

INSPECTION REPORT

DINNINGTON VILLAGE FIRST SCHOOL

Dinnington, Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108437

Headteacher: Mrs Barbara Redhead

Reporting inspector: Mr Joe Fitzpatrick
19874

Dates of inspection: 2 - 3 May 2001

Inspection number: 196426

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 - 9 years
Gender of pupils:	Mixed
School address:	Sycamore Avenue Dinnington Newcastle upon Tyne
Postcode:	NE13 7JY
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs O Norfolk
Date of previous inspection:	28 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dinnington First School serves 136 pupils aged four to nine and 30 children of nursery age, a few of whom attend for half a day only. In all, 56 children attend the nursery and reception classes.

A First School, Dinnington is part of the Gosforth Pyramid of schools and is situated in the village of Dinnington, to the west of Newcastle upon Tyne. With a total of 166 pupils, including those of nursery age, it is smaller than most primary schools. The proportion of pupils entitled to free school meals is below the national average. There are three pupils from an ethnic minority background but none is at an early stage of English language acquisition. The proportion of pupils on the register of special educational needs is below average. The proportion with statements of special educational needs is close to average. The ability of most pupils on entry to the school is broadly average. Although the ward in which the school is located is socially and economically above average, a large proportion of pupils come from outside the village and the socio-economic circumstances of most pupils are broadly average.

The school has recently been successfully re-accredited for the Investor in People Standard.

HOW GOOD THE SCHOOL IS

This is a very good school. There is a widely shared commitment to high standards and an expectation that pupils will achieve them. Teaching is good overall and much is very good. The results of seven-year-old pupils in national tests have improved steadily over the past three years. The headteacher gives outstanding leadership and is well supported by governors and staff. The school gives very good value for money.

What the school does well

- Standards in English, mathematics and science are very high.
- Pupils of all ages and levels of ability make very good progress.
- The quality of teaching is good overall and a high proportion is very good.
- Pupils have very positive attitudes to the school and the quality of their learning is very good.
- The headteacher, staff and governors create an ethos that strongly supports learning and the attainment of high standards.

What could be improved

- The school does not report separately on information and communications technology in the annual reports to parents.

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 vigorously addressed and improved the one area of weakness identified in the last inspection report, namely the element of composition in music. Since the last inspection, there has been a substantial improvement in the standards attained by seven-year-old pupils in national tests. The school has improved its systems for recording pupils' performance and taking steps to help them make progress. There has been an increase in the number of support assistants to help teachers. The quality and quantity of learning resources, including books and computers, have been considerably improved. There have been improvements to the school building and a major extension of the previously cramped school playground has recently been completed. Since the last inspection overall improvement has been very good.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	A	A	A*	A*
writing	A*	A*	A*	A*
mathematics	A	A*	A	A

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

In 2000, the results in national tests for seven-year-olds in reading and writing were in the top five per cent when compared with results nationally and with results in similar schools (those with a similar proportion of pupils eligible for free school meals). Test results in mathematics for 2000 were marginally below that level but the inspection judgement is that standards in mathematics throughout the school can also be considered very high. Teacher assessment of seven-year-olds in science indicates that standards in this subject are also very high.

In each of reading, writing, mathematics and science, no seven-year-old achieved below the nationally expected level in 2000 and a very high proportion achieved above that level. Results in 2000 were better than those in 1999 and since 1996 the upward trend in the school's results has been better than that achieved nationally. In each of the past three years, the results of boys have been better than the national average for boys and those of girls have exceeded the national average for girls. Over that period of time, there has been little difference between the results achieved by girls and boys respectively. Inspection evidence indicates that by the time pupils move on to middle school they can express themselves very well in speech, have very high standards of reading and writing and have gained an in-depth understanding of number and how to apply it. Older pupils are on track to achieve very high standards in national tests at 11.

The reasons for the high standards are the consistently good quality of the teaching combined with very effective systems for tracking pupils' progress and ensuring that pupils' diagnosed needs are met. Teachers match the demands they make of pupils to their ability and special care is taken to ensure that the needs of pupils with learning difficulties and of those who are of above average ability are fully met. The school alerts parents early to pupils' learning needs and enlists their support in assisting pupils to do well at school. Good quality information is passed on when pupils move from one year to another. The result is that pupils of all levels of ability make very good progress and the general standard of attainment is high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils generally like school and are very keen to do well.
Behaviour, in and out of classrooms	Very good. Pupils listen well and are orderly and polite. They take pride in their school and show respect for it and for each other.
Personal development and relationships	Very good. Teachers and other adults are caring and supportive and pupils work and play together in a friendly spirit.
Attendance	Very good. Attendance rates are above average and pupils are punctual to lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5 -7 years	aged 7-9 years
Lessons seen overall	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.

