

INSPECTION REPORT

ALL SAINTS C of E INFANTS SCHOOL

Tilford, Farnham

LEA area: Surrey

Unique reference number: 125198

Headteacher: Mrs A Wilson

Reporting inspector: Geoff Jones
11816

Dates of inspection: 11th – 12th March 2002

Inspection number: 197304

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 category:	Voluntary aided
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Tilford Road Tilford FARNHAM Surrey
Postcode:	GU10 2DA
Telephone number:	01252 792491
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Chris Smith
Date of previous inspection:	28 th – 30 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is in a village location, has 86 pupils (full time equivalent) on roll and is smaller than most other primary schools. There are three single-age classes. All three classes have 30 pupils but the reception class has some children who attend on a part-time basis. There are no pupils entitled to free school meals and three speak English as an additional language but there are two more pupils who are not yet statutory school age. The proportion of pupils entitled to free school meals is exceptionally low. There are five pupils from different ethnic backgrounds and apart from these all others pupils are white. Although the number of pupils who speak English as an additional language is small it represents nearly six per cent of the pupils attending the school and this percentage is higher than in most schools. The percentage of pupils identified as having special educational needs is 16.3 per cent and is well below the national average. There are 17 pupils on the register of special educational needs and of these, six need the support of outside specialists, and one has a statement of special educational need. The needs range from specific learning difficulties to emotional and behavioural complications. When pupils are first admitted to the reception class their attainments are generally above average. However, when the present Year 2 pupils first started school their levels of attainment were slightly below but nevertheless close to the average for their age.

HOW GOOD THE SCHOOL IS

The school is an effective school. Children's attainments are above average by the time they reach the end of the Foundation Stage and these standards are maintained throughout the pupils' time in the rest of the school. Standards in speaking, listening, reading, writing and mathematics are above average for seven year old pupils. Compared with the results of the previous two years, the slightly lower attainments of the present seven year old pupils are due to their initial attainments when they were first admitted to the school. Higher attaining pupils are extended well and very nearly half of the pupils were at least two years in advance of what is expected nationally in the latest annual national tests in reading and mathematics. Pupils' writing results also show that the proportion of pupils scoring higher levels is above the national average. The leadership and management provided by the head teacher are good. Teaching is monitored regularly and this ensures that the quality of lessons is good. The school gives good value for money.

What the school does well

- Pupils make good gains in literacy and numeracy and achieve well because the teaching of basic skills is effective.
- Opportunities for pupils' spiritual, moral and social development are very good and as a result pupils' development in these areas is very good.
- The provision for pupils with special educational needs is good and enables these pupils to make good progress.

What could be improved

- The use of assessment procedures to decide precisely the next step in pupils' learning and to identify general weaknesses in pupils' knowledge, skills and understanding so that these can be a focus for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since that time standards in reading, writing and mathematics have all improved. These improvements have been brought about largely by the effective way that teachers have introduced the National Literacy and Numeracy Strategies and by the careful setting of challenging yet realistic targets for pupils to achieve. Schemes of work have been introduced in all subjects and this has now ensured that National Curriculum requirements are met. The school development plan has improved and the school currently plans in greater depth with initiatives that cover a three-year period. The leadership and management of the head teacher have also improved and these are now good. Teaching is monitored regularly, targets are set for teachers and pupils' attainments are assessed regularly in order to check on their progress and to ensure that the work planned for them meets their learning requirements. However, not all assessment opportunities are used sufficiently in order to improve standards. For example, pupils' answers in the annual national tests are not analysed formally in order to identify the general weaknesses in

pupils' knowledge, skills and understanding. Such information is important so that the school can focus on specific areas of the curriculum that need improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	A	A	A
Writing	B	A	A	A
Mathematics	A	B	A	B

