

# **INSPECTION REPORT**

## **DOVEDALE INFANT SCHOOL**

Liverpool

LEA area: Liverpool

Unique reference number: 104534

Headteacher: Miss G A Williams

Reporting inspector: Mr D S Roberts  
1743

Dates of inspection: 11 – 12 February 2002

Inspection number: 196400

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant school

School category: Community

Age range of pupils: 4 to 7 years

Gender of pupils: Mixed

School address: Herondale Road  
Liverpool

Postcode: L18 1JX

Telephone number: 0151 733 4232

Fax number: 0151 733 1954

Appropriate authority: The governing body

Name of chair of governors: Mr R Pope

Date of previous inspection: July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Dovedale Infants is an average sized primary school, which currently provides full-time education for 248 pupils from four to seven years of age. The proportion of pupils entitled to receive free school meals is similar to the national average, and the general attainment levels of children on entry to the Reception classes are close to those found nationally. Nearly 10 per cent of the pupils are on the school's register of special educational needs, which is below the national average. At present, nine pupils are at stages 3-5, and their needs include those for specific learning difficulties, emotional problems, speech and communication impairment and physical disability. Nearly 25 per cent of pupils are from families belonging to minority ethnic groups, and 20 per cent of the pupils on roll speak English as an additional language, which is high compared to most schools.

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

This is a very good school, which has built successfully on the good situation apparent at the time of the last inspection. It takes good care of its pupils and makes very good provision for their personal and social development. High quality teaching enables pupils to achieve good standards in relation to their prior learning in work across the curriculum, and make very good progress in English and mathematics. The headteacher, governors and staff co-operate very successfully to create a welcoming and supportive learning environment. They work hard to meet the needs of all pupils, irrespective of gender, race, background or ability. The school is very well led and managed, and provides very good value for money.

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

- Standards are high in English and mathematics.
- Very good provision is made for pupils' personal development which contributes significantly towards their excellent attitudes to learning.
- The teaching is of a high quality.
- The school provides a very good curriculum within a rich and stimulating learning environment.
- The quality of leadership provided by the headteacher is of a high calibre.

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

- The annual written reports on pupils' progress do not place sufficient emphasis on identifying specific areas for improvement.

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

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

The school has made good progress since the last inspection in 1997. During the five years up to 2001, the school's rate of improvement in the core subjects of reading, writing and mathematics was better than the national trend, particularly in mathematics. Compared to figures published in the 1997 inspection report, the proportion of pupils reaching or exceeding Level 2, by the age of seven, in mathematics has increased from 70 per cent to 91 per cent. In addition, standards in information and communication technology (ICT), described as below the national expectation in the last report, are now appropriate for the pupils' age. The quality of teaching has continued to improve. The proportion of lessons judged to be of at least good quality has increased from 50 per cent, in the 1997 inspection, to 100 per cent. All of the key issues listed in the last report have been addressed successfully. In addition to improvements in ICT, good provision is now made for pupils with special educational needs, and procedures for assessing pupils' progress have been strengthened. The governing body, which previously served both infant and junior schools, has benefited greatly from the separation following the last inspection. It now operates very effectively and contributes significantly towards the school's good progress. All statutory requirements are now met, and excellent progress has been achieved in improving playground facilities and the outdoor environment in general. The school is well placed to

maintain the current high standards.

## 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
	1999	2000	2001	2001
reading	B	A	A	A
writing	A	A	A	A
mathematics	C	C	B	B

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The table shows that in Year 2001 the school's national test results for reading and writing were well above the average for all schools and, more significantly, well above the average for similar schools. In mathematics, results were above average for all and similar schools.

Work seen during the inspection indicates that children at the Foundation Stage, in the Reception classes, make good progress and achieve the nationally agreed early learning goals in all areas of curriculum by the time they enter Year 1. Standards achieved by pupils aged seven are high in reading, writing and mathematics, reflecting the most recent national test results. Standards in science are above average, and some of the work in music and art is of a high quality. Since the last inspection, standards in ICT have improved significantly and now meet the national expectation.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school, pupils demonstrate excellent attitudes. They show interest and enthusiasm, are eager to learn and show considerable pride in their work.
Behaviour, in and out of classrooms	Behaviour is of a high standard in all lessons, and is good in assemblies and the playground.
Personal development and relationships	Pupils make very good progress in their personal development. Relationships are excellent throughout the school. Older pupils show maturity and a capacity to accept responsibility.
Attendance	Good; slightly above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	very good	very good	n/a