Teaching in English and mathematics is mainly good or very good and this is helping pupils to achieve very good standards in literacy and number work by the time they leave to go to middle school. In each lesson, the teaching is carefully matched to three levels of ability – higher attaining, average attaining and lower attaining – and, in addition, special provision is made for those with special educational needs as well as those who are gifted or talented. In 18 lessons seen, teaching was never less than satisfactory and more than four in five lessons were good or very good. Pupils are actively involved in a varied range of activities, work hard and usually persevere till the end of each session; this helps them to make very good progress. Teachers monitor pupils' learning with care to ensure that they understand, and concepts and skills are regularly reinforced. Pupils of all levels of ability produce a good quantity of work and have regular opportunities to apply what they have learned in practical ways. Pupils develop good skills in mental calculation and there are good applications of number work in subjects like science and geography.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good. The areas of learning for children in the nursery and reception classes are thoroughly covered and there is appropriate allocation of time to each of the subjects of the National Curriculum for pupils of school age. In addition, pupils in Years 3 and 4 have a half-hour of conversational French each week.
Provision for pupils with special educational needs	This is very good. These pupils are identified early and care is taken to diagnose the exact nature of their needs, including the purchase of outside specialist help. The funds the school allocates to meet the needs of these pupils exceed those received for that purpose.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The personalities of pupils mature well during their time at school. Prayer and worship are daily features and there are opportunities through the curriculum and in other ways for pupils to develop a sense of right and wrong and to learn about their own and other cultures. Social skills are developed by means of visits to places of interest, the annual dramatic production and a residential trip in Year 4.
How well the school cares for its pupils	Very well. Procedures for monitoring and supporting pupils' academic progress are exceptionally good. There is careful analysis of assessment and test data as part of the on-going tracking of pupils' progress. Good quality information on each pupil is passed on as pupils move up the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides outstanding leadership. She has introduced systems which support the achievement of high standards. She is deeply involved in the process of gathering and analysing data to track the progress of individual pupils and, in co-operation with teachers and pupils, for setting targets for their continued improvement. She plays a leading role in the systematic monitoring of teaching and learning. Subject co-ordinators work hard to improve the quality of education and raise standards year on year.
How well the governors fulfil their responsibilities	Very well. Governors know the school very well and all have undertaken training. Most governors are linked to a subject. They were involved in planning the recent improvements to the playground. For the past five years, governors have set targets for the headteacher. Governors share the commitment to high standards and take pride in the school's achievements.
The school's evaluation of its performance	This is a strength. The school analyses test and assessment results as a means of evaluating the quality of its provision and produces an annual self-evaluation report. Changes are made to the curriculum or to teaching approaches in the light of its findings. The school is not complacent but continually strives to improve the quality of the education it provides.
The strategic use of resources	The headteacher works for the local education authority in strategic financial management and makes use of her expertise to attract considerable funds to the school in addition to those normally received. The priorities identified in the school improvement plan are costed and linked to the school budget. The school applies the principles of "best value" when making purchases.

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 • The good progress made by pupils • Teachers' sensitivity to the needs of individuals • The improvements that have taken place since the last inspection • The way they are kept informed of their children's progress • Children like coming to school 	<ul style="list-style-type: none"> • More imaginative homework • Too much is left to parents to develop pupils' application of what they learn • There is occasional poor behaviour on the playground

There is an unusually high level of parental satisfaction with the school and the criticisms offered represented the views of only a few parents and tended to be countered by the views of others. The poor behaviour on the playground was said by some to have resulted from the small size of the old playground and was unlikely to occur on the new extended playground. Inspectors found that pupils behaved well on the new playground and overcrowding was not a problem. They also found that pupils had many opportunities through the curriculum to apply previous learning. Inspectors found that pupils were set various types of homework, including the completion of work begun in class, revising tables and spellings and finding things out for themselves.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are very high