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

The school's results in the latest annual national tests show standards that are well above average compared with all other schools nationally. Compared with schools that have a similarly low proportion of pupils entitled to free school meals, the results indicate that standards are well above average in reading and writing and above average in mathematics. The school's results show that a very high standard in reading has been maintained over the last three years and an upward trend in writing over the same period has also been established. Although standards in mathematics have been at least above average the trend has been more erratic. The present standards observed by the inspection team during the two days of the inspection are above average in each of the three main areas of the curriculum. Children's attainments when they enter the school are usually above average but those of the present Year 2 pupils were close to the average for their age when they were first admitted to the reception class. When they leave the school at the age of seven their attainments are on course to be above average showing that these pupils achieve well. Pupils with special educational needs make good progress because they are supported well by the special needs co-ordinator and by classroom assistants during lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate on their work well and are very interested in the work planned for them. They enjoy attending school.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They play happily together in the playground and relate well to each other and to the adults in the school.
Personal development and relationships	Very good. All pupils take the attendance register to the school office. Older pupils accept responsibility readily and perform a range of responsible tasks sensibly.
Attendance	Satisfactory. The school's attendance rate is broadly in line with the national average. Rates of unauthorised absence are also close to the national average.

Pupils' personal development is nurtured by providing them with opportunities to develop responsibility. They operate the CD player, read out their own prayers and snuff out the candle during collective acts of worship. They also distribute and store the very wide range of playground equipment used during break times.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good. All teachers use good strategies to enable pupils to acquire basic skills and a good level of understanding. Children in the reception class receive well-planned and good quality learning experiences that enable them to become well grounded in communication, language and literacy as well as in mathematical development. These children are provided with a good start to their education because relationships and planning are of very high quality. The teaching of literacy and numeracy is good and results from careful planning of lessons because teachers have a good understanding of the strategies involved in literacy and numeracy. Teachers do not keep records of what each pupil has not achieved sufficiently in order to plan the next step in their learning. Teachers have high expectations of pupils' learning and this results in good progress in learning of higher attaining pupils especially. Pupils' behaviour is managed well in most lessons and their intellectual effort and pace of working are good as a result. Classroom assistants are used effectively to support pupils with special educational needs and also those for whom English is an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Activities are relevant and interesting for the age and interests of the pupils. Statutory requirements are met for National Curriculum subjects and religious education. Strategies for teaching literacy and numeracy are good. There is an effective balance to the curriculum.
Provision for pupils with special educational needs	Good. As a result of effective provision and good quality support, pupils with special educational needs make good progress. Pupils' individual education plans are well targeted and regularly reviewed.
Provision for pupils with English as an additional language	Good. The school provides well for pupils with English as an additional language. Pupils are well supported in the classrooms enabling them to achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school has a very good programme for pupils' personal, social and health education. Provision for pupils' spiritual, social and moral development is very good. Arrangements for cultural development are good.
How well the school cares for its pupils	Satisfactory. Procedures for child protection are good. Provision for pupils' welfare is sound. The school's procedures for assessing pupils' attainment and keeping track of their progress are satisfactory but not all teachers assess pupils' attainments during lessons.

The school has very effective links with parents. Communication is very good because newsletters are very detailed and information evenings for new parents are provided. The quality of written reports on pupils' progress is very good and includes self-evaluations by the pupils themselves. However, no targets for pupils to aim at in the following year are included. The school's arrangements for ongoing assessment and recording of pupils' attainments in English, mathematics, science, and information and communication technology are inconsistent. Not all teachers assess pupils against the objectives for the lessons so that the information can be used to plan the next step in pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher provides good leadership and management and gives a clear direction for the work of the school. Teachers and pupils are set annual National Curriculum attainment targets and these initiatives provide an impetus for continual improvement.
How well the governors fulfil their responsibilities	Very good. The governors fulfil their statutory duties very well and have a very good understanding of the school's strengths and weaknesses. Appropriate initiatives are put in place to improve standards.
The school's evaluation of its performance	Good. Teaching is monitored regularly and effectively as a means of improving the quality. The school compares its performance with other schools nationally and with similar schools. It does not use other approaches such as analysing pupils' answers in tests to identify areas where the school's performance is relatively weak.
The strategic use of resources	Good. Classroom assistants are effective when supporting groups of pupils, and work very closely with teachers. Learning resources for pupils are used effectively and the budget is used wisely.

