

INSPECTION REPORT

BLACK HORSE HILL INFANT SCHOOL

West Kirby

LEA area: Wirral

Unique reference number: 105027

Headteacher: Mrs C Cunnah

Reporting inspector: Mr G R Alston
20794

Dates of inspection: 19th – 20th November 2001

Inspection number: 196816

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and Infant
School category:	Community
Age range of pupils:	3 – 7
Gender of pupils:	Mixed
School address:	Saughall Massie Road West Kirby Wirral
Postcode:	CH48 6DR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev D Potter
Date of previous inspection:	June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Black Horse Hill Infant School is an average size Infant school with 223 pupils ranging from three to seven years in age. In the nursery and reception classes there are 80 children who attend on a part-time basis and 24 children who attend full-time. There are very few pupils with parents from other cultural backgrounds and there are six pupils for whom English is an additional language. The proportion of pupils entitled to a free meal and the percentage of pupils identified as having special educational needs due to learning or behavioural difficulties is less than that found in most schools and pupils' attainment on entry is slightly above the expected level. There is one pupil who has a formal statement of special educational needs. This is a popular school and since the last inspection a new headteacher and deputy head have been appointed. Recently it has made significant improvements to the building and to the school grounds.

HOW GOOD THE SCHOOL IS

This is a very good school. It is effective because careful planning for future developments and purposeful evaluation of its work ensure that high standards are maintained and improved upon. The pupils achieve well in all aspects of their education. The quality of teaching is very good, providing pupils of all abilities with challenging tasks. The school is very well led and managed by the headteacher with the strong support of the deputy, a hard-working staff and a knowledgeable governing body. As a result the school gives very good value for money.

What the school does well

- Pupils achieve well in English and mathematics. The most recent National test results are well above the national average in reading, writing and mathematics and are much higher than those achieved by schools with pupils from a similar background.
- The school successfully provides a happy, caring environment for all of its pupils. As a result, pupils behave very well; they form warm, sincere relationships, try hard with their work and accept responsibility well.
- The quality of teaching is very good. No teaching was unsatisfactory and in almost 60 per cent of the 21 lessons seen it was very good. Teachers have high expectations and pupils' efforts and contributions are greatly valued; this enables pupils to be fully included in all aspects of school life.
- The school provides a stimulating curriculum enriched by many visits, visitors and a wide range of interesting experiences through the teaching in all subjects. Very good provision is made to help all pupils develop socially and morally.
- The headteacher provides very strong leadership and, with the help of a conscientious team of teachers and very supportive governors, successfully plans and evaluates the work of the school.

What could be improved

- The quality of pupils' handwriting and the presentation of their work which are not as high as their other language and numeracy skills.
- Assessment and recording of pupils' achievements in some subjects to match the good assessment procedures already in place, for example in English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in June 1997 the school has made a very good improvement in the areas of concern highlighted in the report and all of them have been dealt with fully. The school has good systems in place, which ensure involvement of all relevant personnel in school development planning. There is a clear framework for monitoring and supporting teaching. The headteacher, along with coordinators, regularly observes lessons and feedback is given to teachers on strengths and areas for improvement. Through a planned programme, the school effectively provides a wide range of experiences for pupils' spiritual and cultural development. There are planned opportunities in lessons for pupils to reflect on and discuss their views with others about other cultures and beliefs. The school has an effective policy for personal, social and health education (PHSE) and this provides clear guidance for teachers. The school plans weekly PHSE lessons for pupils and the introduction of circle time provides other opportunities for pupils' personal development. All these factors have helped improve the quality of teaching, which in turn has maintained the very good standards pupils achieve, particularly in English and mathematics. The school is well placed to continue to improve and has a strong commitment to do so.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
Reading	A	A*	A	A
Writing	A	A	A	A
Mathematics	A*	A*	A	A*