*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 teaching is of a high quality. Throughout the school, the teaching of English and mathematics is very effective in promoting rapid progress by pupils in extending their literacy and numeracy skills. In science, good quality teaching promotes interest and curiosity. The good use of ICT to support lessons in most subjects creates valuable opportunities for pupils to increase their skills in this important aspect of their learning. Although only a small sample of lessons were observed in other subjects, some high quality teaching was observed in music, resulting in very good progress by the pupils. Good teaching in art and design is reflected in the high quality of pupils' work displayed in classrooms and corridors.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum within a rich and stimulating learning environment. The development of pupils' literacy and numeracy skills is strongly emphasised throughout the curriculum.
Provision for pupils with special educational needs	Good provision throughout the school. Procedures for the early identification of pupils' needs have been greatly improved since the last inspection, and support staff have benefited from additional training.
Provision for pupils with English as an additional language	Very good provision, helping pupils to feel secure and make rapid progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision in all aspects. The strong emphasis placed on developing pupils' awareness and appreciation of other cultures is a particularly good feature throughout the curriculum.
How well the school cares for its pupils	The school takes good care of its pupils.

A strong partnership has been developed with parents, who speak highly of the school. Communication between the school and parents is generally very effective, but there is scope for improving the annual written reports on pupils' progress by placing greater emphasis on identifying areas for improvement.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is very good. The headteacher and governing body co-operate very effectively. They are well supported by the senior management team and co-ordinators for subjects and aspects of the curriculum.
How well the governors fulfil their responsibilities	The governing body and headteacher provide clear direction for the work of the school. Governors very successfully ensure that all statutory requirements are met.
The school's evaluation of its performance	Good use is made of local and national comparative information to evaluate and set targets for improvement.
The strategic use of resources	Very effective school development planning enables money to be spent wisely on educational priorities. All resources are managed efficiently. Best value principles are applied very effectively when making major spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The children like school.</li> <li>The children make good progress.</li> <li>Behaviour is good.</li> <li>The teaching is good.</li> <li>Parents would feel comfortable in approaching the school with questions or problems.</li> <li>The school expects their children to work hard and achieve their best.</li> <li>The school is well led and managed.</li> <li>The school works closely with parents.</li> <li>The school is helping their children to become mature and responsible.</li> </ul>	<p>A significant minority of parents feel that:</p> <ul style="list-style-type: none"> <li>the school does not provide an interesting range of activities outside the classroom and</li> <li>the amount of homework is not appropriate.</li> </ul> <p>A small minority of parents would like more information about their children's progress.</p>

The inspectors agree with parents' positive views about the school. They find the use of homework to support learning to be good, taking into account the pupils' age, and the provision for learning activities outside the classroom to be similar to that in other schools for pupils within the same age range. Although the arrangements for informing parents about pupils' progress are generally good, there is scope for improving the annual written reports on pupils' progress by placing more emphasis on identifying specific areas for improvement.