The head teacher consults widely and has a successful style of management. New possible initiatives are discussed thoroughly with teachers and the governing body before they are implemented. The view of almost every parent who responded to the questionnaire was that the school is well led and managed. No parent disagreed with this judgement. The school applies the principles of best value well. Although the school does not consult parents on a range of issues frequently it does so occasionally. For example, parents were consulted about the new classroom designs, and the plans for purchasing new computer and physical education equipment were discussed at the annual general meeting of the Friends of the School Association. Whenever a large sum of money needs to be spent the school arranges for three quotations so that they obtain the best value for money.

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 school is well led and managed. • Children's behaviour is good. • Children enjoy coming to school. • The teaching is good. • The school helps children to become mature and responsible. • Children make good progress in school. 	<ul style="list-style-type: none"> • The information they receive about how their children are getting on at school. • The closeness with which the school works with parents. • The range of activities outside of lessons.

The inspection team agrees with all the positive views of parents. There were relatively few parents that expressed dissatisfaction when responding to the questionnaire. However, with one exception it disagrees with all main negative points arising from an analysis of the parents' questionnaire. The inspection team feels that the school works closely with parents. There are coffee mornings for each class for discussing concerns, and newsletters are detailed and informative. Information on what is to be taught in each year group is provided for parents in advance. Annual written reports on pupils provide useful information and, in addition, there are two evening opportunities per year for parents to consult with their child's class teacher. The team partially agrees with the parents' view about extra-curricular activities. Although, in common with most infant schools, there are no clubs for pupils outside of lesson time the school arranges a variety of educational visits such as a visit to London or Guildford Cathedral.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good gains in literacy and numeracy and achieve well because the teaching of basic skills is effective.

1. The good teaching of communication, language and literacy in the reception class enables children to develop the basic skills of speaking, listening, reading and writing effectively. They are taught in small groups using books that are suitable for their attainment levels. Children use copies of the same book so that they can follow the words with the teacher and the teacher uses a small whiteboard very usefully to write words from the book to assist their word recognition. Good strategies are used to promote children's understanding of the text by talking about the book before they start to read it and then carefully questioning them about what they think is happening in the story. Whole class sessions are also used well to improve children's reading skills. Books with large sized print are used to share simple stories very successfully with the class. During these occasions the pictures are linked with the story to familiarise children with one of the ways of understanding the meaning of the words and sentences. The teacher uses a pointer very effectively to refer to different words and to familiarise children with the left to right direction involved in reading and writing. The teacher uses good techniques to focus children's attention on letter sounds. For example, she used deliberate mistakes when reading the story aloud such as 'Five little ducks went *singing* one day' instead of five little ducks went *swimming* one day. This enables children to link illustrations with the text and also affords well-taken opportunities for the teacher to exemplify letter sounds by comparing the sounds 'sw' and 'si'. Children are also provided with well-planned opportunities to practise writing. They are encouraged effectively to write their own versions of words and sentences as well as practising letter formations by tracing over printed letters, joining dots to form individual letters and then writing these on their own. This results in a gradual emergence of independently produced writing and they learn to write and spell words through the teacher's careful focus on letter sounds and different challenges. For instance, children are asked to identify words that end in specific letters or to write three letter words linked with different pictures. Their writing is often linked with the books they are reading and this makes it more meaningful for the children. They write, for example, warning posters to warn ducks about the dangers of the fox that lives in the vicinity. Not only are the children encouraged to speak and listen during class discussions but they are also provided with opportunities to develop these skills in role-play situations set up by the class teacher. They act out situations in the 'class restaurant' and pretend to be a chef or a customer. All such experiences provide them with a firm basis on which to build their reading and writing skills rapidly when they move into Year 1.
2. Year 1 pupils receive enthusiastic and very good quality teaching, resulting in standards that are well above average in reading and writing. The teacher has high expectations of the pupils and they respond very well by making a very positive intellectual effort. This was very well illustrated in a very good quality literacy lesson. After a very clear explanation from the teacher, pupils were expected to place words in alphabetical order. The teacher challenged the more able pupils even further by giving them words that all began with the same initial letter. Such an activity was potentially difficult for pupils of this age but they rose to the challenge very successfully. Their writing is developing very well partly because the teacher provides good quality marking that tells them clearly how to improve their work and also because the teaching during lessons is very well planned and allows them to develop their knowledge, skills and understanding step by step. Pupils are supported effectively when they write because the teacher provides key words that match the needs of different groups of pupils. For example, whilst writing about a well-known nursery story, pupils are provided with words such as 'Red Riding Hood', 'woods', 'path', 'granny's house' etc. This gives them confidence to construct sentences using more familiar words as well as those provided. Pupils are also constantly encouraged to talk about their ideas and opinions during class discussions. This helps to clarify their thoughts and, in turn, assists the quality of their writing.

