

# INSPECTION REPORT

## SACRISTON NURSERY AND INFANT SCHOOL

Sacriston, Durham

LEA area: Durham

Unique reference number: 114007

Head teacher: Miss L Farnaby

Reporting inspector: Mrs J Bell  
2456

Dates of inspection: 26 - 27 February 2002

Inspection number: 197553

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and infant school
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Witton Road Sacriston Durham
Postcode:	DH7 6LQ
Telephone number:	0191 3710777
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J J Tinnion
Date of previous inspection:	22 September 1997

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

### **INFORMATION ABOUT THE SCHOOL**

Sacriston Nursery and Infant School is smaller than average and admits pupils from three to seven. It serves families in the village of Sacriston, a once thriving mining community. The decline of coal mining in the area means that the village is in an area of social disadvantage. The school opened in 1910 and shares the site with the junior school. Numbers have risen substantially since the last inspection and there are 136 pupils on roll plus a further 45 who attend part-time in the nursery. The school has 27 per cent of pupils who are eligible for free school meals; this is above the national average. The school has a mainly white intake with four pupils from other ethnic backgrounds. Although these pupils have been identified as having English as an additional language, they are not at an early stage of learning English and do not require extra support. The attainment of children on entry to nursery is below, and often well below what is typical of three year olds, particularly in language and number skills. Quite a few children lack social skills and initially lack confidence in playing and sharing toys and equipment with others. The school has 20 per cent of pupils on the register of special educational needs, close to the national average. Only one child has a statement of specific need. During the past year, 17 pupils joined the school during the year and 15 left. This level of transience means that their learning is disrupted but the school provides good support to these pupils and their families. The school gained recognition for the quality of its work when it was awarded the Department for Education and Employment (DfEE) 'Excellence Award' in 2000 and in 2001 received the Local Education Authority's 'Quality Award'. It is currently involved in the 'Healthy Horizons' family sport and fitness programme funded by Education Extra.

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

This is an excellent school. The head teacher provides excellent leadership and a very clear direction to ensure that all pupils, whatever their background and ability are able to succeed. The school is very well managed with the effective support of the deputy head teacher, staff and governors. Teaching is very good and sometimes excellent. This means that pupils achieve well and, by the time they transfer to junior school they attain very high standards. All staff provide a high level of care and support that enables the children to make a very good start to their education. The school's ethos for learning is of high quality and encourages pupils to learn through a rich and stimulating range of experiences. Relationships are excellent and key to the pupils' very positive attitudes to their work. They thoroughly enjoy school and behave very well. The school provides very good value for money.

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

- The head teacher provides excellent leadership. She is well supported by the deputy head teacher and governors and there is very good teamwork.
- The high proportion of very good teaching promotes children's learning and enables them to attain high standards.
- The relationships in the school are excellent; they promote the pupils' very effective attitudes and very good behaviour.
- The school provides a rich and exciting range of activities and experiences that ensure a high quality environment for learning. There is a good range of activities that involve pupils beyond the school day.
- Staff provide high quality care and support for all pupils and the school's very positive ethos ensures the excellent provision for pupils' personal and social development.

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

- The opportunities to improve pupils' confidence in speaking could be further developed.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded very well to the issues raised in the report from the last inspection in September 1997. Teaching and standards are better than they were. The few issues within the school's remit have been resolved. Staff have focused on the teaching of handwriting; standards have risen and are now well above average in writing tests. The school ensures that registration is completed at the start of each morning and afternoon session, and that accurate records are kept and regularly checked. The disruption to lessons caused by noise from the school hall and library due to the preparation and serving of meals is kept to a minimum. The head teacher and governors have worked hard for the provision of a new hall to enable the school greater opportunities for developing areas such as dance, movement and drama and to give flexibility to dining arrangements. Work on a new hall is planned to start soon. The school building has been recently repaired and refurbished where needed. Provision for information and communication technology (ICT) has improved and computers are used well to support and enhance learning. The high level of commitment from head teacher, staff and governors ensure that the school is well placed to continue its planned improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	B	A	A	A*
writing	A	A	A	A*
mathematics	C	A	B	A

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

The school is performing very well. It is reaching consistently high standards in national tests and in the 2001 tests for seven year olds the school's results were well above the national averages in reading, writing and above average in mathematics. The school's performance in reading and writing was very high and in the top five per cent nationally when compared to schools with a similar level of free school meals. In mathematics the school's performance was well above these schools. There are no tests in science but teachers' assessments of what pupils can do shows that attainment is above the national average. The school has set suitably challenging targets for this year and is on track to meet them. The school's results show an upward trend when compared to other schools nationally and to those of a similar intake.