## **PART B: COMMENTARY**

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

#### **Standards are high in English and mathematics**

- 1 Pupils, at all levels of attainment, make very good progress in English and mathematics during their time in the school. The high standards achieved by pupils in relation to their age are reflected in national test results. In reading and writing, the pupils' performance in the recent national tests was well above the average for pupils in all schools and, more significantly, well above the average for those in schools with similar characteristics. In mathematics, the pupils' performance was above the average for those in all and similar schools.
- 2 Pupils make very good progress in developing speaking and listening skills. During the introduction to group activities, for example, pupils listen carefully to what others have to say and express their own opinions with growing clarity and confidence. Their progress is helped by the fact that teachers ask challenging questions, encourage pupils to think about what they have to say, and create many opportunities for them to express their opinions. The regular use of role play activities, in classes for younger children at the Foundation Stage, makes a significant contribution to their development. At a later stage, opportunities for pupils to participate during whole-school assemblies, for example, helps older pupils to build effectively on these early skills and develop confidence in performing for a larger audience. By the time they are seven, most pupils listen carefully and respond appropriately to what others say, and are becoming increasingly aware that a more formal tone and vocabulary is required in some situations. These skills are particularly well developed in higher attaining pupils, who are able to adapt what they have to say and the vocabulary they use to meet the needs of the listener. This was evident, for example, when Year 2 pupils spoke about the books they had read. They conveyed a real sense of enjoyment and enthusiasm for their reading.
- 3 During English lessons, well pitched and challenging tasks contribute towards a consistent increase in pupils' reading and writing skills, and opportunities for enhancing these skills are taken very effectively during work in other areas of the curriculum. Pupils enjoy reading, and standards throughout the school are high. Children at the Foundation Stage, in Reception classes, develop an early interest in reading. Good work by teachers, and strong support from parents for the home reading scheme, enable pupils to make significant progress during their time in the school. The teaching, during literacy lessons, is very successful in helping younger pupils to acquire a good grasp of phonic skills. As they progress, the pupils develop a variety of strategies to help them recognise unfamiliar words. Higher attaining pupils use these strategies very effectively to read accurately and fluently with very good expression. They enjoy discussing the books they have read, and give good reasons for their choice of favourite authors and characters. For example, a higher attaining pupil in Year 2 explained why Roald Dahl was his favourite author and "The Fantastic Mr Fox", the book he had enjoyed the most. He talked enthusiastically about particular characters and events in the story.
- 4 Strong emphasis is placed on helping pupils to improve their writing skills. At the Foundation Stage, in Reception classes, children have access to a wide range of writing materials and make good progress in acquiring early writing skills. In Years 1 and 2, pupils build effectively on this good start to their education, and make very good progress in improving their spelling and handwriting skills. Time is taken during the

whole-class element of literacy lessons to introduce pupils to ways of improving the quality of their writing. In one lesson, for example, older pupils studied different ways of connecting phrases and sentences, in order to avoid over-using the word "and". The provision of regular opportunities for pupils to apply their new skills in extended writing for different purposes is a very good feature, which is reflected in the variety of stories and poems on display in classrooms and corridors. By the age of seven, most pupils write in sentences, which begin with a capital letter and end with a full stop. Higher attaining pupils make correct use of more advanced punctuation, such as speech and question marks, and produce writing which is often well organised and imaginative. The quality of their writing is helped considerably by advice given by teachers about ways of improving different aspects of the story, such as setting the scene, developing the story and bringing it to an interesting conclusion. Opportunities for pupils to write their own versions of well known stories such as "The Snowman" by Raymond Briggs, help them improve further the quality of their own work by examining how a successful author might address a task.

- 5 In mathematics, children at the Foundation Stage benefit from practical activities which enable them to acquire a good understanding of early mathematical concepts and to increase significantly their mathematical vocabulary. In Year 1 and Year 2, the strong emphasis placed on teaching basic skills helps pupils to make rapid progress in their ability to read write and order numbers to 100 and beyond. By the age of seven, pupils are able to use standard units accurately to measure time, mass and length, and to choose the appropriate operation when solving addition and subtraction problems. Higher attainers show a good understanding of place value in larger numbers, and work confidently to solve problems. The pupils benefit from very good quality teaching which challenges them and helps them build on their prior learning. This was evident, for example, in a Year 2 lesson on interpreting data. During the plenary session, the teacher invited pupils to frame their own questions on the data, for others to answer. The activity enabled pupils to consolidate and extend their learning, and also exposed areas which required further explanation. Older pupils demonstrate a good grasp of mathematical language. This was particularly evident when Year 2 pupils, engaged in work on shape and space, were able to name correctly the properties of particular two and three dimensional shapes.

**Very good provision is made for pupils' personal development which contributes significantly towards their excellent attitudes to learning**

- 6 In lessons observed during the inspection, the pupils' attitudes and behaviour were never less than very good, and in 37 per cent of lessons the pupils' attitudes to their work were excellent. The school's main aims emphasise the importance of fostering the development of self-confidence, self-discipline and self-awareness in pupils. These aims are consistently reflected in all of the school's work.
- 7 The curriculum creates many opportunities for pupils to make decisions and take responsibility for their own learning. This begins at the Foundation Stage, when children select resources and equipment for a particular task, and are given opportunities to decide on such matters as which occupation they propose to act out during role-play activities. Throughout the school, learning activities often require pupils to co-operate in pairs or groups and to work together to complete tasks.
- 8 The school works hard to maintain high standards of behaviour and to develop a sense of responsibility in the pupils. Whole-school and classroom rules, relating to behaviour, are displayed prominently in classrooms and corridors. Lists of duties for class and school monitors are displayed in the classrooms. There is a purposeful

approach towards the all-round development of each child. This begins at the Foundation Stage, where children's personal, social and emotional development is strongly emphasised and continues throughout the school, with increasing emphasis being put on raising pupils' awareness of relevant aspects of their health education. All of these initiatives help pupils to feel secure and happy and contribute significantly towards their very positive response during lessons.

