

## INSPECTION REPORT

### **WALLACE FIELDS FIRST SCHOOL**

Ewell, Epsom

LEA area: Surrey

Unique reference number: 125036

Headteacher: Ms. N. Mann

Reporting inspector: Mrs. S. Halley  
8203

Dates of inspection: 13<sup>th</sup> -14<sup>th</sup> February, 2001

Inspection number: 197070

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
Gender of pupils:	Mixed
School address:	Wallace Fields, Ewell, Epsom Surrey
Postcode:	KT17 3AS
Telephone number:	0208 3940647
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Anne Samuel
Date of previous inspection:	March, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Wallace Fields is situated in the pleasant residential suburb of Ewell, not far from Epsom in Surrey. There are 179 pupils on the roll, 82 boys and 97 girls, aged between 4 and 7. This is larger than most schools for pupils in this age group, but smaller than most primary schools. At the time of the inspection, there were 31 children under five in two mixed age reception classes. There are no pupils from refugee or travelling families, and very few from an ethnic minority background. Three pupils come from homes where English is an additional language, but none is at an early stage of acquiring the language. Pupils on the register of special educational need number 22, a proportion which is below the national average. There is one pupil with a statement of special educational need and this is also below the national average. The needs include dyslexia and moderate learning difficulties. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs. The majority of pupils enter the school with attainment which is above the county average in all aspects of learning.

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

Taking into account the high standards pupils attain and their very good achievement, the very good quality of teaching and the good leadership and management, the school is very effective and continues to provide good value for money.

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

- The very good quality of teaching which leads to the high standards attained at the age of seven in English, mathematics and science
- The excellent provision for pupils' personal, including spiritual, social, moral and cultural development
- The very good provision for pupils with special educational needs which ensures total social inclusion

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

- Further assistance for teachers' planning in the updating of the collection of portfolios of pupils' completed work relating to National Curriculum levels
- The school's formal procedures for risk assessment
- The understanding between parents and headteacher of how opportunities outside lessons can be increased
- The quality of written reports to parents to comply with the school's new policy for marking

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

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

The school was last inspected in March, 1997, and areas for improvement identified were thoroughly addressed in the school's post-inspection plan. Planning, assessment and the use of assessment information in planning have improved greatly, the new headteacher has established a rigorous regime of classroom observation, the school development plan has been fully revised and is now a very useful working tool to drive the school's aims. The keeping of registers of pupils' attendance now complies with statutory requirements. All these initiatives have helped to maintain the pupils' high standard of attainment. Overall, improvement has been very good since the previous inspection.

## 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
	1998	1999	2000	2000
Reading	A*	A	A*	A
Writing	A*	A	A	A
Mathematics	A*	A*	A*	A

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

The school's results for the latest national assessment tests in reading and mathematics put them in the highest five per cent of schools nationally. Standards in writing and mathematics are well above the national average. Compared with similar schools, standards are well above the average in all three core subjects. The school successfully meets the challenging targets it sets for pupils, based on their prior attainment. The trend in improvement in standards is broadly in line with the national expectation. In the work seen, standards in English and mathematics were well above the national expectation. Children in the foundation stage in both reception classes are likely to exceed the national early learning goals by the end of the reception year. All pupils, including those with special educational needs and the more able, work well to achieve their best.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school, and tackle their work eagerly.
Behaviour, in and out of classrooms	Very good. Pupils behave well, both in classrooms and around the school.
Personal development and relationships	Good. Teachers and other adults in the school set very good examples.
Attendance	Good. Pupils are generally punctual and lessons begin and end on time.