When children start in the nursery their attainment is below, and often well below, that expected for three year olds. The very effective teaching in the foundation stage (the nursery and reception classes) ensures that children make very good progress. By the time they transfer to Year 1, many pupils are working at the levels expected for their age and, in a few cases, exceed them. Pupils' current work in English, mathematics and science is well above the levels expected by the time they reach the end of Year 2. Pupils in Years 1 and 2 receive good support in developing an appropriate spoken language and staff give priority to developing speaking and listening skills in all activities. However, more could be done to provide opportunities to develop these skills through greater use of questioning and discussion to ensure that most pupils make good gains in learning. Some pupils need to develop greater confidence in speaking through the inclusion of role-play opportunities as part of the daily activities, both as independent work and with adult intervention to extend

vocabulary. Standards in ICT are good. The standards in religious education are often good and reflect the pupils' interest in the activities presented to them. Pupils with special educational needs are well supported and make very good progress in relation to their ability. Their useful individual learning plans have clearly defined targets and their progress against them is checked regularly. Pupils who have English as an additional language do not require extra support and achieve very well in relation to their abilities.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy their time in school and are eager to learn.
Behaviour, in and out of classrooms	Very good. The staff manage pupils very well and so behaviour is very good, both in lessons and as they move around the school.
Personal development and relationships	Excellent. The high quality of relationships and high expectations of the staff reinforce very effectively the children's personal and social development.
Attendance	Satisfactory. Attendance matches the national average.

Pupils respond very well to the interesting and exciting opportunities that the school provides. These promote their learning and enable them to achieve well, whatever their background or ability. The very good examples and high expectations of all staff support the pupils' personal development very well.

## 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.*

Teaching is very good and sometimes excellent throughout the school. The high proportion of effective teaching is one of the main reasons why the school is so successfully raising standards. Teachers' planning is very thorough and based on their knowledge of what each child can achieve and so work is well matched to the needs of all pupils and builds well on what they already know. The teachers are very well organised and this ensures that when pupils are grouped by ability for English and mathematics there is no disruption and pupils move confidently between the very well resourced literacy and numeracy bases. Classroom assistants work very well with teachers to support teaching and learning. Their work is particularly effective with pupils with special educational needs and with children in the foundation stage. Literacy and numeracy are taught very well; pupils' very good reading and writing skills are developed and reinforced well in other subjects such as history, geography and religious education. This good practice could be further developed to promote pupils' speaking skills and widen their vocabulary. Numeracy skills effectively reinforce learning in science and design and technology. Teachers make good use of ICT to support their work. They stimulate pupils' interest and support the learning of basic skills with well-chosen programs. Teachers take time to display pupils' work very well and this effectively reinforces their learning and self-esteem. During the week of the inspection a temporary teacher worked well with one reception class during the absence through illness of the class teacher.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a rich and interesting range of experiences and activities to stimulate pupils' interest in their learning. The good range of visits and visitors enhances the curriculum.
Provision for pupils with special educational needs	Very good. The school ensures that these pupils receive high quality support from class teachers and support staff and so they and make very good progress.
Provision for pupils with English as an additional language	Very good. These pupils require no extra help and receive the same high quality provision as all pupils in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Children in the nursery learn to care for each other and this is built on throughout the school. Teachers ensure that pupils have regular opportunities to share their thoughts and feelings and listen to each other. They learn to appreciate the world about them and to work together and show care for others and for their environment.
How well the school cares for its pupils	Very good. The school provides very good care and support for all its pupils.

The school provides effective first-hand experiences within all subjects and these successfully underpin the pupils' learning and prepare them well for their next school. Staff use the local community very well and encourage people to visit the school to share their interests and expertise. This helps pupils get a good understanding of life in the local area and the good programme of visits reinforces their learning in areas such as history and geography. The school offers a very good range of lunchtime clubs; these include photography, aerobics, country dancing, dinosaurs, ball skills, conversational French, German and Spanish, and computers. Relationships between staff and parents are very good. The school works effectively in partnership with parents and provides high quality information that ensures that they are kept informed about the progress made by their children. Parents value the work of the school and support it well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher gives excellent leadership. The school is managed very well and the head teacher is supported well by the deputy head teacher and other staff. Teamwork is very good.
How well the governors fulfil their responsibilities	Good. Governors are regular visitors to the school. They have a good understanding of what is happening and how the school is performing. They support the head teacher and staff very well and share their commitment to the pupils and their families.
The school's evaluation of its performance	Very good. The school has comprehensive procedures to check on what it does well and where it could improve. It takes swift action to respond to any issues.