- 9 The pupils' excellent attitudes contribute significantly toward their good progress in most subjects. They enjoy coming to school, relate happily to one another in all areas of the school, work hard and show a healthy pride in their achievements. Children in the Reception classes demonstrate excellent attitudes towards their work and are extremely well behaved. They benefit greatly from the close attention given to their personal, social and emotional development.
- 10 Particular features and strengths become noticeable in various subjects as pupils progress through the age range. In English, pupils, throughout the school, show excellent attitudes. They listen attentively during the whole-class or group introductions to lessons and show enthusiasm when responding to their teachers' questions. They listen with respect to the contributions of other pupils, and begin to recognise that some opinions and beliefs are not the same as their own. The great majority sustain concentration very effectively during group and independent work.
- 11 In mathematics, the pupils' ability to recall prior learning is a strong feature which reflects the interest which they show in their work. Most respond well to challenging work, and many show an increasing capacity to persevere when difficulties arise. In all classes, the pupils listen carefully to the advice and guidance provided by teaching and support staff to help them improve their performance.
- 12 In science, the pupils' ability to share resources and equipment, and co-operate sensibly during investigative activities, are strong features in their learning. In information and communication technology, their ability to work sensibly and their growing capacity to overcome difficulties through trial and error contribute greatly towards their good progress in the subject.
- 13 In all lessons, the pupils' behaviour is consistently of a high standard, and it is of a good standard in all areas of the school, including the playground. Older pupils are encouraged to take responsibility for their own behaviour and to set good examples for younger ones. The arrangements for older pupils to help and reassure younger ones in the playground is of benefit to younger pupils. They have someone to turn to when necessary, and it also helps older pupils to develop a sense of maturity and responsibility.

## **The teaching is of a high quality**

- 14 During this short inspection, the lessons observed were of at least good and regularly of very good quality. Throughout the school, the quality of teaching is highly effective in the core subjects of English, mathematics and science. Only a relatively small sample of lessons was observed in other subjects, but some high quality teaching was observed in music, and the high standard of art work on display in classrooms and corridors indicates very effective teaching in the subject.
- 15 Very good teaching is the most important factor in the high standards achieved by the pupils in English. At the Foundation Stage, teachers provide a variety of well thought out activities which enable children to make good progress in developing their skills in communication, language and literacy. The sensitive and supportive approach by teaching and support staff helps children to settle quickly and develop confidence in communicating with each other and with the adults who help them. In Years 1 and 2, the very successful implementation of the National Literacy Strategy helps pupils to build very effectively on the good start provided in Reception classes. The good organisation of literacy lessons ensures that efficient use is made of the time available, with pupils moving from one element of the lesson to another without wasting time. Clear explanation and very good questioning skills promote interest in the text used to introduce the lesson. The careful introduction of new concepts, which become increasingly complex as pupils progress, enable pupils to retain confidence as they learn. Many teachers use humour to very good effect. This creates a sense of enjoyment and well motivated pupils.
- 16 In mathematics, children at the Foundation Stage benefit greatly from access to a wide range of relevant practical mathematics equipment. Very good lesson organisation creates appropriate opportunities for children to learn through well focused small group teaching and by engaging in worthwhile practical activities. This enables children to make good progress towards the early learning goals for mathematics. In Years 1 and 2, the successful implementation of the National Numeracy Strategy has a very positive effect on pupils' progress. The whole-class element of numeracy lessons is used effectively to introduce new concepts and to practise mental skills. Very good organisation of group work is a strong feature in the teaching, ensuring that pupils at all levels of ability are challenged appropriately, and the plenary sessions, at the end of lessons, are used well to consolidate and extend learning. This was particularly evident in a Year 2 lesson on handling data. Having spent a few minutes reinforcing the learning which had taken place during the lesson, the teacher introduced another challenge by asking pupils to frame their own questions on data for others to answer.
- 17 In science, a good balance is achieved between explanation and demonstration by the teacher, and creating well planned activities for pupils to learn through direct experience. Perceptive intervention in group activities, by teaching and support staff, helps to maintain interest and challenge pupils' thinking. In a lesson for older pupils, for example, the teacher used different materials to help pupils understand how some changes can be reversed while other changes are irreversible. The lesson was successful because the teacher and support staff co-operated very effectively to achieve a high level of interaction with pupils working in groups.
- 18 In other subjects, conscientious preparation enables teachers to be secure in their subject knowledge, and this helps them to capture pupils' interest and attention and to present an appropriate level of challenge. Very good classroom management is a consistent feature in the teaching. It ensures that all pupils are appropriately involved