- 1 The 2000 national test results indicated that in reading and writing the results of seven-year-old pupils were in the top five per cent of schools nationally and in the top five per cent when their results were compared with results in similar schools. Seven-year-old pupils produce a good volume of writing and most have an above average command of the conventions of punctuation and spelling and write in well made sentences. The general standard of handwriting is good and work is clearly presented. Pupils make good progress in their writing from reception class, through Year 1 and throughout Year 2. Teachers support the pupils' writing by providing them, for example, with an interesting stimulus and entering on the board ideas elicited from the pupils, accompanied with some key terms and vocabulary: pupils then draw on these materials to answer questions or to develop writing of their own. By the time they are in Year 4, most pupils have experienced success in completing a wide range of language exercises within the literacy programme. They have learned to organise their writing well and to present it in paragraphs; some have even completed small books, organised in chapters. In Year 3 and 4, there are handsome collections in book form of a wide range of pupils' writing, including some that is extended.
- 2 Pupils achieve very high standards in reading by ages seven and nine. Most read with good levels of understanding and good expression and teachers regularly reinforce their reading skills in lessons by having them read questions or stories aloud to the rest of the class or read from the black board. Most pupils read a good range of books, entering the titles in their *Pathway* booklets. Parents are encouraged to support their children's reading by offering comments in these booklets, which serve as records of what pupils have read. Weaker readers are identified at an early stage and receive targeted support. The school sets great store by good reading standards and there is a broad range of attractive, up-to-date reading books in classrooms and the school library. By age seven, pupils can use a dictionary and older pupils can find books in the library using the school's classification system. Pupils also make use of the village library to borrow reading books or to take out books to support a particular topic.
- 3 Although some of the pupils in the nursery and reception classes are rather quiet, by the time they are seven or nine years of age most pupils can express themselves in speech clearly and with confidence. They volunteer answers to the teachers' questions and are keen to present their point of view in classroom discussions. They also listen well and are good at taking turns when exchanging ideas with the teacher or each other. They are confident when explaining their work to adults and know that they need to give reasons to support their views.
- 4 Seven-year-old pupils have very good understanding of the four rules of number. Higher attaining pupils not only know that "divide" means to "share" or to create "equal groups of" but also have a developed facility in their use of numbers to divide and multiply. They can round numbers up and down to the nearest ten accurately and can make intelligent use of a Venn diagram to indicate differences and similarities between objects of various materials. Older pupils can round numbers up and down to the nearest hundred with higher attaining pupils able to cope successfully with large numbers. Pupils of all levels of ability produce a good quantity of work, much of it in the form of practical applications of what they have previously learned. Pupils develop good skills in mental calculation

and there are good applications of number work in other subjects such as science and geography.

- 5 Teachers' assessments indicate that standards achieved in science are very high by the time pupils are seven and nine. By the time they are seven, pupils appreciate the need to use their senses to observe objects accurately and the need to record and classify their findings with precision. They are helped in this by the work they do in mathematics where they learn to classify objects using Venn and Carroll diagrams. They also develop an understanding of what constitutes a fair test. For example, a lower attaining pupil knew that to test the strength of eggshells it was necessary for all the eggs in the test to be dropped from the same height. An important lesson pupils learn in Years 1 and 2 is how to convert a question into a scientific investigation. Older pupils learn to formulate hypotheses and then to test them by practical experiments. In one lesson on scientific classification, for example, Year 4 pupils had to predict whether or not the tallest pupils would be those with the biggest hands or the biggest feet. They recorded their predictions before carrying out the measurements required in order to check them. Most of the work pupils do in science is practical and helps pupils of all levels of ability to develop an understanding of scientific methods of inquiry.
- 6 The quality of work produced by older pupils indicates that they are on track to achieve very high standards in national tests by age 11.