The strategic use of resources	Very good. Governors ensure that the school gets best value in all goods and services in order to provide the best quality for the pupils.
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The day-to-day management and organisation of the school are very good and staff provide a very effective atmosphere for learning. The available space is used well and enhanced by high quality displays of pupils' work. These reinforce pupils' learning and interest. The local education authority awarded a 'Quality Award' to the school for the quality of its displays and extremely effective learning environment. The school is limited in its use of the library and hall because these areas are used to provide dining facilities at lunchtime. This reduces opportunities for creative work such as dance, role-play and drama. A new hall is to be built and work will start soon. The school has a fairly large surplus in its budget but the head teacher and governors have wisely identified this for further improvements in refurbishing the school. The school has a good range of well-chosen, high quality resources and these are used well to stimulate learning.

### **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>• Most parents appear to be very happy with the school. All replies to the questionnaire were very positive.</li> <li>• Parents at the meeting were delighted with the work of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like more activities outside the school day.</li> </ul>

Inspectors agree that parents are right to be proud of their school and the high quality of education it provides. The inspectors disagree that there are too few out of school activities. The staff organise many interesting activities during the lunch hour. This is the best time for these activities given the age of the pupils. These activities are very well attended. There is a good range of visits out of school.

## **PART B: COMMENTARY**

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

**The head teacher provides excellent leadership. She is well supported by the deputy head teacher and governors and there is very good teamwork.**

1 The head teacher provides excellent leadership. She has a very good understanding of best infant school practice. This enables her to give a very good direction that ensures the curriculum and organisation provide the best possible experiences for all the pupils in the school. There are excellent relationships with staff and they work as a close-knit team. This high quality teamwork ensures that the aims and values of the school are shared in order to provide an excellent ethos for learning. The head teacher's very high standards provide excellent models for other staff. She works well with staff, governors, parents and the community for the benefit of the children. These very effective relationships benefit the pupils through the good enrichment of the curriculum and their learning. For example, grandparents and senior citizens come into school regularly to read with the pupils. In the summer term pupils in the top year of the adjacent junior school also come into school to share books with the Year 2 pupils.

2 The head teacher works very well with staff to promote the pupils' learning and support their achievement. As a result staff are committed to improving the learning opportunities for all pupils in the school and value their success. The head teacher ensures that staff are well supported through a comprehensive programme of in-service training linked to their personal and professional development and the priorities of the school improvement plan. The school is very well managed and this is well supported by the deputy head teacher, staff and governors. Governors are very supportive of the school and work closely with the head teacher and staff to support developments. They have a good overview of the work of the school; they are knowledgeable about the curriculum and take a role in monitoring and evaluating the school's performance. The monitoring and evaluation of teaching, learning and all aspects of the school's work are very good and the information is used very effectively to improve standards. The head teacher has worked well with staff to develop systems to assess pupils' progress over time and to target individuals at an early age for extra support. This works well for pupils of all abilities and ensures that those with special educational needs, and those who are more able are identified and supported as early as possible. This has a very positive impact on learning and, by the age of seven, pupils achieve very high standards.

3 Parents, staff and governors are proud of their school and the school rightly has a very good reputation within the local and wider community. This is shown in the substantial increase in numbers on roll since the last inspection. The head teacher has worked well to promote the school's success and it is a credit to her hard work and the support of staff and governors that the school gained the DfEE 'Excellence Award' in 2000 and in 2001 received the Local Education Authority's 'Quality Award'.

