

INSPECTION REPORT

BURTON GREEN PRIMARY SCHOOL

Clifton, York

LEA area: City of York

Unique reference number: 121287

Headteacher: Mrs S Taylor

Reporting inspector: Mr C Rhodes
16408

Dates of inspection: 4 – 5 February 2002

Inspection number: 197730

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 and Junior
School category:	Community
Age range of pupils:	3-8
Gender of pupils:	Mixed
School address:	Burton Green Clifton York
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Ellis
Date of previous inspection:	29 September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burton Green Primary School is in the Clifton district of the City of York. There are 99 pupils aged between four and eight on roll, which is smaller than many primary schools. The number of boys and girls is roughly the same. A further 56 children attend the nursery part-time. The school changed from being an infant school in September 2001 and is 'growing' into a primary school taking pupils to the age of eleven. Currently the oldest pupils are in Year 3. Many children and their families are under pressure and live in housing where there are high levels of social deprivation. An above-average percentage of pupils are entitled to free meals. Approximately one in every three pupils has special educational needs, usually moderate learning or behavioural difficulties. This is above the national average. Two pupils have formal statements of need and additional funding has been allocated so that the school can meet their physical and learning needs. Additional funding and staffing are also provided to support four children in the nursery who have moderate learning difficulties. All the pupils in the school are from white British backgrounds and none have English as an additional language. Attainment on entry to the nursery is below nationally expected levels, and well below average in speaking and listening skills, and social development. Attainment on starting compulsory education is close to national expectations.

HOW GOOD THE SCHOOL IS

Burton Green is a good school. The school is effective because it is very well led and managed by the headteacher and senior staff, and because the quality of teaching is good. Pupils make good progress in all subjects, especially in mathematics. Standards in Year 2 are in line with national averages for reading and writing, and above average in mathematics. Standards in Year 3 are above expected levels in reading and mathematics, and in line in writing. The school gives good value for money.

What the school does well

- The school is very well led by the headteacher and senior staff.
- The quality of teaching is good in all parts of the school.
- Pupils make good progress in all subjects. Attainment in mathematics is above average.
- Pupils behave well and work hard. They get on very well with each other and the members of staff.

What could be improved

- The range of words pupils use in their speech and writing.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection in 1997 has been good. The school has worked hard to address the key issues identified for particular attention. Standards in mathematics have risen from below to above average, and pupils are now working at nationally expected levels in geography and information and communication technology [ICT]. Standards in English remain close to national averages. Progress from the time pupils start school until they complete Year 2 is now good rather than satisfactory. Schemes of work have now been

written for all subjects. The overall quality of teaching has improved from satisfactory to good, and the proportion of good or very good lessons is much higher. Pupils are far more punctual, but overall attendance levels have not improved and, despite the school's best efforts, are currently well below average.

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	C	D	B	A
writing	C	E	C	B
mathematics	A	A	A	A*

Key	
in the top 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Care has to be taken when comparing levels of attainment with national averages because the numbers of pupils in each year group are relatively small. This partly explains the fluctuations in results. In 2001 the proportion of Year 2 pupils who reached nationally expected levels in **national tests** was above average in reading, well above average in mathematics and in line with national averages in writing. The results compared very well with schools with pupils from similar backgrounds especially in mathematics. The 2001 results showed a considerable improvement over the previous year in reading and writing. 2001 was the third consecutive year in which mathematics results had been well above average. The school has developed very effective ways to record pupils' progress and to set tough but realistic targets based on individual pupils' past performance.

The inspection team's judgement is that current standards in Year 2, the end of the first key stage, are average in reading and writing, and above average in mathematics. Standards in Year 3 are above expected levels in reading and mathematics, and broadly typical for their age in writing. Standards of listening are average overall in all classes, but many pupils do not have the range or depth of spoken vocabulary usually expected for their age. This affects the quality of their written work in all subjects and their ability to reach above average levels in writing. Standards in ICT and geography, causes for concern at the time of the previous inspection, are now in line with national expectations.