Pupils come to school expecting to work hard and they do so. They tackle their tasks well, and persevere even when they find them demanding. They fully understand and appreciate the school's system of rewards and sanctions and are proud of their efforts. Pupils form very constructive relationships with each other particularly in the pleasant, family atmosphere of a shared lunch-time, when the oldest serve the youngest. They work well in pairs, small groups and as classes and their very good behaviour contributes to their learning.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
Lessons seen overall	Very good	Very good

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

The overall quality of teaching in the school is very good, and leads to very good learning. Six per cent of teaching seen was excellent, 33 per cent very good and the remaining 61 per cent good. No unsatisfactory teaching was seen. Teachers plan their lessons very well and ensure that the tasks set match the individual needs of pupils so that all needs are met. Their high expectations of achievement and behaviour and the brisk pace of lessons ensure that all pupils, including those with special educational needs, achieve very well. Teachers use the literacy hour very effectively to improve pupils' attainment in English. The quality of teaching of mathematics was good in all lessons, and pupils make very effective use of their numeracy skills in other subjects such as science, geography and design and technology. Children in the foundation stage are very well taught and the school builds well on their good attainment on entry to ensure that they are likely to exceed the expectations of the national early learning goals by the end of the reception year.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched by a varied range of visits out of school and visitors to the school.
Provision for pupils with special educational needs	Very good. Needs are identified early and very good support is given. The needs of more able pupils are well addressed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school provides a strong moral framework in which pupils develop clear personal values. Assemblies address their spiritual needs very well, while their cultural experience is enhanced by visits outside the school.
How well the school cares for its pupils	The school provides a supportive and caring environment. Assessment procedures are particularly good, enabling teachers to set targets realistically based on pupils' prior attainment. Arrangements for child protection are satisfactory.

The curriculum is broad and balanced, and there is a wide variety of opportunities offered to improve personal and social development outside lessons. The school takes good care of pupils and all procedures for child protection are understood and implemented by teachers and other adults in the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher, supported by her senior staff, has correctly identified priorities for improvements in the school's provision and has already effected changes which increase opportunities for pupils.

How well the governors fulfil their responsibilities	Good. The recent initiative of 'Governor of the Month' has increased governors' involvement in the monitoring and evaluation of school provision.
The school's evaluation of its performance	Very good. The headteacher and senior staff rigorously monitor provision and teaching and put appropriate procedures in place.
The strategic use of resources	Good. Governors make very good use of all available resources.

The headteacher has energetically and enthusiastically tackled her new role, particularly in terms of monitoring and evaluating school performance and the quality of teaching. Governors' financial procedures are good and they carefully apply the principles of best value when making large purchases or hiring expensive services.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The good teaching</li> <li>• They feel comfortable about approaching the school</li> <li>• The leadership and management of the school</li> <li>• The way in which the school helps their children to become more mature and responsible</li> <li>• Their children like school</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• Information about their children's progress</li> <li>• Activities outside lessons</li> </ul>

Inspectors agree with parents' positive views of the school. The inspection team judges that the amount of work pupils are given to do at home is appropriate and promotes learning. The school provides much valuable information for parents about their children's progress, and the new policy for improving the quality of marking is being well implemented. However, this evaluative information is not yet included in the annual written report. Inspectors also consider the range of activities outside lessons is sufficiently wide to foster pupils' personal and social development and that the school would find it extremely difficult to provide more opportunities without outside help.

## **PART B: COMMENTARY**

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

#### **The very good quality of teaching which leads to the high standards attained at the age of seven in English, mathematics and science**