**The high proportion of very good teaching promotes children's learning and enables them to attain high standards.**

4 Teaching is very good and sometimes excellent throughout the school. The substantial amount of good, very good and occasionally excellent teaching enables pupils to make very good progress throughout their time in school. They achieve very well in relation to their ability, which is below and often well below the levels expected for their age when they enter the nursery. The very effective teaching in the foundation stage (the nursery and reception classes) enables these children to make a very good start to their education. They are well prepared for work in Years 1 and 2 and, by the end of the reception year, many children attain the early learning goals identified for their age, with a few who exceed them. The nursery nurses and classroom support assistants are deployed very well and take a complementary role in the very good teaching of groups and individuals. Staff in the nursery and reception classes have a very good understanding of the

learning needs of these young children and provide a good range of activities that enable the children to investigate and learn through first-hand experiences. These experiences provide a secure foundation for the subjects of the National Curriculum. For example, in the nursery children were learning about the Chinese New Year and had prepared and made Chinese food. The very good questioning involved all the children in sharing their views about the tastes of the different foods. In a good numeracy lesson with children in a reception class the temporary teacher, who was new to the children, developed very effectively the children's understanding of two and three-dimensional shapes through a well planned game. The shapes were hidden and they recognised the different shapes by the teacher's clear description of their properties. The children were quick to recognise cones, cubes, spheres and pyramids. One child used information from a book on display and volunteered 'They have pyramids in Egypt'. The staff in the foundation stage place a high priority on the children's personal and social development and so children grow in confidence and quickly settle into the routines of their class bases. They relate very well to adults and develop excellent attitudes to learning and this ensures that they achieve very well, whatever their ability.

5 Teachers in Years 1 and 2 build very effectively on the work done in the nursery and reception classes. This ensures that the pupils continue to make very good progress and by the time they transfer to the junior school, standards are very high. Teachers' subject knowledge is good; it keeps pupils interested and engaged on their tasks. This was shown in an excellent geography lesson with Year 2 where pupils learned about the four points of the compass through tracking the travels of 'Barnaby Bear'. This topic plotted the 'travels' of a toy bear and enabled pupils to become familiar with maps as they traced his journeys. The teacher's very clear introduction and explanations ensured that the pupils could follow directions such as north, south, east or west and so identify positions on a simple map. The teacher's very good match of tasks to the abilities of the pupils meant that they learned quickly and many could use simple co-ordinates to locate points on a map. By the end of the lesson, pupils were able to use what they had learned to find successfully the position of 'treasure' on a map.

6 Literacy and numeracy are taught very well and this is reflected in the high standards achieved in English and mathematics. The grouping of pupils by ability in these subjects enables teachers to match work well to meet the needs of all pupils and to provide sufficient challenge. Staff are very well organised and this enables pupils to settle quickly into their groups after being taught as a whole class. In a very good English lesson with more able Year 1 pupils this transition was managed very efficiently and they quickly focused on their tasks. These were very well matched to their abilities and pupils wrote their own versions of 'Little Red Riding Hood'. They wrote in sentences and showed a good grasp of punctuation. They used good, descriptive language and occasionally used metaphors such as 'as good as gold'. The pupils worked well with a classroom assistant to create dialogue between two characters and used speech punctuation accurately to show what was said. The time at the end of lessons is used well and in this session the brisk and challenging teaching ensured that pupils were highly motivated and responded very well as they shared what they had learned.

7 Teachers plan very effectively and build on previous lessons to match activities to what the pupils have learned. The teachers' effective questioning, clear demonstrations and illustrations ensure pupils fully understand concepts and extend their thinking with more challenging tasks. In a well-taught mathematics lesson with Year 2, the teacher's well-managed oral session at the start of the lesson ensured that all pupils understood the concept of equivalent fractions. Terms such as 'denominator' and 'numerator' were reinforced well through practical tasks so that pupils understood their meaning. For example, the teacher introduced a toy penguin and cardboard 'fishcakes' to show subtraction using fractions. Pupils responded well to questions such as 'What is left if the penguin eats one and a half of the three fishcakes?'. The very well resourced practical task enabled pupils to quickly understand that they had to exchange the whole one into halves before they could do the calculation. Teachers plan and resource their literacy lessons well and match work to the needs of all pupils, whatever their ability. They liaise carefully with support staff to ensure that pupils given extra help are fully involved in the work of the class.

8 The substantial amount of very good, and sometimes excellent teaching adds value to the pupils' learning and experiences as they move through the school. They make very good progress from their low starting point in nursery and transfer to junior school with a broad range of knowledge, understanding and skills that they can apply to new work. The teachers plan lessons very carefully and ensure a good balance between direct teaching, work in groups and individual work. The teachers plan well together to ensure that pupils of the same age in different classes have access to the same opportunities and experiences. Teachers are very enthusiastic; they enjoy teaching and this motivates pupils very well.