and extended and promotes high standards of behaviour. In music lessons, the strong emphasis placed on evaluating pupils' performance was a very good feature, which helped pupils to improve the quality of their work.

- 19 In all classes, the marking of pupils' work is a good feature in the teaching, with great care being taken to value each pupil's effort. Throughout the school, teachers and support staff make good provision for pupils with special educational needs, enabling them to make good progress towards the targets set in their individual education plans. Teachers and support staff make very good provision for pupils for whom English is an additional language and make good use of additional staff provided by the local education authority.

**The school provides a very good curriculum within a rich and stimulating learning environment**

- 20 The curriculum for children at the Foundation Stage, in the Reception classes, is very well planned and organised, and this is an important factor in the good start made by the children to their education. Throughout the school, the requirements of the National Curriculum and the Liverpool Agreed Syllabus for Religious Education are met fully, and good provision is made for all pupils, irrespective of race, gender, background or ability.
- 21 Despite placing strong emphasis on developing the key skills of literacy and numeracy, the school has been successful in maintaining a broad and balanced curriculum which offers a rich variety of learning opportunities. Attractive displays help to create a stimulating learning environment. They are used effectively to celebrate pupils' achievement, support their learning and promote enquiry. The playground and external environment have been improved considerably since the last inspection. Attractive sitting areas and challenging yard markings for playground games provide a stimulating setting for pupils during play and lunch breaks, contributing significantly towards their social development. Pupils also benefit from learning activities outside the classroom, including educational visits to places of interest, such as the science museum, and visitors to the school, such as The Kinetic Theatre Group and the Living History Group, who performed for the pupils.
- 22 The development of literacy and numeracy skills is promoted very effectively through the successful implementation of the national strategies and by the imaginative use of opportunities to extend these skills through work in other subjects. In subjects such as history and geography, for example, valuable opportunities are created for pupils to engage in short writing tasks related to the topic being studied. In subjects such as art and design and design and technology, pupils extend their vocabulary by learning new words related to the activities in which they engage. Although there are fewer opportunities for pupils to extend their numeracy skills during work in other subjects, some worthwhile experiences are created. In science, for example, some investigative tasks require measurement and the daily monitoring of the weather also helps to foster mathematical skills.
- 23 The increasing emphasis placed on extending pupils' capability in the use of information and communication technology, through work in subjects across the curriculum, is a good feature in the school and a significant improvement since the last inspection. Much thought is given to ensuring that such work is relevant to the main objectives for a particular lesson, so that it enhances pupils' learning in the subject being taught. Children at the Foundation Stage, for example, used the mouse to control events on the screen when they worked through a program designed to

improve their reading. This work supported their development in the area of learning concerned with communication, language and literacy. In mathematics, Year 1 pupils used an appropriate program to produce computer generated pictograms to represent the result of a class survey of pupils' favourite fruits. The use of the Internet to access information in order to support pupils' work in other subjects is at an early stage but is a growing feature in the curriculum.

- 24 The school is very successful in promoting the pupils' spiritual, moral, social and cultural development. Topics covered during whole-school assemblies and work in many subjects create numerous opportunities for pupils to reflect and consider issues such as the difficulties faced by other people, as well as the many wonders of the world in which we live. The pupils' understanding and appreciation of their own and other cultures is skilfully promoted through work across the curriculum and by the perceptive use of display. Their awareness of the difficulties faced by other people is heightened by the school's support for charities, such as "Zoe's Place", a local children's hospice, and the "Barnados Charity".
- 25 Provision for pupils with special educational needs is good. The strong partnership between the school and home contributes significantly towards pupils' good progress. Procedures for the early identification of pupils with particular needs have been strengthened significantly since the last inspection.
- 26 Throughout the school, careful planning ensures that the curriculum meets the needs of all pupils, irrespective of race, gender, background or ability. All pupils are involved appropriately in all aspects of the curriculum from Reception to Year 2. Those for whom English is an additional language are supported very well, and this helps them to make good progress.