1. The consistently very good teaching across the school ensures that pupils' attainment at the age of seven is very high in reading, compared with the national average. The proportion of pupils attaining the higher level in national assessment tests is also well above the national average. In writing and mathematics, pupils' standards of attainment are well above the national average at both the expected and the higher levels. Pupils generally exceed the challenging targets set for them in all three subjects, although this year attainment was a little lower because of the fluctuating abilities of children in that year group and the higher percentage of pupils with special educational needs. In comparison with similar schools, results are also well above the average. In the lessons seen during the inspection, standards were above the national expectation in all three subjects, and also in information and communication technology. Pupils are well on the way to exceeding national averages by a considerable margin again in 2001. Children in the foundation stage are well taught and are likely to exceed the national early learning goals by the end of the year.
2. Standards of speaking and listening are above the national average because teachers provide many opportunities for pupils to engage in discussion, for example, in the numeracy hour when pupils talk about how they have worked out the answer to problems. Most pupils speak clearly and confidently, and some higher attainers are very articulate, expressing themselves well. Very few pupils have difficulty finding the words they need. All pupils demonstrate their good listening skills in the answers they give to questions and in their thoughtful contributions to discussions, for example, in class discussions about the good qualities of their classmates. In these discussions on personal and social education, teachers encourage pupils to talk about their problems, fostering social interaction and respect for each other's views. Children in the reception classes are learning to listen carefully so they can follow their teachers' instructions properly.
3. The standard of reading is generally above the national expectation and well above, with pupils likely to achieve well above average results by the end of Year 1, let alone the end of the key stage. Teachers motivate pupils well by sharing their enthusiasm and fostering a love of books. Children in the foundation stage easily relate written letters to the sounds they make and are keen to participate in plenary sessions in the literacy hour, reading their stories to the rest of the class in the literacy hour. They handle books appropriately and pick out the details in illustrations to add to their enjoyment of the story. Pupils in Year 1 are extending their vocabulary very well. For example, one pupil was heard to say about a character in a story, 'He's very conceited', knowing exactly what she meant. In Year 2, most pupils are achieving standards well above the national expectation and make very good progress. Teachers use discussion times profitably; for example, to help pupils understand that antonyms are opposite.
4. More able pupils are working at a level much higher than the national expectation, particularly in the skills of deduction and inference from texts read, because the headteacher taking the group in Year 2 has very high expectations which are made clear to the pupils. She keeps the pace of the lesson going well and uses time-bonded targets to spell out her expectations to pupils very effectively. The teacher gives very good guidance to pupils on good work practice, for instance, underlining relevant text to help them work out the answer in comprehension exercises.
5. Standards in writing are well above the national expectation, with even the youngest children's writing developing well. This is due to the very good quality of teaching throughout the school, indicated in the very good planning, preparation and organisation of lessons. Children in the foundation stage are quick to correct their teacher's punctuation, for example, pointing out intentionally missing full stops. Higher attainers write sentences with capital letters and basic punctuation, with some teacher support. Children of all abilities are able to think of imaginative

endings to their stories. In Year 1, writing style is developing well because of the many opportunities given to pupils to practice. Higher attainers are beginning to make good use of words for effect, using capitals for effect, for example 'gave him an enormous CUDDLE.' Spelling is usually correct or at least justified phonetically. By the end of Year 2, pupils have developed knowledge, understanding and some skill in characterisation through description, and there is some extended writing of stories in which the scene is nicely set, for example, 'One cold day.'

6. The scrutiny of past work gives evidence of very good achievement over time for pupils of all abilities. Pupils are challenged through teachers' marking of their work which shows them how to improve. Teachers set targets in literacy to provide further challenge for individual pupils. All pupils are making good progress and are learning to write for a variety of purposes; for instance reports, instructions, and story-writing. Teachers offer many opportunities for pupils to make very effective use of their literacy skills across the curriculum, particularly in the good development of vocabulary associated with work in science, art and information and communication technology. All teachers maintain a good pace in lessons and their good relationships with their pupils ensure that there is no waste of time. If pupils are withdrawn for extra support, teachers take great care to ensure that they are given the necessary information to tackle the work set in their absence. Standards of presentation and handwriting are very good, with all pupils writing in a joined-up hand.
7. Standards in mathematics in the lessons seen are well above the national expectation in all aspects of the subjects. Teachers' clear and effective questioning ensures that all pupils participate in mental sessions at the appropriate level. Examination of past work shows that pupils achieve very well over time. The good support from classroom assistants and parent helpers has a positive effect on the rate of pupils' learning; for instance, understanding simple symmetry and drawing the basic reflective lines. Teachers plan many purposeful investigations for their classes. For example, pupils seek, identify and create new patterns in numbers, and accurately identify whether a movement is straight or turns. They use their mathematical knowledge, understanding and skills very effectively when working with larger numbers to 100, and in counting the edges, corners and faces of shapes. Teachers provide many opportunities for pupils to make good use of their numeracy skills across the curriculum, for example, in presenting scientific findings in tables, sets or simple graphs, or their use as a measuring tool in design and technology. This ensures that pupils make appropriate use of numeracy in geography for example, in tallying information in surveys to construct graphs and enter data on a computer database. Teachers' expectations, both academic and behavioural are very high. This results in very good behaviour and very good response to teaching, with commensurately very good progress.
8. In the lessons seen, standards in science are above the national expectation at the end of Year 2 and pupils are well on target to exceed it considerably in the national assessment tests next summer. Teachers question well, adapting vocabulary and content to the differing needs of pupils, to enable them all to tackle demanding tasks. Pupils know that some materials are better than others for particular purposes - for instance, for building houses - and develop an appropriate technical vocabulary; for example, rigid, soft, etc. The majority know and understand that snails are living creatures and should be handled with care so that no harm comes to them. A few more able pupils in the reception class know enough to persuade snails to move by offering a taste of lettuce! All look carefully, using magnifiers appropriately, and describe accurately and minutely what they see. They understand that electricity can be obtained from batteries as well as from a mains circuit and applied some interesting reasoning during their investigations; for instance, 'this battery must last longest because it is the heaviest.' In Year 1, pupils understand that, in order for a test of batteries to be fair, all the cells used must be new. Teachers set intriguing tasks and challenges and allow pupils to make their own investigations with little intervention. Teachers prepare and organise their lessons very well and great care is taken to make sure that resources are adequate and appropriate. Good use is made of support staff and volunteer parents, who are very well-briefed by teachers so that their questioning is effective, and they encourage pupils to talk and speculate whilst experimenting.

