Indian puppets and other items from Asia. In Year 6, the history topics include work on the life and vision of Martin Luther King. However, the scheme of work places very little emphasis on promoting an awareness of Black African cultures. Although African music is sometimes played in school assemblies, pupils have a limited knowledge of African musical traditions. In art, although the standards of work are high, there are missed opportunities for examining African art. For instance, looking at African tribal masks or exploring the complex designs in African fabrics.

THE PROCEDURES FOR ASSESSING THE ACQUISITION OF LANGUAGE SKILLS OF THE PUPILS WHO ARE LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE.

- 17 The school sees the analysis of pupils' results as being important. The headteacher carefully evaluates pupils' performance in the National Curriculum tests, and pupils' progress is carefully tracked as they move through the school. Recent results show that pupils for whom English is an additional language attain similarly high standards to other standards to other pupils. However, pupils who are newly admitted and who are learning English as an additional language are not initially assessed to note their level of English language acquisition. Pupils in younger classes, whose knowledge of English is at an early stage, do not have sufficient support and this slows their rate of progress in writing and spelling.

THE FACILITIES AND RESOURCES FOR OUTSIDE PLAY, FOR THE CHILDREN IN THE FOUNDATION STAGE.

- 18 The reception class teacher makes appropriate arrangements for children's physical development by planning lessons in the school hall. In summer months, children play outside on the grass using equipment, which is taken from the classroom. However, there are very limited resources for outside play, and no designated area where young children can steer tricycles, push four wheeled trucks or prams, or climb and balance. The school's admission procedures have recently changed so that, in January, the school will be admitting summer born four year olds for the first time, to ensure they benefit from having two terms in the reception class. Despite having extensive grounds, there are no opportunities for children to explore a variety of ground levels or surfaces; e.g. a mound, tunnels, hillocks, stepping-stones and seating. In the summer, staff enlist the help of children to carry equipment outside, but there are limited opportunities for them to make choices or to have access to a range of equipment. Although the children's physical development is appropriately

promoted in hall lessons, they need a wide range of outside play activities; the lack of facilities is detrimental to their social and physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19 In order to maintain the high standard of provision, the school should now:

1. develop more opportunities for promoting multicultural education by;
 - a] extending the school's scheme of work to include activities to promote a positive awareness of Black history and African cultural traditions;
 - b] developing procedures for monitoring and evaluating the implementation of the multicultural scheme of work throughout the school.

[Paragraphs 12 and 16]

2. introduce procedures for assessing the language acquisition of pupils who are learning English as an additional language, so that their progress can be closely monitored.

[Paragraphs 3 and 17]

3. improve the arrangements for children's outside play in the Foundation Stage, so as to provide:

- a] a variety of surfaces and levels for children to play on; e.g. grass, tarmac, paving or sand;
- b] a good range of play resources for young children;
- c] proper storage facilities that are accessible for staff and children;
- d] a covered area for play in inclement weather;
- e] planning documentation to support the quality of outdoor play.

[Paragraphs 6 and 18]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	14	0	0	0	0
Percentage	13	26	61	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.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	210
Number of full-time pupils known to be eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	24
English as an additional language	No of pupils
Number of pupils with English as an additional language	6
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.00
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19]
	Girls	15	15	15
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (95)	100 (97)
	National	84 (82)	85 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	15	15	15
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (97)	100 (100)
	National	84 (85)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	14	14	14
	Total	30	30	32
Percentage of pupils at NC level 4 or above	School	91 (93)	91 (93)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	14	14	14
	Total	28	30	33
Percentage of pupils at NC level 4 or above	School	85 (89)	91 (93)	100 (97)
	National	72 (70)	74 (72)	82 (79)

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	6
Bangladeshi	0
Chinese	0
White	204
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	105

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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.

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	2000/1
	£
Total income	429772
Total expenditure	420683
Expenditure per pupil	1895
Balance brought forward from previous year	15,600

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2	0	1
My child is making good progress in school.	57	40	2	0	1
Behaviour in the school is good.	65	34	0	0	1
My child gets the right amount of work to do at home.	44	39	14	1	2
The teaching is good.	63	34	1	1	2
I am kept well informed about how my child is getting on.	36	54	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	67	31	1	0	1
The school expects my child to work hard and achieve his or her best.	82	16	1	0	1
The school works closely with parents.	50	43	6	0	1
The school is well led and managed.	61	38	0	0	2
The school is helping my child become mature and responsible.	55	43	2	0	1
The school provides an interesting range of activities outside lessons.	48	43	6	2	2

Other issues raised by parents

- Parents highly value the school's caretaker and say he is very involved and even goes on educational visits. He is very supportive of the school.
- The secretary is always smiling and she keeps the office running like clockwork.
- The Parent Teacher Association is very supportive, not just in raising funds.