Key	
Very good	A*
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The information shows that results in reading, writing and mathematics are well above the national average. Compared to schools that have pupils from a similar background, results are much higher than usual. Trends over time show results have been consistently well above the national average. Results are particularly good because of the very good teaching and the very good attitudes of the pupils. The scrutiny of pupils' work and their performance in lessons indicate similar high standards in the current Year 2 class. There is no significant difference between the standards that boys achieve in comparison to girls. Results have not risen over the past three years at a similar rate to that found in most schools nationally because of the high standards being achieved. Standards in English and mathematics are sufficiently high. However, the quality of presentation of pupils' work and the handwriting skills of pupils are not as high as their other language and number skills. In other lessons observed, good standards were achieved in information and communication technology (ICT), art, dance, music and religious education and displays indicate pupils achieve well in design and technology (DT). The school has already met the high targets it was set in national tests and is on line to achieve future targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is very good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Personal development is very good and pupils have a clear sense of responsibility. Relationships are very positive.
Attendance	Satisfactory. Attendance levels are similar to that found in most schools and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching is very good. Teachers successfully meet the needs of all pupils including pupils with special educational needs and those for whom English is an additional language. Across the school all of the teaching seen was satisfactory or better, and in almost 60 per cent of lessons it was very good. This shows a very good improvement in the quality of teaching across the school since the last inspection, when 11 per cent of teaching was unsatisfactory and only eight per cent was very good. Overall, the teaching of English and mathematics is very good and the skills of literacy and numeracy are effectively taught. However, in the majority of classes sufficient focus is not given to the teaching of handwriting. This also results in work, which on occasions, is not well presented. Pupils are well motivated by the challenging tasks teachers prepare. Teachers establish excellent relationships with their pupils and have high expectations of their behaviour and the amount of work they should do. Pupils respond very positively and try hard to reach the high standards they are set. The very good teaching is instrumental in helping all pupils achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and relevant and caters well to the wide range of pupils' interests and abilities. Teachers' planning is very thorough. There is a strong emphasis on literacy and numeracy with lots of opportunities for pupils to use their literacy skills in other subjects. There is a good range of visitors and visits that further enriches pupils' experiences.
Provision for pupils with special educational needs	Very good provision; work is well planned to meet needs. Effective support helps pupils to achieve the targets set in the areas highlighted in their education plans.
Provision for pupils for whom English is an additional language	Very good. The pupils are well supported by both the staff and other pupils. Those who enter school with very little English quickly become confident and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils gain a very clear understanding of their moral and social responsibilities from the staff's good role models and clear codes of behaviour. Learning opportunities for pupils' personal development are good. Good examples were seen of pupils working together and organising themselves in English, science and when working on the computer.
How well the school cares for its pupils	The school provides a very secure, caring environment. Teachers know their pupils well and good assessment in English, mathematics, science, DT and ICT helps them build on pupils' past learning. In other subjects pupils are not regularly assessed, resulting in little recorded evidence of their achievements.

Parents support the school well, both in raising funds and by helping pupils at home or in school with their work. The school successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, supported by a conscientious deputy, provides very effective leadership and her strong commitment ensures she has the respect of the whole school community. There is a very good team approach in decision making and day-to-day organisation. Coordinators conscientiously manage their subjects and are influential in developing and improving the teaching of their subject.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and carry out their duties well. They successfully monitor and analyse the work of the school and help in the planning of future developments.
The school's evaluation of its performance	Very good. The school carefully evaluates its performance. Where areas for improvement have been identified the school considers and successfully implements ways to raise standards.
The strategic use of resources	Good. The money the school receives is used well and resources are effectively deployed.

The school considers carefully how it can get best value in purchasing equipment and services.

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 quality of teaching and the amount of homework pupils receive. • The behaviour of pupils and the progress they make. • The management and leadership of the school and the information the school provides. • The school helps pupils become mature and responsible and expects pupils to work hard and achieve their best. • Information on pupil progress. 	<ul style="list-style-type: none"> • More activities out of school.

Inspectors' judgements support parents' positive views. It does not support parents' views about out of school activities. The school provides a similar range of activities out of school to that found in most infant schools and many pupils enjoy this provision. For example, there is a computer club that is beneficial to pupils, especially for those who have no access to a computer at home. The after school club provides a good facility for pupils to further socialise.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in English and mathematics. The most recent test results are well above the national average in reading, writing and mathematics and are much higher than those achieved by schools with pupils from a similar background.