PUPILS OF ALL AGES AND LEVELS OF ABILITY MAKE VERY GOOD PROGRESS

- 7 Official baseline tests indicate that pupils in the nursery class are of average levels of attainment. The fact that pupils aged seven achieve standards in reading, writing, mathematics and science that are very high by comparison with the national average and with results in similar schools indicates that they make very good progress during their years in nursery, reception, Year 1 and Year 2.
- 8 The school also administers a standardised reading test each year from Reception to Year 4 and this indicates very good progress in reading in each year; in Year 4 most pupils have a reading age that is better than their chronological age. The school also tests pupils in Years 3 and 4 using other kinds of testing materials. In addition to helping the school predict the likely performance of pupils in national tests in Year 6, these tests also indicate that by Year 4 pupils are ahead of the levels of attainment expected nationally for this year group. The test data collected by the school indicate that pupils make very good progress by the time they are seven and by the time they are nine.
- 9 The school analyses its test data with some care in order to diagnose the particular strands of a subject where pupils would benefit from additional teaching and support. This type of diagnosis and subsequent provision help to explain why pupils make such good progress. The outcomes of data analysis are fed into teachers' planning of future work and this helps pupils to make progress in those areas where they are relatively weak. In this way, pupils of all levels of ability are enabled to make very good progress.
- 10 Particular care is taken in the case of pupils with special educational needs. These pupils are usually identified when they are in the nursery class. At this stage their parents are alerted and their support is enlisted to help the pupils to make progress. If by Year 1 a pupil is still deemed not to be reaching their potential, his or her needs are further diagnosed by means of a "MIST" test – i.e. a middle infant screening test. This helps the school to formulate a more precise and possibly more extensive diagnosis of the difficulties experienced by the pupil and in this way to make more precise provision to help the child make progress. For pupils in Year 2 who remain on the register of special

educational needs, the school pays for specialist expertise from outside. This in turn gives rise to an independent diagnosis of the particular pupil's difficulties together with a suggested programme of action to help the pupil overcome the difficulties. In these varied ways, the school succeeds in helping pupils with diagnosed special educational needs to make very good progress. Some pupils can be removed from the register of special educational needs while others are academically further advanced than they would be if such careful provision were not made.

- 11 The deputy head is both the SENCO (the co-ordinator for special educational needs) and the ABCO (the co-ordinator for able pupils). It is typical of the school that it has the interests of both groups of pupils at heart. There is timetabled provision for the deputy to work alongside teachers in the afternoon with both categories of pupils, and this is another measure which helps these pupils to make very good progress.

THE QUALITY OF TEACHING IS GOOD OVERALL AND A HIGH PROPORTION IS VERY GOOD

- 12 There is a consistently thorough quality in the teaching throughout the school which helps pupils to make progress year by year. Lessons are invariably well planned and prepared, with resources to hand. Objectives are usually displayed at the front of the class and shared with the pupils; on some occasions teachers refer to the "learning intention" or the "learning objective" in the course of the lesson so that pupils have a clear understanding of what is expected of them. In their lesson planning, teachers are required by the school system to prepare work for higher attaining, middle attaining and lower attaining pupils; in addition, they should prepare work for those with special educational needs and those who are more able. Many lessons begin with a plenary session with pupils gathered at the front of the room. Next, pupils are broken into ability groups and each group is given a specific task to perform. There is usually planned extension work for those who finish a task early. Often the teacher retains the weakest group and explains things in greater detail or this group is assigned to one of the classroom assistants who can give them a greater amount of individual attention. There are three classroom assistants in Years 1 to 4 and several parents or adult volunteers also help in lessons. Their contribution relieves the teacher of some repetitive chores and also reduces the chances of poor behaviour, thereby freeing the teacher to teach. Several assistants have undertaken specialist training and they work most effectively with pupils individually and in small groups. Most lessons end with a final plenary session in which the teacher summarises what has been taught and learning points are reinforced and consolidated.
- 13 Of the 18 lessons or parts of lessons observed during the inspection, the teaching in eight was very good, in seven it was good and in three satisfactory; there was no unsatisfactory teaching. In some very good lessons pupils learned and had fun at the same time. In one Year 3 mathematics lesson, for example, an opening mental arithmetic session was enjoyed by the pupils because it was presented as a "clapping game". Next the pupils had to estimate the number of small plastic cubes there were in several transparent plastic beakers, making intelligent use of available clues. The teacher skilfully gained the attention of the whole class and the pupils responded with excited enthusiasm. They applauded those who estimated correctly and the teacher was able to help them understand how a good estimation was formed. In another very good mathematics lesson, in Year 1, the teacher combined expert teaching with a fun approach. The pupils learned to count in twos, fives and tens in song and then used the song to remind them of the "rule" when they encountered practical situations. In the same lesson, the pupils were able to suggest different ways of making eight pence using different coins. The teacher succeeded in making mathematics immediate and in

clarifying the abstract processes through concrete demonstrations. There was similar involvement of pupils in literacy lessons with individual pupils, for example, coming to the front of the classroom to demonstrate visually to the rest of the class where a paragraph began and ended. Pupils enjoy being involved in the work of the lesson and respond by working hard and sustaining their concentration till the end of the session. Teachers are very good at monitoring pupils' understanding to ensure that they know, for example, that 40 means four 10s. In one literacy lesson, the teacher began her instructions over again with a large group of pupils when she found that many had not grasped the distinction between a statement and a question.