3. The good teaching for Year 2 pupils enables them to attain at an above average level. This represents good achievement because the overall attainment of this group of pupils was close to the average when they were first admitted to the school. Lessons are planned thoroughly so that the activities fit the needs of different groups of pupils. For example, average pupils were provided with work that involved categorising vowel sounds into long or short sounds so that they familiarised themselves with the corresponding spelling conventions. Higher attaining pupils worked on inserting missing appropriate words into texts so that the meaning was clear and sensible as well as punctuating the passages correctly. Classroom assistants supported lower attaining pupils very capably whilst they were correctly sequencing words in sentences using separate word cards. At the same time pupils were using a computer program to improve their spelling of specific words. The classroom assistant supports pupils for whom English is an additional language very effectively by quietly explaining what the teacher means if they experience difficulty in understanding. She also carefully explains the aim of the activity they have been asked to do by the class teacher.
4. The teaching of mathematical development in the reception class is good quality. Lesson planning is good and includes useful preliminary activities such as continuing patterns made from three different coloured squares or matching existing patterns that are challenging to copy for young children. This develops familiarity with identifying patterns in mathematics which these young children will be doing in their next few years at the school. The teacher uses familiar objects for the children to learn from, such as dominoes. They learn to make totals of eight in as many different ways as possible. Children are supported well by classroom assistants when they are learning to count objects up to a maximum of ten. It is important at this stage in their learning for the teacher not to rush children by presenting too many activities aimed at learning different mathematical ideas. The reception class teacher consolidates children's understanding well and uses good questioning techniques to assess how well they have understood before moving them on to the next step in their learning.
5. The pace of learning mathematics begins to increase for Year 1 pupils because they have been provided with a solid base of understanding in the reception class. The class teacher uses very good strategies to enable pupils to understand and become familiar with the basic skills of mathematics. For example, she uses a 'washing line' stretched across the classroom with a knot in the middle to enable pupils to understand halving and doubling numbers. To double three, for instance, she puts three pegs on one side of the line so that pupils can imagine three on the other side of the 'washing line'. The teacher extends the more able pupils by challenging them to double 21. She puts two small bags of 10 pegs and a single peg on one half of the line to support pupils in their thinking. The teacher also uses a pulley system so that a number line with attached number cards from 1 to 20 can be lowered to the pupils' eye line. These can be removed and attached to a magnetic white board so that pupils can demonstrate and consolidate their knowledge of number bonds. This approach is very effective because in one interesting lesson pupils subsequently showed they had attained good skills in number bonds by throwing a die, recording the number and calculating a second number that when added to the first would make a total of ten. The mathematical attainments of the Year 1 pupils are well above the level expected for this age group.
6. The good teaching in Year 2 has contributed to the pupils' good achievements in mastering basic mathematical skills. Again, the teacher provides strategies that assist pupils' understanding and provide quick ways of calculating successfully. For instance pupils work intensively on subtracting ten or multiples of ten away from larger numbers. They notice the connection between the answer and the bigger number and begin to see a pattern. As a result of the good work throughout the school on the importance of number and other patterns pupils reach standards that enable them to achieve at an above average level. For example, pupils know that subtraction facts always have corresponding addition facts. They know for instance, that if $62 + 5 = 67$ then $67 - 5 = 62$. Such good understanding enables them to cope well with mathematical problems.

Opportunities for pupils' spiritual, moral and social development are very good and as a result pupils' development in these areas is very good.