**The relationships in the school are excellent; they promote the pupils' very effective attitudes and very good behaviour.**

9 The relationships between staff are excellent and they provide effective role models on which pupils can base their own relationships with others. As a result, they relate very well to the staff and other adults. Their personal and social development is excellent and has improved since the last inspection. Throughout the school, staff work hard to enable pupils to gain confidence and promote their self-esteem. The high quality of support for pupils' personal, social and emotional development is a key feature in their successful learning. The children in the foundation stage classes are well settled into the routines of the school and move very confidently in the class bases and outdoor areas. Staff work very well together to reinforce the pupils' personal and social development within all activities. For example, children in the nursery quickly learn to work together and help each other. 'My friend is going to help me circle an 's' on my paper' said one child. As they got ready to paint they helped each other fasten aprons. Children learn to take turns and share and when working on computers, the more confident children helped others to use the mouse to click on icons, open their 'Colour Magic' program and identify the option needed.

10 The staff provide a very good range of activities and experiences and this ensures that children develop excellent attitudes to their learning. Parents are delighted that their children are eager to come to school and respond with such enjoyment to their tasks. Most pupils concentrate well on their work and maintain their interest. Those with special educational needs often have limited concentration but are encouraged by staff to persevere.

11 Pupils are managed very well and their behaviour is very good, both in class and in the outdoor areas. The very experienced staff quickly resolve any petty squabbles and pupils are so interested in the range of opportunities that they forget any differences. The pupils are aware of the few school rules and respond very well to the system of rewards given to promote good work, attitudes and behaviour. They enjoy assemblies where stickers and certificates are given out and know exactly when they have accumulated enough to be rewarded with a new pencil! Pupils enjoy each other's success and applaud spontaneously as individuals show their good work. All staff reinforce good working habits and encourage pupils to work together and plan activities that will promote learning to share and take turns. They praise pupils' achievement so that they are encouraged to do the best they can. Staff work hard to raise pupils' self-esteem and build their confidence to try new experiences. Pupils rapidly become independent through opportunities to choose activities and to take responsibility for getting out and returning equipment. They move sensibly between the literacy and numeracy bases for sessions when they are grouped according to ability and all do this confidently.

**The school provides a rich and exciting range of activities and experiences that ensure a high quality environment for learning. There is a good range of activities that involve pupils beyond the school day.**

12 In the foundation stage the staff have reviewed their planning of the curriculum to take account of the national guidance for early learning. They ensure that the curriculum provides children with a rich and

varied range of activities and learning experiences. Staff use the good-sized class bases well to provide tasks related to all the areas of learning. These are organised and resourced well to enable children to develop skills and understanding to underpin their future learning in all subjects of the curriculum. For example, reception children gained a good grounding in early science as they looked at sources of light. The teacher resourced the lesson well with a good range of objects such as lava lamps, lamps, lanterns and torches. She introduced the lesson well by reading 'The Lady Firefly', and the children followed this by designing and making a 'firefly'. This made good links to skills learned in design and technology and art and design. Other children were encouraged to make a simple electrical circuit. There was a good balance between direct teaching and opportunities for children to carry out their own investigation. By the end of the session children made their circuits and knew why the bulbs lit up, 'We have to have a circle that isn't broken or it won't light'.

13 The children make very good progress because they are so well motivated by the well-planned activities linked to class topics. For example, children in the nursery have learned about the Chinese New Year and there was great excitement as the 'dragon' costume was brought in. Most children eagerly positioned themselves beneath the colourful fabric, foil and tissue 'dragon' with only their heads showing through gaps in the fabric. There was fierce competition to wear the mask at the head of the 'dragon' and then children moved well in time to the taped Chinese music. The staff sensitively suggested to the few timid children who did not want to take part in the dance that they should play instruments to accompany the dance and so no child was left out.

14 The curriculum in Years 1 and 2 is well planned to ensure that pupils have equal access to a rich and stimulating range of activities and experiences. The National Strategies for Literacy and Numeracy are implemented well and, although they have a heavy time commitment, the school has successfully maintained the breadth of the curriculum. The well-planned topic cycle ensures all subjects of the National Curriculum are represented in sufficient depth and each topic has a different subject emphasis to provide balance over the year. The school ensures that the arts are well represented and subjects such as art and design and music enhance pupils' cultural development and add much to their self-esteem. Pupils have good access to computers to support their learning through activities such as matching, counting, completing calculations, handling data through graphs and making pictures and patterns. They know how to use the mouse to move objects on screen, click on an icon to choose different activities, can word process stories and save and print their work.