1. In the 2001 national tests the proportion of pupils aged seven reaching the expected level (Level 2) was well above the national average in reading and writing and very high in mathematics. The proportion of pupils reaching the higher level (Level 3) was well above average in reading, writing and mathematics; really very good results. When compared with schools with pupils of a similar background, the school's results are well above average in reading and writing and very high in mathematics.
2. All pupils show a keen interest in books and even the youngest children are happy to read a story from their reading book to an adult. In Reception, when reading the story of 'Can You' many children understood and incorporated the use of punctuation into their reading showing good expression. By the time pupils leave the school, the majority read fluently whether reading stories for pleasure or seeking information, for example when using reference books. Year 2 pupils confidently read words such as 'nicknamed' and 'surprise'. They display good skills in reading unfamiliar words and recognise when they have misread a word. When talking about the stories they have read the majority of pupils identify the main points and express their opinion about ideas. Pupils use the library frequently and have good library skills. They understand, and confidently use, the index and contents pages to find information from books and read the appropriate text well.
3. Writing skills are well taught across the school. In Year 1, after discussing how authors use language to create a setting, the higher attaining pupils are able to use their understanding of this in their own written work. For example one pupil wrote, 'The owl swooped down from the tree. He frightened the teddy bear so much his ears fell off!' By the age of seven, the majority of pupils express their ideas well in sentences, showing sound skills in spelling and in the correct use of grammar. The higher and average attaining pupils plan their stories carefully so that they have a beginning, middle and end, and learn how to improve what they write. They write well imaginatively and select appropriate forms for different purpose. For example, one pupil wrote 'My monster eats all non-vegetarian things!' A good range of adjectives adds interest and colour to their stories and holds the reader's attention. Pupils use their skills well in other subjects, for example when making and writing postcards from West Kirby in geography, writing about famous people in history, such as Guy Fawkes, or describing different sounds they can hear in the classroom, in science. However, the standard of presentation of their work and their handwriting skills do not match the high standards achieved in other aspects of writing.
4. In the Reception class, the children are introduced to challenging mathematical concepts such as estimation. The children show they understand what an estimate is and confidently guess the number of boxes that fit inside a larger box. In completing the activity many show an understanding of size and the ability to count accurately. They record their estimate and then carefully count to see how close their guess is. Much of the number work is practical and the children use their knowledge and mental skills well in everyday practical situations.
5. Throughout the school there is a strong emphasis on developing pupils' confidence and skills to answer mental mathematical questions and pupils exhibit many strategies to help them find answers to numerical questions. In a Year 1 lesson, for example pupils were able to choose the appropriate mathematical operation and mental strategy to solve money problems. In discussions with a partner pupils explained, 'We need to add the numbers because we are finding how much altogether' or 'I think we need to subtract because we

are finding the difference to work out how much change to give'. In finding their answers pupils showed a good knowledge of number bonds to 20. By the time pupils leave the school, they have acquired good range of strategies for answering written numerical questions and are confident in mental recall of number facts. In a Year 2 lesson involving solving problems requiring the multiplication of two one digit numbers, the pupils displayed a variety of strategies. Some pupils used doubling, others used their knowledge of number bonds to 10, and a minority used adding the number repeatedly. The higher attaining pupils clearly explained their thinking and showed an understanding of partitioning for example, $6 \times 6 = 6 \times (5+1) = 30 + 6 = 36$.

6. The high standards in reading, writing and number contribute significantly to pupils' learning across the curriculum.

The school successfully provides a happy, caring environment for all of its pupils. As a result, pupils behave very well; they form warm, sincere relationships, try hard with their work and accept responsibility well.