7. The school's very good provision for the pupils' spiritual development enables pupils to begin to form beliefs and to develop an understanding of other people's feelings and emotions. Collective acts of worship focus frequently on how other people feel and pupils are encouraged, for example, to say 'thank you' to acknowledge acts of kindness or to say 'sorry' to let others know that they understand that their feelings might be hurt. The head teacher introduces such concepts by telling poignant stories about children who never help others or asking them to reflect on the kind of things they could do to help their mother. They are taught about a small range of different religious beliefs so that through knowledge and understanding they can develop, amongst other things, a respect for different religions. Teachers set very good examples of respecting the views and opinions of others by valuing the contributions of every pupil during classroom discussions. This creates a climate in which all pupils grow and flourish in a secure environment and an ethos of respect for others as individuals. Lighting a candle during assemblies enhances the atmosphere of calm reflection that is encouraged within the school. Pupils become used to linking the gentle flame of a candle with a period of reflective thought and concentration. An interesting whole-school activity that was led by the head teacher encapsulated the school's approach. Pupils planted tomato seeds in pots and observed them regularly. Each seed was named after one of the fruits of the spirit and when they had grown the head teacher discussed each one individually. They discussed, for example, what it meant to be patient or to be faithful and the difficulties involved in these.
8. The school provides very good moral development for pupils. A sense of appropriate behaviour in school is promoted by continual reference to the school's maxim 'we come to school to learn and to enable others to learn.' Teachers encourage pupils to take responsibility for their actions. For example, pupils are encouraged to collect all items they have used during the lesson and put them away in the correct place. This promotes in them successfully a respect for property and develops aspects of a code of behaviour. Pupils' moral understanding is developed effectively through the use of stories in collective acts of worship or in English, history or religious education lessons. For instance, pupils listen to stories about animals that portray moral virtue in the face of adversity. Pupils are rewarded for expressions of moral insight or good behaviour. Reception class children, for example, have their kindly acts or good behaviour recorded on star shaped paper that is pinned on the class display board, with messages such as 'For (*named child*), who gave someone else some of his play dough' or 'For - - -, who tidied up all of the blocks.'
9. The way the school provides for pupils' social development is also very good. The school provides opportunities for them to exercise personal responsibility. Pupils are encouraged to accept responsible jobs within the school. For example, they perform routine classroom tasks such as changing the data on the weatherboard or returning attendance registers to the school office. All pupils are expected to accept responsibility for classroom equipment; they get it out and put it away in the correct place. Older pupils operate the CD player during assemblies as well as snuffing out the assembly candle at the appropriate time. Year 2 pupils put out the playground equipment at the beginning of break time and all pupils know they must return these to the appropriate containers at the end of the playtime. They are also encouraged to work co-operatively during lessons. This provides opportunities for pupils to participate in collective decision-making and to experience coming to a compromise when making choices within a group. Pupils are also helped to develop personal qualities such as thoughtfulness and empathy. The school makes them aware of the plight of others less fortunate than themselves. For instance, they raised money for children in Gambia, they sent money collected for the Afghanistan relief fund and take part in the Christmas term Christingle service which is run for the benefit of the Children's Society.

The provision for pupils with special educational needs is effective and enables these pupils to make good progress.