15 Pupils learn effectively because they are fully involved in a good range of practical activities and first-hand experiences. For example, in science Year 1 pupils gained a good understanding of conducting scientific enquiries as they investigated the properties of materials to decide which were waterproof. The teacher built well on previous learning to enable pupils to collaborate in conducting their own tests. This led to highly motivated, enquiring pupils who shared ideas and investigated which materials were most resistant to water in order to make an effective rain shelter for 'teddy'.

16 The school provides a good range of out of school visits linked to the curriculum topics. Pupils visit historical sites and museums and carry out investigations in the environment. The activities concentrate on enabling pupils to experience the world beyond school and a variety of artists visit the school to work on a range of projects. Pupils have worked with members of the local community to make millennium tapestries and these were exhibited in the Millennium Dome. Theatre groups visit each term to enable pupils to experience 'live' theatre. The planned new hall will enable the school to extend these activities and create further opportunities to develop music, dance and drama. The school is pro-active in working with parents and the community to enhance learning for all pupils. The head teacher has a very clear aim of how to further develop these links when the extra space and flexibility of the new hall is available.

17 Staff work together to provided a very good range of lunchtime activities for pupils in Year 1 and 2. These activities are very well attended and have a very positive impact on pupils' personal and social

development. The opportunities to work together, and to share experiences enhance the excellent relationships in the school. The activities are imaginative and well linked to the ages and interests of the pupils. They enjoy using computers linked by video to the next classroom and greatly enjoy playing 'hangman' with the teacher and friends in the next room. There was a lot of laughter when the pupils thought that the equipment was not working and they could not be seen or heard by their opponents. However, this was quickly resolved and they realised that clues had been given away. Pupils generously applauded both sides. Other activities provide opportunities for pupils to learn French, German and Spanish vocabulary and to learn about the customs and traditions of these countries. There are opportunities to develop ball skills and to learn country dancing. These and other activities are provided by staff during the lunch hour and the extensive programme is greater than that found in many infant schools.

**Staff provide high quality care and support for all pupils and the school's very positive ethos ensures the excellent provision for pupils' personal and social development.**

18 The school has an excellent ethos within which every child is valued and supported. The school building is enhanced by the very attractive displays; these are mainly of pupils' work and the care taken by staff in mounting and presenting the work promotes very well the pupils' self-esteem. For example, pupils have worked with an artist in residence to create paintings in the style of Van Gogh. Their work has resulted in a glowing display of high quality paintings. Other displays are designed to promote pupils' enquiry and ask them to find information, make observations, and find out why things work or solve problems, for example, in mathematics and science. The school presents a warm and welcoming environment in which pupils are encouraged to learn and work together effectively. The key to the excellent ethos of the school is the high level of care and support provided by all staff. This enables pupils to work, play and learn together in an atmosphere that promotes and celebrates the success of every child, irrespective of their age, ability or background. The excellent examples of staff and the school's own clear code of behaviour effectively support the pupils' behaviour and personal development.

19 The staff provide a very good range of extra-curricular activities; these substantially enhance the curriculum. They are well attended and effectively reinforce pupils' personal and social development. These activities have a positive impact on pupils' social development and learning. For example, the work that is done in the extra-curricular French, German and Spanish clubs supports pupils' awareness of the culture and traditions of others and the country-dance club effectively enhances their understanding of their own culture. The opportunities for video-conferencing enable pupils to explore the implications of new technology on real-life situations.

20 The school's comprehensive systems for tracking pupils' progress from the time they start school means that work is matched well to their different abilities and builds well on what has already been learned. All staff contribute to the recording of pupils' achievement so that by the time they leave the school there is a clear picture of what they have accomplished. Staff have put together very well developed portfolios showing work in all subjects. These are representative of the standards achieved and give a clear picture of how well pupils make progress during their time in the school. The staff use photographs well to record events that have impacted well on pupils' learning and experience and these form part of the portfolios.