7. The relationships within the school community are respectful and very supportive and are a strength of the school. Pupils respond extremely well to being valued as individuals. They take responsibilities eagerly and successfully develop into independent learners. Tasks such as tidying up are completed without fuss from the nursery class upwards. Pupils are appreciative of the teachers' capacity to make learning fun and interesting, responding positively to these qualities. They are very keen to come to school, which is reflected in the fact that many pupils arrive early.
8. Pupils' attitudes to school and to learning are very good, their behaviour is very good and relationships are of high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. In a Year 2 literacy lesson, pupils were eager to learn and demonstrated a strong capacity to sustain their concentration. Pupils responded well to the 'challenge' they were given in trying to identify the characteristics of instructional text. Pupils sensitively discussed the text, responding very positively to the task. Pupils recalled enthusiastically where they had seen instructional text 'when my mum bakes a cake' or 'when my dad mends his car'. As well as listening attentively to their teachers they take notice of the thoughts and comments of other pupils in the class. This was particularly evident in a Year 1 mathematics lesson as pupils explored using money for shopping. They listened carefully to one another's answers and reflected on the different ways pupils used to work out their answers. Very good working habits are formed as they respond positively to the teachers' high expectations of academic achievement, attitudes to work and positive behaviour. For example, in a Year 1 art lesson, pupils concentrated well for 20 minutes in drawing a cello and a guitar. Pupils develop very good cooperative skills for partnership and group work. They demonstrate a polite helpfulness toward each other as well as to all adults. Pupils are confident enough to try out individual ideas and share their ideas with the rest of the class, for example, when in a Year 1 science lesson pupils wrote their ideas about the sounds made in five different sound boxes. In the plenary session at the end of the lesson pupils took pride in reading their observations to the rest of the class and appreciated the positive comments they received from their classmates.
9. The school's expectations of standards of behaviour are clearly stated all round the school as 'Golden Rules'. Pupils understand what is required of them and they strive to achieve these goals. The standard of behaviour in the school is extremely good and makes a strong beneficial contribution to the quality of education provided by creating an effective environment for all pupils to learn in. The pupils respond to visitors in a friendly and self-confident manner. They are courteous to all, both inside and outside the building. They show respect for other pupils and for property, and value each other's opinions. They respond very well to the adult role models around them. There have been two exclusions in the school in the last year for unacceptable behaviour. This had a positive impact on those

pupils' behaviour. Parents express great satisfaction with the beliefs and standards promoted by the school.

The quality of teaching is very good. No teaching was unsatisfactory and in 60 per cent of the 20 lessons seen it was very good. Teachers have high expectations and pupils' efforts and contributions are greatly valued; this enables pupils to be fully included in all aspects of school life.

10. In the previous inspection the quality of teaching was unsatisfactory in 11 per cent of the lessons; this was mainly due to a lack of match of work to pupils' abilities and poor pupil management. Overall, the quality of teaching has significantly improved; there were no lessons where the teaching was unsatisfactory and in 60 per cent of the lessons it was very good. A number of factors have contributed to the improvement in the overall quality of teaching. The development of effective coordinators has improved the continuity in the teaching and good assessment procedures in English and mathematics give teachers a clear picture of pupils' attainment. Teachers' short term planning is good and lessons have clear learning objectives. The headteacher and coordinators regularly evaluate the performance of all the teachers in the classroom and a professional dialogue follows on the strengths of the teaching and areas for improvement. The quality of teaching helps pupils of all abilities to make good progress in most lessons and to raise their levels of attainment.
11. A strength of the teaching is the ability of teachers to build on pupils' past learning. Good assessment procedures in English and mathematics provide teachers with a clear picture of what pupils know, understand and can do. Teachers clearly state what pupils are to learn by writing the objective of the lesson on the whiteboard and sharing this with the pupils. At the end of the lesson, the teacher checks on whether pupils have achieved this. This was the case in a very good mathematics lesson in Year 2 when pupils were exploring different strategies that they could use to solve multiplication problems. The teacher began the lesson by carefully explaining how multiplication was repeated addition. The teacher explained this clearly to pupils using biscuits and a number of plates. Pupils transferred these strategies well as they strove to find the solution to the written problems. They made good use of mental skills and their knowledge of number bonds. All lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a very good numeracy lesson, reception children effectively developed their skills in prediction when they tried to guess how many boxes would fit in another box. The teacher was skilful in assessing the children's needs and provided good support directing children on how to make sensible guesses. Discussion and questions were used to challenge pupils and check understanding. A strength of the teaching is the great value teachers place on pupils' contributions for example, in a Year 2 literacy lesson as pupils discussed how they could recognise instructional text. The teacher skillfully used pupils' responses, whether they were correct or not, to help them develop their ideas further and to see alternative possibilities for example, 'Could you explain that a little better' or 'Have you thought about....?'. Good use is made of pupils' own experiences which often help them understand more easily and make their learning more meaningful.
12. Teachers have a very good knowledge and understanding of the subjects they teach. In a very good music lesson in Year 1, the teacher effectively transferred her own knowledge and enthusiasm that had a positive impact on the learning. At the start of the lesson, the teacher provided pupils with sufficient information, through explanation and questioning, to enable them to appreciate successfully the sounds that different instruments make. Pupils achieved well and by the end of the lesson could differentiate long and short sound and refine their performance. Planning is of a very good standard providing effective coverage, balance and breadth. Teachers plan long-term for a period of weeks; this is particularly effective in year groups where their teachers plan together, ensuring pupils cover the same work. The management of pupils in the classroom is very good, and teachers achieve high levels of discipline. In English and mathematics, a variety of teaching methods are used