9. The teaching of information and communication technology is good and is improving rapidly as the subject develops throughout the school. Teachers give children in the foundation stage opportunities to produce artwork for the cover of their topic books using computers, and make use of their word-processing skills in producing simple greetings cards. In Year 1, teachers encourage pupils to use their numeracy skills to enter data on spreadsheets to make simple pictograms and block graphs. At the age of seven, word processing skills have developed so well that pupils are confident in changing font, colour, size and style of their work. Teachers' planning shows full coverage over the key stage, with the use of personal computers, lap and palm tops, videos and listening stations as an integral part of lessons, along with weekly whole class teaching of skills. Scrutiny of work in non-core subjects and of work on display shows that very good teaching has raised standards in art above the national expectation. Some exceptional attempts to reproduce the work of the impressionists - for example, Monet and Van Gogh - take pride of place in the school's art gallery.
10. Teachers' marking is consistent with the new policy recently introduced and gives good guidance to pupils and parents about what has been achieved, and how to improve. The use of display celebrates pupils' achievements, enhances the learning environment and is well developed as a learning resource to take knowledge and understanding forward.

**The excellent provision for pupils' personal, including spiritual, social, moral and cultural development.**

11. Pupils' attitudes to the school and their behaviour are very good. In none of the lessons observed was there anything less than good in this respect. Pupils relate very well to one another because they follow the very good examples of tolerance and respect for others set by their teachers and other adults in the school. This was particularly evident during the lunch-hour when a Year 2 server introduced a visitor to all members of staff working in the hall. The tone is set in the friendly exchanges in the playground when the headteacher greets all pupils by name as they arrive. Teachers implement the school's behaviour policy consistently and reinforce their behavioural expectations in their very well-established classroom routines. Assemblies are used to help pupils understand and accept moral and social responsibility through reflection on how their actions have consequences for others. Spiritual needs are addressed in the wide range of opportunities given to pupils to express their thoughts and feelings, for instance, through music, dance, art and drama. Provision for multicultural education is very good with many opportunities for pupils they learn about other religions and cultures represented in Britain. All pupils are interested in their work and keen to get on with tasks and to improve their performance because teachers provide interesting activities and encourage them to achieve their best. No incidents of bullying or rough behaviour on the playground or in the dining-hall were observed. Pupils from an early age develop a sense of right and wrong, what is acceptable or unacceptable behaviour because teachers use every opportunity to reinforce the school's expectations. They respond well to teachers' requests for 'waiting quietly' or 'sitting well', behaving in a responsible way. More able pupils in withdrawal support sessions are expected to work collaboratively in pairs and in discussions and this applies to many other lessons in the school. They are encouraged to look critically at their work and make the necessary corrections and amendments to improve it. Pupils of all abilities work very well together in pairs, groups and as classes and are encouraged to develop negotiation skills to select scribes for recording ideas when designing scientific investigations.