- 14 The relatively few lessons that were only satisfactory were soundly prepared and structured. However, pupils tended to be more passive in these lessons and to carry out their tasks in a rather mechanical way. In consequence, the quality of their learning was less intense, their understanding was less assured and their progress less certain. In the great majority of lessons, teachers were skilful in their ability to involve pupils, often by means of good quality conversation, and to guide them through a sequence of activities which helped them to deepen their understanding and extend their skills. In one art lesson, for example, older pupils experimented with pencils of different kinds in order to improve their skills in using line, shape, colour and texture in their drawings of objects from observation. Prompted by the teacher, they also strived to show how the objects felt. Not only did they improve their skills but, through the helpful and stretching commentary of the teacher, they deepened their own understanding and appreciation of art. In a religious education lesson, younger pupils responded with empathy to the stimulus of a lighted candle and were able to give an eloquent explanation of the symbolic significance the candle held for Christians. The same pupils were able to provide the teacher, on request, with a range of relevant terms such as "altar", "font" and "stained glass window" when identifying the features of a Christian church. Pupils generally respond well to teachers' instructions and questions; they get down to tasks willingly, are eager to answer questions and, when required to do so, work co-operatively together in groups. Teachers make use of homework to complete or complement work in the classroom. They are also beginning to make more regular use of the computers in classrooms and in the corridor areas as another valuable means by which pupils can extend their knowledge and understanding and practise useful skills.

PUPILS HAVE VERY POSITIVE ATTITUDES TO THE SCHOOL AND THE QUALITY OF THEIR LEARNING IS VERY GOOD

- 15 In the lessons seen, the behaviour and attitudes of pupils were never less than good; more often they were very good and occasionally they were excellent. Pupils show many signs of enjoying their work in school. Most have friendly, "open" relationships with their classroom teacher and many lessons are conducted with an element of good humoured banter between teachers and pupils. Pupils know classroom routines well and this helps to make the use of time more efficient. For example, they tidy their desks at the end of teaching sessions without fuss and quickly move on to the next subject. They carry their chairs into whole school assembly in the hall in a most orderly manner and sing hymns and songs with pleasant tunefulness. As has already been said, they listen with good levels of attention, concentrate hard on their work and persevere till the end of the lesson. They work collaboratively in pairs or small groups when required to do so, are keen to answer questions and carry out tasks conscientiously. Some pupils work at the computers in the corridor with sustained concentration without immediate adult supervision. Pupils respond to the praise they frequently receive from teachers with enthusiasm and pride. All of these qualities greatly assist the quality of the pupils' learning and help them to make very good progress. The security and confidence pupils enjoy stems to a large extent from the fact that they can usually cope with the demands

teachers make of them and this is greatly assisted by the creation of several ability groups in each lesson, based on an accurate analysis of previous assessment data. The careful targeting of appropriate work designed to meet pupils' needs helps pupils to experience success and to make progress. Pupils know that they are well known and cared for and they respond by giving of their best at all times.

THE HEADTEACHER, STAFF AND GOVERNORS CREATE AN ETHOS THAT STRONGLY SUPPORTS LEARNING AND THE ATTAINMENT OF HIGH STANDARDS