effectively to achieve good levels of concentration by pupils, and create an industrious learning environment. Class teaching is very effective and successfully encourages and supports pupils, who as a result make good progress. Effective use is made of good quality resources to motivate pupils. In a Year 2 religious education lesson the teacher provided an interesting range of resources for all pupils to discuss in order to gain a clear understanding about Divali and how Hindus celebrate the occasion.

13. Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of children in nursery, staff value greatly children's efforts and responses. They have high expectations of the children in all areas of learning. They plan interesting activities carefully and intervene in the learning when necessary to challenge the children to make further progress and to improve levels of attainment.
14. Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and number work. The reading diary provides a good link between home and school. Parents are happy with the amount of homework given and expressed this view at their meeting with inspectors. A small percentage of parents expressed some concern on the questionnaire. Inspectors found homework is consistently given to pupils and supports their learning well.
15. The quality of support that pupils with special educational needs and those for whom English is an additional language receive is very good and ensures they are fully included in all aspects of school life. Individual education plans (IEPs) exist for all pupils who have been identified and placed on the special needs register. They are well planned and structured and identify appropriate and realistic goals. Good provision for pupils with special educational needs is made by planning tasks that are well matched to their needs, enabling pupils to make very good progress towards the targets set for them. Pupils who work in small groups with teaching assistants make very good progress. For example, in a Year 1 lesson when pupils were learning about money, a good range of tasks, and the teaching assistant's high expectations motivated pupils well and pupils' comments of 'I'm really trying hard' reflected their great effort. Pupils successfully completed the task and gained a clear understanding of the value of coins to 50 pence. Pupils who have English as an additional language are well supported by adults and pupils alike. For example in a Year 1 art lesson, a pupil with limited English was given a 'talking partner' who had very good language skills to help him discuss his ideas about the work of Picasso.

The school provides a stimulating curriculum enriched by many visits, visitors and a wide range of interesting experiences in all subjects. Very good provision is made to help all pupils develop socially and morally.

16. The school has made a very good improvement in the concerns expressed in the last report about the spiritual and cultural aspects of the curriculum. Through a planned programme, the school effectively provides a wide range of experiences for pupils' spiritual and cultural development. There are planned opportunities in lessons for pupils to reflect on and discuss their views with others about other cultures and beliefs. The curriculum takes account of the needs of all its pupils and the school provides many experiences that enrich the curriculum. For example, Year 2 have visited the Cultural Centre at Birkenhead linked to their work on Diwali. In discussion with pupils they felt the visit had 'brought the subject to life and made it more interesting'. Recently a group of professional writers came into the school to talk about their work. Over the year all classes visit places of interest to enrich their work in lessons and good use is also made of the local community. An extensive programme of visitors to the school, workshops, competitions, joint activities with the junior school, charitable events and school association activities, enriches the curriculum. There are good links with local church, charities, the local hospice and members of the community. The curriculum provides interest, knowledge and excitement for pupils through the teaching in different subjects and has a very positive influence on

their personal development. Teachers clearly identify opportunities for spiritual and cultural development in lessons. Good opportunities were seen in assemblies, circle time, religious education, music, art and physical education. For example, in a Year 1 circle time session, the pupils were given the opportunity to reflect on 'Who is your special friend and why?' or 'What do you feel you have done well today?'