10. The co-ordinator for pupils with special educational needs is very effective in following up the concerns of class teachers and parents. She successfully assesses the difficulties experienced by pupils, using a range of tests and other evaluative tools to make decisions on what steps should be taken, if any, to support and help them. The assessments very appropriately include indications of under-achievement and diagnostic tests. This enables the co-ordinator to make successful decisions about the nature of the support pupils should receive. A very wide range of initiatives is used very effectively to assist pupils to overcome learning problems. For example, one pupil was persisting in using his left hand for writing on the left side of the page and then changing to using the right hand when the writing reached the centre of the page. This problem is well on the way to being rectified by regular practice and help from the co-ordinator using a plastic fly swat and a balloon. The pupil used his natural hand to hold the fly swat whilst the co-ordinator gently threw the balloon, randomly aiming at both his left and right sides. This helped the pupil very strongly in becoming familiar with using a single hand for hitting the balloon on both sides of his body. The process is successfully transferring to his writing and he is beginning to get used to using one hand only.
11. The special needs co-ordinator produces very carefully constructed individual education plans for pupils with special educational needs. These are good quality plans that contain precise and measurable objectives for the pupil to achieve. The plans are reviewed every six weeks and this enables frequent evaluations of the pupil's progress and further steps to be taken to bring about rapid improvement. This was corroborated by many of the parents who attended the pre-inspection meeting with the registered inspector. They felt that pupils' problems were quickly picked up and dealt with successfully. Other parents expressed the strong view that the school showed a deep understanding of pupils' overall needs.
12. The special needs co-ordinator provides good quality training for classroom assistants and also provides very helpful advice for teachers about strategies for helping lower attaining pupils with learning. This enables them to support pupils' learning effectively during lessons. The co-ordinator withdraws some pupils from lessons to support them through good and clearly directed teaching and the classroom assistants support others very ably in the classroom. The school aims to support pupils' learning so that all reach the level expected nationally for seven year olds by the time they take the annual national tests in Year 2. This aim has been achieved almost totally successfully for the past two years' results and with just over sixteen per cent of the pupils on the special needs register the school's approach has been fruitful for its pupils' learning and progress.

WHAT COULD BE IMPROVED

The use of assessment procedures to decide the next step in pupils' learning and to identify general weaknesses in pupils' knowledge, skills and understanding so that these can be a focus for improvement.

13. Teachers use the results of individual tests to help them to set realistic annual attainment targets for each pupil. They keep a careful track of each pupil's progress throughout the year to ensure that individuals are on track to achieve them within the specified time period. However, not all teachers have well-trying procedures for assessing and recording pupils' attainments during lessons. Although teachers adopt the good practice of setting and sharing objectives for the lesson with the pupils in their class, these are not always sufficiently clear and specific to be able to make judgements about whether they have been achieved. In addition, different activities are planned for specific groups of pupils but these groups do not have objectives for what they should know, do or understand by the end of the lesson. This makes it more difficult for the teacher to be able to say with certainty that all, some or none of the group has achieved the aim of the activity. It is also difficult for the teachers to plan the

next steps in pupils' learning for subsequent lessons because they do not have the information recorded as an essential aid to planning future lessons.

14. The school does not formally analyse pupils' answers in the annual national tests for seven year olds. To do so would provide very useful statistical information about areas of the curriculum that a significant proportion of pupils did not understand. Such information would identify a suitable focus for teaching and learning in the coming months that might help pupils overcome their difficulties.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further and ensure good progress for all pupils, the head teacher, staff and governors should:

1. Ensure that appropriate assessment procedures are used to decide the next step in pupils' learning and for identifying general weaknesses in pupils' knowledge and understanding of English and mathematics by:
 - ensuring that lesson plans have clear and measurable learning objectives for the work of each group of pupils; (paragraph 13)
 - evaluating the extent to which individual pupils have achieved the objectives; (paragraph 13)
 - using the information to support the planning of subsequent lessons that meet the needs of the pupils; (paragraph 13)
 - analysing all pupils' answers in the annual national tests to identify areas where the general level of knowledge and understanding is weakest. (paragraph 14)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

8

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	4	0	0	0	0
Percentage	0	50	50	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than twelve percentage points

Information about the school's pupils

Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)	86
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

Yr – Y2

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	17

English as an additional language

No of pupils

Number of pupils with English as an additional language	3
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	1
White	57
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	21.5
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	98

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	224571
Total expenditure	230510
Expenditure per pupil	2417
Balance brought forward from previous year	16557
Balance carried forward to next year	10618

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	1
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	86
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	13	2	0	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	72	25	0	0	3
My child gets the right amount of work to do at home.	58	30	6	2	4
The teaching is good.	79	19	2	0	0
I am kept well informed about how my child is getting on.	40	47	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	0	4	0
The school expects my child to work hard and achieve his or her best.	58	36	4	0	2
The school works closely with parents.	47	40	11	2	0
The school is well led and managed.	77	21	0	0	2
The school is helping my child become mature and responsible.	75	17	0	2	6
The school provides an interesting range of activities outside lessons.	21	47	19	4	9