- 16 The headteacher provides outstanding leadership. She has been instrumental in creating systems of assessment and testing which enable the school to measure the progress being made by pupils; in this way the senior management team, comprising the headteacher and the deputy head, are able to monitor the quality of the teaching and to evaluate the school's overall performance. The large amount of information that has been gathered, both in the form of test data and of teachers' professional judgements, is carefully analysed and feeds forward into planning and teaching. It enables teachers to direct their energies at areas where pupils are relatively weak and to tailor their work to meet the specific needs of individual pupils. At the same time, the headteacher is deeply involved in monitoring the quality of teaching and learning throughout the school by means of lesson observation and the scrutiny of pupils' work. She works closely with subject co-ordinators to ensure that lesson planning and the quality of work are of an appropriate standard. She has high expectations of what pupils are capable of achieving and not only communicates these to teachers and governors but helps teachers to acquire the knowledge and skills, through appropriate in-service training, that will enable them to meet these expectations.
- 17 There is a good sense of teamwork throughout the school and teachers, senior managers and governors work co-operatively together. Governors have undertaken appropriate training, some of it provided by the headteacher, and most are linked with a particular subject or area of the school's provision, visit lessons and report back to the body of governors on what they have observed. Governors also share the teachers' and the parents' desire to raise standards of attainment and they monitor the school's performance. For the past five years, governors have set targets for the headteacher. They recently set targets as part of the new national Performance Management system. They help to provide a bridge between the school and the local community and were involved in the recent decision to extend the playground. Funds for this extension, which cost a considerable amount of money, had to be raised privately and the school was greatly assisted by the work of the Friends' Association. The school's involvement in the Investors in People project has helped the headteacher to develop an inclusive style of management, so that the contributions of all the adults who work in the school or contribute to its success are fully recognised and appreciated.
- 18 The school improvement plan is a valuable working document aimed at raising standards and improving the quality of education the school provides. Targets are highly relevant to the work of the school and are often quantified – for example, not only are targets set for the attainment of the highest possible standards in each of English, mathematics and science, but it is specified that “at least 90 per cent of pupils” should achieve the nationally expected standard or higher in each of these subjects. Targets are broken down to more measurable objectives, the actions required are specified, timescales indicated, success criteria are identified and the cost implications are clearly set out. There is also an appropriate emphasis on the evaluation of the overall effectiveness of the achievement of the target by the senior management team.

- 19 The headteacher works for the local education authority in the area of strategic financial management. She has made use of the expertise she has developed in this area to attract a considerable amount of additional funding to the school. This has, in turn, enabled the school to increase its investment in learning resources such as books, equipment and computers. Pupils have a wide range of books they can draw on to support their work in many topics and they have access also to CD ROMS and the Internet. Learning resources are above average for a school of this size and this helps to improve the quality of teaching and learning throughout the school. When account is taken of the very high standards the school achieves and the very good progress made by pupils, the school can be deemed to be giving very good value for money
- 20 The common philosophy which the school has developed through its involvement in Investors in People and Investment in Excellence has helped to cultivate a shared ethos among senior managers, teachers and governors. This acts as a powerful force behind the good quality education the school provides and the good reputation it rightfully enjoys among parents and in the wider community.

WHAT COULD BE IMPROVED?

The school does not report separately on information and communications technology in the annual reports to parents.

- 21 The most recent annual reports to parents failed to comply with the requirement to report separately on pupils' attainment in information and communications technology (ICT). Instead, ICT was reported alongside reports on the pupils' attainment in design and technology. Although this is not a serious matter impacting on pupils' standards of attainment and progress, the school needs to comply with the requirement to report separately on ICT, which is a core subject of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 22 Ensure that annual reports to parents contain separate reports on pupils' attainment and progress in ICT.

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	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	44	39	17	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y4
Number of pupils on the school's roll (FTE for part-time pupils)	26	140
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y4
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	2	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	16	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	16	16	16
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	16	16	16
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (94)	100 (97)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	0
Chinese	2
White	103
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR - Y4

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	24.3
Average class size	29.2

Education support staff: YR - Y4

Total number of education support staff	4
Total aggregate hours worked per week	46

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	4
Total aggregate hours worked per week	73

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	00-01
	£
Total income	395359
Total expenditure	427766
Expenditure per pupil	2561
Balance brought forward from previous year	42484
Balance carried forward to next year	10077

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	121
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	1		1
My child is making good progress in school.	75	22	1	1	
Behaviour in the school is good.	64	35	1		
My child gets the right amount of work to do at home.	43	46	7		3
The teaching is good.	78	22			
I am kept well informed about how my child is getting on.	43	49	6	1	
I would feel comfortable about approaching the school with questions or a problem.	72	25		1	1
The school expects my child to work hard and achieve his or her best.	65	32	1		1
The school works closely with parents.	51	39	4	3	3
The school is well led and managed.	64	32	1		3
The school is helping my child become mature and responsible.	50	47	1		1
The school provides an interesting range of activities outside lessons.	50	44	1		4

Summary of parents' and carers' responses

There is a high level of satisfaction with the school, the standards pupils achieve and the progress they make.