17. Provision for pupils' moral development is very good and is successfully promoted by the school code of behaviour and effective teamwork between pupils, all school staff and parents. Effort and achievement are consistently rewarded by an ongoing merit system. Staff make good use of praise and successfully build on positive behaviour. All staff provide excellent role models by setting a clear example. Pupils learn from the respect and consideration shown to them. Themes in assembly particularly support the shared values and principles, and opportunities are provided in circle time when pupils discuss many issues. Older pupils' behaviour towards the younger ones actively shows thought and care. Pupils demonstrate a good understanding of right from wrong. Several instances were seen of pupils helping others in difficulty in the teaching areas. Value is placed on every pupil's work and effort. Such recognition is successfully reflected in the attractive displays of their work around the school and in the conversations between teachers and pupils during lessons.
18. The school's provision for social development is very good. Pupils are encouraged to be self-reliant and to show consideration and concern for others. Pupils are helped to develop an understanding of citizenship; for example pupils are providing boxes for 'Operation Christmas Child.' Pupils are also taught to have a concern for the environment, for example, pupils are taking part in an 'Eco-schools' project and are putting forward ideas to further develop the school grounds. The school is involved closely with the community. The school takes part in celebrations such as Harvest Festival and supports the Royal National Institute for the Blind, National Children's Homes and Remembrance Day. Older pupils are given responsibilities in the school. During lunchtime, pupils successfully act as monitors looking after younger pupils; they also act as register monitors. They sensibly look after younger pupils at playtimes and at lunch times. The pupils collect for charities, enjoy educational visits and relate to members of the community as the occasion arises. There have been occasions when pupils from the school have entertained senior citizens for example, at the Harvest Festival celebration. There is a clear code for good behaviour through 'Golden Rules' and this is embedded in the teaching and life of the school. Opportunities for social development permeate every area of the curriculum and help pupils develop high self-esteem and positive skills of social interaction. Their achievements are acknowledged with special certificates for good behaviour and positive attitudes. A strong incentive for pupils is 'Golden Time' at the end of the week when they choose an activity they wish to do in recognition of their hard work and good behaviour. There are many opportunities for pupils to work co-operatively in class. A strength of the school is the way in which it encourages the pupils to take the initiative in lessons and to develop their interests further. Pupils begin to organise their own learning and to make decisions.

The headteacher provides very strong leadership and with the help of a conscientious team of teachers and very supportive governors, successfully plans and evaluates the work of the school.

19. The school is very well led by a very conscientious headteacher, who provides clear educational direction. She sets a very good example to the school's community in upholding the ethos of the school and has the respect of staff, pupils, governors and parents alike. The headteacher has successfully implemented the introduction of monitoring of teaching, target setting and developing a team approach to curriculum management. Through her endeavours, the school has twice received an Investors in People award and an Achievement Award from the Department for Education and Employment. This has helped bring about an improvement in the management of the

school. There is a very effective management structure in place that leads to regular involvement of all staff through clear channels of communication. Individual teams share a curriculum area; this has proved to be particularly effective in actively involving all staff in the development of the school. In providing professional support, the headteacher, with strong support from the deputy, has built a loyal, hard-working team who share her commitment to creating a happy, stimulating environment for pupils with a clear focus on all pupils achieving their potential.

20. A strength is the effective monitoring which takes place. The headteacher and deputy rigorously monitor teaching and curriculum development. Every term the headteacher monitors each class and discusses her findings with the class-teacher. This provides opportunities to exchange thoughts about successes, as well as to discuss areas of improvement to the quality of teaching. Coordinators have clear and realistic responsibilities that are laid out in their detailed job descriptions. The school's development plan features relevant targets set for the different subjects. Appropriate structures exist for coordinators to monitor teachers' planning, give advice on, and develop their subject. Teachers complete an audit of their subject and produce a written report indicating areas of strength and areas in need of development. From this an action plan is created indicating how improvements can be made. This information is then shared with colleagues and governors and a review date is set. This has been particularly effective in English, where through classroom observation, areas of development have been identified and are being improved for example, extended writing.
21. The school has made a very good improvement in the issue raised in the last report concerned with development planning. This aspect of the school's management is now a strength of the school and involves the whole staff and governing body in the setting of relevant priorities and targets for the coming year. The format shows very good practice. It successfully identifies key areas for development, is carefully costed and has criteria to judge success by. Progress on areas of development is evaluated carefully, for example the headteacher receives termly reports from coordinators on the progress made in the priorities identified in the development plan, related to its impact on pupils' performance. Adjustments are then made to the plan in the light of these evaluations where necessary; this creates a working document and an effective management tool.
22. The school has a detailed spending plan that is carefully linked to the development plan and consequently, the school uses the money it receives well. Educational developments are supported well through financial planning; for instance, large amounts of money have been spent on priorities such as literacy and numeracy. Members of the governing body are appropriately included in consultations and receive regular updates on income and expenditure. The headteacher and governors conscientiously evaluate the impact of spending. For example, as a result of monitoring, the school provided extra teaching assistants to support pupils with special needs. As a result pupils with special needs are well supported and teachers appreciate the help they receive. Monitoring the progress of these pupils has shown how successful this provision has been. The modest surplus has been carefully acquired over several years by careful budgeting and is seen as a necessary security against the need to provide extra teaching support for pupils in large year groups in order to raise standards further; this is a major priority for the school.