21 All staff know pupils well and respond quickly to their needs. They are sensitive to the needs of individual pupils, and problems are handled carefully and with due regard for their feelings. Staff liaise well with parents on a daily basis so that anything worrying either parents or pupils can be quickly responded to. The excellent relationships between the staff and pupils are central to the aims of the school and have a very positive impact on the very good environment that makes pupils want to learn. Pupils are confident in the knowledge that they are important and that the adults in the school care about them. From the nursery, this high level of care and support, coupled with exciting and stimulating activities and experiences, enable pupils to gain in confidence. They settle very quickly into school and very quickly learn that they will be listened to

and so they confidently express their thoughts and ideas. For example, in a religious education lesson Year 1 pupils learned about the ways in which Hindu families worship. One group making coconut sweets as part of the Hindu celebration confidently volunteered 'We're doing a good job'. They tried on Indian clothes, handled and drew artefacts, and created a replica of a home shrine. Then, at the end of the lesson, they listened to Indian music and quietly reflected on their feelings about all the 'lovely things we've seen and heard'.

#### **WHAT COULD BE IMPROVED**

##### **The opportunities to improve pupils' confidence in speaking could be further developed.**

22 Nursery staff rightly set a high priority on the development of early speaking and listening skills and plan well together to provide opportunities for children to practise these skills in all activities. The children respond well to the careful and purposeful questioning and to the opportunities for discussion provided by the staff. The staff in the reception class build effectively on these skills within all areas of learning and widen the children's experiences to prepare them for work in the National Curriculum. Role-play is used to promote the development of language and social skills and children respond imaginatively as they act out different situations.

23 Pupils in Years 1 and 2 receive good support in developing an appropriate spoken language because teachers and classroom assistants use every opportunity to engage in conversation with them to help them learn. They have some opportunities for drama and the school's productions are of high quality. However, more could be done to provide carefully structured opportunities to develop speaking and listening skills with a planned emphasis on extending vocabulary through an increase in the use and quality of skilful, probing questioning of pupils to help ensure that most pupils make good gains in learning. Some pupils need more time to think about their answers and to develop confidence through opportunities to act in role. More role-play opportunities need to be included as part of the daily activities, some for independent work and some with adult intervention to extend vocabulary. Staff could usefully provide opportunities for pupils to act out and solve problems linked to work in history or religious education. For example, pupils could take the role of a character from the past and answer questions posed by others in the class. Drama is not yet used on a regular basis to help develop language skills. However, most teachers try to involve as many pupils as possible in question and answer sessions, and they enable some pupils to communicate outcomes of their learning near the end of lessons.



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

24 In order to further improve pupils' learning and attainment the head teacher and staff should: -

1. Further develop pupils' confidence and improve standards in speaking and listening by: -

- providing more planned opportunities for role-play linked to curriculum topics;
  - planning opportunities for drama and creative movement;
  - ensuring that pupils have sufficient time and opportunity to explain, justify and share their ideas.
- (Paragraphs 22 and 23)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	4

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	7	0	0	0	0
Percentage	6	53	41	-	-	-	-

*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 5 percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	23	136
Number of full-time pupils known to be eligible for free school meals	0	37

*FTE means full-time equivalent.*

<b>Special educational needs</b>	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	6	30

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	15

### *Attendance*

#### **Authorised absence**

	%
School data	5.8
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	22	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	21	21	22
	Total	39	39	41
Percentage of pupils at NC level 2 or above	School	93% (97%)	93% (97%)	98% (97%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	21	21	21
	Total	39	40	40
Percentage of pupils at NC level 2 or above	School	93% (97%)	95% (97%)	95% (97%)
	National	85% (84%)	89% (88%)	89% (88%)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	90
Any other minority ethnic group	2

*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)	8
Number of pupils per qualified teacher	23
Average class size	23

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

Total number of education support staff	4
Total aggregate hours worked per week	140

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	23

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	326,728
Total expenditure	309,646
Expenditure per pupil	1,877
Balance brought forward from previous year	28,602
Balance carried forward to next year	45,684

### ***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	184
Number of questionnaires returned	83

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	13	2	0	0
My child is making good progress in school.	88	12	0	0	0
Behaviour in the school is good.	88	12	0	0	0
My child gets the right amount of work to do at home.	77	21	2	0	0
The teaching is good.	93	7	0	0	0
I am kept well informed about how my child is getting on.	84	13	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	93	6	1	0	0
The school expects my child to work hard and achieve his or her best.	87	12	1	0	0
The school works closely with parents.	82	18	0	0	0
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	84	16	0	0	0
The school provides an interesting range of activities outside lessons.	65	20	5	0	0