**The very good provision for pupils with special educational needs which ensures total social inclusion**

12. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs. Although most pupils enter the school with attainment which is above the country average in all aspects of learning, there are some who are below the average and these receive good extra support. They have full and equal access to the curriculum because provision is modified to suit their needs, and they receive extra help. For example, in numeracy sessions, through careful guidance and support together with lots of practical experience, pupils are learning to recognise lines of symmetry and starting to understand that

shapes such as square have more than one line of symmetry. The special needs assistant who takes charge of the speech and language support has good contact with the speech therapist who gives professional advice. She also has a good knowledge and understanding of the targets in the individual education plans and good guidance from the co-ordinator for special educational needs. Class teachers keep very good and detailed records of pupils' attainment which are used to help inform the review of individual education plans. The needs of more able pupils are also recognised and identified by the school and they, too, receive good additional support to ensure that all reach their potential.

13. The policy is clearly written so that parents can understand it, with clear statements on inclusion and the arrangements for special educational needs. It explains the speaking and listening support and the role of the attached therapist, and gives a good overview of the stages of the Code of Practice. Pupils are integrated happily and confidently into the school's environment and the greatest care is taken to ensure systematic progress by meeting pupils' needs. Special educational needs has a high prominence within the school and is always on the agenda of the School Improvement Plan and governors' meetings. In-service training for teachers and teaching assistants is provided appropriately, since the co-ordinator has written a suitable development plan based on identified priorities.
14. Teachers make good provision for pupils with special educational needs, using their individual education plans profitably to ensure they meet their targets. Good resources are provided and used effectively under the guidance of the co-ordinator. Withdrawal is appropriate for specific teaching; for example, the speaking and listening language support. Pupils with special educational needs consistently achieve well in relation to their prior attainment, because provision is good. Their needs are well known to the teachers and support assistants, who are well-briefed in advance of lessons. Lesson plans contain good detail of provision for pupils and tasks are adapted well to meet their individual needs. The co-ordinator has regular contact with all teaching and non-teaching staff, effectively keeping them up to date on current issues. She provides a good consultative role and, in particular, provides appropriate tasks and resources to help pupils meet targets. All staff concerned are present at reviews of individual education plans and annual reviews of statements, and parents are fully involved and informed. Targets are made known to pupils through the individual plans they all have. These are detailed, relevant and manageable. They are used well by classroom teachers to plan work that include pupils in mainstream activities. The requirements of statements of special educational need are met in full and the school adds further special needs assistant support.
15. Detailed assessment notes are kept by classroom and special needs assistants on the progress made, and form the basis of communication to supplement oral feedback. Classroom and special needs assistants are skilled in helping pupils to meet their targets. They have high expectations of independent learning and ensure pupils work purposefully. Good systems for assessment are in place to which teaching assistants make a strong contribution. Outside agencies also provide more detailed support and assessments in the review process.
16. The school adds substantial amounts to its special educational needs funding to make the good provision - for example, the generous number of support assistants and the very good speaking and listening support

## **WHAT COULD BE IMPROVED**

### **Further assistance for teachers' planning in the updating of the collection of portfolios of pupils' completed work relating to the National Curriculum**

17. Teachers already maintain high quality records and use their good assessment information very effectively in setting targets for classes and individuals. However, the school is aware that this could be improved if the portfolios of pupils' completed work were updated to match with the levels of the new National Curriculum, comparing them with national standards. The school has identified this as an area for development and has prioritised it in the current development plan.

### **The school's formal procedures for risk assessment**

18. The school carries out appropriately regular checks for risk assessment in which governors participate. However, this is rather informal and there is no check-list available. These procedures need to be formalised to improve the quality of the risk assessment process and to ensure that appropriate actions are taken to maintain the safe environment.