**The quality of leadership provided by the headteacher is of a high calibre**

- 27 Dedicated leadership by the headteacher sets the tone for this school. Her strong sense of purpose and commitment to provide high quality education for the pupils are important factors in the school's success. They are reflected strongly in the pupils' high standards of achievement and in the excellent progress achieved in developing the external learning environment since the last inspection.
- 28 The headteacher co-operates very effectively with the governing body to provide clear vision and direction for the work of the school. Since the last inspection, the separation of the governing body previously responsible for both Dovedale Infants and Dovedale Juniors, has been of benefit to both schools. The new governing body is now able to focus specifically on meeting the needs of pupils in the four to seven age range. Its members show a good awareness of the school's strengths and areas requiring improvement, and are highly successful in ensuring that all statutory requirements are met.
- 29 The strong and effective partnership between the headteacher, deputy headteacher and senior management team contributes positively towards the efficient management of the school. Educational aims are communicated effectively to parents and are consistently reflected in all of the school's work. Clear guidance is provided for all staff and very good provision made for their professional development.
- 30 The close co-operation between the headteacher and co-ordinators for subjects and aspects of provision makes an important contribution towards maintaining a broad, balanced and relevant curriculum. The work of the co-ordinators for English and

mathematics contributes greatly towards the successful implementation of the national strategies for literacy and numeracy.

- 31 The headteacher is very well supported by all staff, who work hard and play an important part in putting into practice the school's aims. Very effective strategies, such as the weekly newsletter, and half-termly information about the areas to be covered in various subjects of the curriculum, help to keep parents informed about, and involved in, their children's education. Parents feel comfortable in approaching the school when they have any concerns. They are of the view that the school is well led and managed and feel that their children are making good progress.

## **WHAT COULD BE IMPROVED**

### **The annual written reports on pupils' progress do not place sufficient emphasis on identifying specific areas for improvement**

- 32 Teachers work hard to produce the annual written reports on pupils' progress. The written reports on children reaching the end of the Foundation Stage are of a very good quality. The reports on pupils in Years 1 and 2 provide parents with valuable information about what their child has achieved. However, at present insufficient emphasis is placed on identifying specific areas for improvement. A more systematic approach is required, particularly in English and mathematics, to enable staff, parents and pupils to be aware of the individual targets for improvement from one year to the next.

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

- 33 In order to improve further the quality of provision, the governing body and headteacher should:
- i) improve the quality of the annual written reports on pupils' progress by:
    - \* ensuring that the reports identify specific areas for improvement.  
(paragraph reference: 32)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	11	0	0	0	0
Percentage	0	42	58	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 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)	-	248
Number of full-time pupils known to be eligible for free school meals	-	40

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	0.6

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	44	42	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	39	39
	Girls	38	38	39
	Total	78	77	78
Percentage of pupils at NC level 2 or above	School	91 (91)	90 (92)	91 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	39	40	40
	Girls	38	39	39
	Total	77	79	79
Percentage of pupils at NC level 2 or above	School	90 (93)	92 (94)	92 (97)
	National	85 (84)	89 (88)	89 (88)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	7
Indian	4
Pakistani	2
Bangladeshi	1
Chinese	6
White	122
Any other minority ethnic group	17

*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)	10.8
Number of pupils per qualified teacher	23
Average class size	27.6

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

Total number of education support staff	12
Total aggregate hours worked per week	241

#### **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.*

### ***Financial information***

Financial year	2000/01
	£
Total income	597,561
Total expenditure	583,987
Expenditure per pupil	2,346
Balance brought forward from previous year	31,625
Balance carried forward to next year	45,199

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	248
Number of questionnaires returned	99

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	1	0	0
My child is making good progress in school.	57	40	1	0	2
Behaviour in the school is good.	58	38	0	0	4
My child gets the right amount of work to do at home.	25	41	13	7	14
The teaching is good.	70	24	0	1	5
I am kept well informed about how my child is getting on.	40	43	13	2	2
I would feel comfortable about approaching the school with questions or a problem.	70	26	3	0	1
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	44	40	6	4	6
The school is well led and managed.	68	29	0	0	3
The school is helping my child become mature and responsible.	65	32	2	0	1
The school provides an interesting range of activities outside lessons.	32	22	21	5	20