WHAT COULD BE IMPROVED

By the time pupils leave the school, the quality of the presentation of their work and of their handwriting is not as high as their other language and numeracy skills.

23. The school has successfully introduced the National Literacy and Numeracy strategy. Pupils are taught these basic skills well and achieve high standards. However, the quality of presentation of their work and the standard they achieve with their handwriting do not meet the high standard achieved in other aspects of their work, for example, in their spelling, use of grammar and computational skills. Children are appropriately introduced to letter formation in Reception classes and most achieve a reasonable standard but there are examples of letters being incorrectly formed and not all children hold their pencil correctly. In Year 1 and 2 classes there is inconsistency in the attention given to further developing these skills and pupils do not practise their handwriting enough. As a result on many occasions letters are not consistent in size and are not joined. The time and focus given to handwriting is not consistent and by the age of seven, some pupils display bad habits. These habits include holding their pencil incorrectly, poor posture and starting and finishing letters at the wrong place. At times, when handwriting is taught it is with the whole class and as a result the teacher does not always see how pupils are forming their letters or holding their pencils. Where teaching is more effective the teacher works with small groups to monitor these aspects carefully in order to prevent bad habits being formed. At times, pupils' work is poorly presented.

The good assessment procedures in place, for example in English and mathematics, are not evident in other subjects. As a result, teachers do not have a clear picture of what pupils know, understand or what they can do in these subjects.

24. The school has good systems in place in English, mathematics, science, DT and ICT to assess and record pupils' achievements. Current assessment procedures successfully reflect the National Curriculum level pupils have achieved. At the end of the week, teachers evaluate the pupils' work and record those pupils who have achieved the learning objectives and those who have not. This information is used to plan future work. The school has also introduced target setting for pupils, which has proved successful in motivating pupils. For example, the 'Clever Caterpillar's' target in one Year 1 pupil's numeracy book was 'to count 10 more 10 less accurately using a number line' or a group literacy target for Year 2 pupils was 'to make sure I use capital letters and full stops in my work'. These procedures are well established in English and mathematics. However, this good practice is not in evidence in other subjects and pupils are not regularly formally assessed, resulting in little recorded evidence of what pupils know, understand or what they can do in these subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. Overall, the school is doing well but further improvements can be made by focusing on:
- (1) further improving pupils' handwriting skills and raising the standard of presentation of pupils' work;
 - (2) extending the good assessment and recording practice established in English and mathematics into all other subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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
Number	0	12	5	3	0	0	0
Percentage	0	60	25	15	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 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)	24	159
Number of full-time pupils known to be eligible for free school meals	n/a	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	27

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	27
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.5

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	32	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	24
	Girls	32	32	32
	Total	55	54	56
Percentage of pupils at NC level 2 or above	School	98 (93)	96 (98)	100 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	32	32	32
	Total	55	56	56
Percentage of pupils at NC level 2 or above	School	98 (98)	100 (98)	100 (100)
	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	1
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	1
Chinese	0
White	214
Any other minority ethnic group	3

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	2	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)	8
Number of pupils per qualified teacher	19.9
Average class size	26.5

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	167.5

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	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	395,487
Total expenditure	380,386
Expenditure per pupil	2,125
Balance brought forward from previous year	32,155
Balance carried forward to next year	47,256

Recruitment of teachers

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

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	54	39	1	0	5
My child gets the right amount of work to do at home.	53	35	3	0	9
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	61	34	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	23	1	0	0
The school expects my child to work hard and achieve his or her best.	70	27	0	0	4
The school works closely with parents.	54	41	4	0	1
The school is well led and managed.	75	22	1	0	3
The school is helping my child become mature and responsible.	76	20	0	0	4
The school provides an interesting range of activities outside lessons.	28	25	20	3	24