### **The understanding between parents and headteacher of how opportunities outside lessons can be increased**

19. The school provides a range of interesting extra-curricular activities such as visits to galleries, museums and places of historical interest, for example, the National Gallery, the local church, Painshill Park and Hampton Court. It welcomes visiting speakers, for example, the Metropolitan Police, coaches from Fulham Football Club, the Raptor Centre, the Science Bus and regular Book Fairs. Pupils are encouraged to raise funds for charities at home and abroad, for example, 'Save the Children', the Blue Peter Appeal and a sponsored 'bounce' for books for the school. Pupils also have the opportunity to work with established artists during Art weeks. They visit the local junior school to see their Christmas performance and welcome them in return for their own Nativity Play. A significant proportion of parents would like to see more after-school or lunchtime clubs provided for their children. The majority of these negative responses came from parents of pupils in the reception classes. Inspectors consider that these young pupils work very hard during the school day and that it is not necessarily to their benefit to extend it further by offering clubs. Equally, their hard-working teachers would find it a major burden to provide further opportunities outside lessons without help from outside; for example, parents prepared to give their own time to run clubs or by facilitating activities run by professionals for which parents pay.

### **The quality of written reports to parents to comply with the school's new policy for marking**

20. The annual written report to parents is mainly an account of topics covered, and there is little evaluative or developmental comment to inform parents of how much their children have achieved and what they can do to improve their work. The new policy for marking is being implemented well and this should be applied to the annual written report, which are not sufficiently clearly written for parents to understand the extent to which their child is reaching the appropriate standards for their age.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain and further improve already high standards, the headteacher, senior staff and governors should:

- (1) Provide further assistance for teachers in their planning for individual needs by:  
Effectively implementing the priority identified in the school improvement plan for updating the collection of portfolios of examples of the completed work of pupils relating to new National Curriculum requirements (*Para. 17*)\*\*\*
- (2) Establish formal procedures for risk assessment (*Para.18*)
- (3) Improve the understanding between parents and the school on what is realistic for activities outside lessons for this age group, and encourage parents who want more clubs to help provide them (*Para.19*)
- (4) Ensure that the written report to parents is sufficiently detailed with evaluations of pupils' attainments and suggestions for further improvements (*Para.20*)\*\*\*

\*\*\* *These issues have already been identified by the school and prioritised in the current improvement plan*

## 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	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	33	61	0	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	179
Number of full-time pupils known to be eligible for free school meals	N/a	5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	22

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### 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	9

## Attendance

### Authorised absence

	%
School data	3.9
National comparative data	5.9

### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	21	38	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	20
	Girls	37	37	37
	Total	58	57	57
Percentage of pupils at NC level 2 or above	School	98 (100)	97 (98)	97 (98)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	37	37	37
	Total	57	58	57
Percentage of pupils at NC level 2 or above	School	97 (98)	98 (98)	97 (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	2
Pakistani	1
Bangladeshi	0
Chinese	1
White	169
Any other minority ethnic group	6

*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)	7.2
Number of pupils per qualified teacher	24.8
Average class size	29.8

**Education support staff: YR – Y2**

Total number of education support staff	7
Total aggregate hours worked per week	87

**Financial information**

Financial year	2000
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	£
Total income	347530
Total expenditure	328075
Expenditure per pupil	1969
Balance brought forward from previous year	5300
Balance carried forward to next year	5300

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	179
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	4	0	1
My child is making good progress in school.	39	50	6	0	5
Behaviour in the school is good.	57	39	0	0	4
My child gets the right amount of work to do at home.	41	36	15	5	2
The teaching is good.	44	50	2	0	4
I am kept well informed about how my child is getting on.	19	56	20	4	1
I would feel comfortable about approaching the school with questions or a problem.	65	31	2	0	1
The school expects my child to work hard and achieve his or her best.	48	42	4	0	6
The school works closely with parents.	40	40	13	2	1
The school is well led and managed.	54	38	0	0	9
The school is helping my child become mature and responsible.	50	44	2	0	4
The school provides an interesting range of activities outside lessons.	10	28	26	15	21