Pupils' **achievement is good**. Most start school in the nursery with below average attainment and one in three has special educational needs. Pupils, both boys and girls, make good progress to reach average levels by the age of seven. Progress in mathematics is particularly good. The school's own thorough analysis of pupils' past attainment indicates that the current Year 3 has made good overall progress since they started in the nursery, and very good progress with their reading and mathematics. Pupils' good progress is closely linked to the good standard of teaching and pupils' own positive attitudes to learning. Pupils with

special educational needs make good progress because they are fully included in all the school's activities and receive high quality support from learning support assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and work hard without being reminded.
Behaviour, in and out of classrooms	Good. Pupils behave very well in lessons and when moving around the school. Behaviour in the hall at lunchtimes is very good.
Personal development and relationships	Very good. The school works very hard to develop pupils' social and personal skills. Relationships between pupils, and with adults, are very good.
Attendance	Well below average, despite the school's best efforts.

Pupils' and staff's positive relationships and their attitudes to school create a very strong ethos in which all pupils thrive. Pupils' positive attitudes towards those with learning or physical needs are a particular strength. Attendance is well below national averages and has dropped during the past two years. This affects the overall standards reached by poor attenders because they miss key lessons and work.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 - 2	Year 3
Quality of teaching	Good	Good	Good

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

The **quality of teaching** is good and is higher than at the time of the previous inspection. The teaching of English and mathematics is good, and reflects the rigorous way in which the new national strategies for literacy and numeracy were introduced, and the high standard set by teachers with particular strengths in these areas. Specific strengths in the better lessons are the ways in which teachers plan and organise their work, their secure grasp of the subjects they teach, the ways they adjust their planning so that they take account of how much pupils have understood, and their careful record keeping. Teachers take great care to make sure that all pupils take part in the lesson and make good progress. Questions are asked skilfully so that everyone has to think hard, and written work is set at different levels of difficulty. Teaching is satisfactory rather than good when teachers do not give pupils enough opportunities to use their imaginations and develop their spoken vocabulary. This contributes to pupils' relative weakness in this aspect of their work. Literacy and numeracy are taught effectively, and the skills are used appropriately in other subjects.

The overall **quality of pupils' learning** is good and is linked directly to the quality of teaching they experience. It is very good, especially in the older classes, when pupils are

taught the basic skills of literacy and numeracy rigorously and they understand the ideas behind the new work rather than getting answers correct because they have learned a routine. Learning is good in all parts of the school because lessons are well managed, routines are familiar and pupils feel secure with themselves and the staff. Pupils with special educational needs are fully included in all the school's activities and learn effectively because they receive skilled assistance from support staff and their work is challenging but achievable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Subject co-ordinators have made detailed and appropriate plans for developing long term planning for work in their subjects as the school prepares to provide a full primary curriculum to the age of eleven.
Provision for pupils with special educational needs	Good. Great care is taken to include all pupils in all activities and to set work at different levels of difficulty. Learning support assistants are very effective when working with groups or individual pupils. Individual education plans set clear targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. All members of the staff team work hard to develop respect, tolerance and good relationships. The school ethos is very strong. The provision for developing pupils' understanding of the rich diversity of cultures found in the modern world has improved and is now good.
How well the school cares for its pupils	Good. The school cares for and supports all its members. Teachers make good use of their understanding of how pupils are doing in order to plan future work.

The school meets the full requirements of the National Curriculum from the age of five. The work in the nursery and reception classes is very well planned and is fully in line with national guidance. Staff are particularly skilled in assessing how well the younger children are developing their communication, language, literacy and mathematical skills. Teachers make very effective use of the information gathered from the analysis of the results of tests taken by older pupils so that areas of weakness can be pinpointed and revised, and to set targets for individual and groups of pupils. Staff, particularly the headteacher, work closely and sensitively with families experiencing difficulties in their daily lives.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision of the school's future and a passionate belief in its ability to enable every pupil to thrive and be successful. Senior colleagues and all members of the school team share her high standards and work hard to achieve them. The school's aims and values are clearly reflected in its daily work.
How well the governors fulfil their responsibilities	The governing body is committed and fulfils its responsibilities efficiently. The school finds it very difficult to recruit parent governors.
The school's evaluation of its performance	Good. The headteacher and senior staff have a comprehensive and realistic understanding of the school's strengths and weaknesses. There is a rigorous and effective programme for monitoring and evaluating the quality of teaching and learning.
The strategic use of resources	Good. Prudent financial planning is linked to a clear understanding of the school's future needs. Grants and resources are used effectively.

The quality of leadership shown by the headteacher is a particular strength, and has been a key factor in developing a school that is justifiably proud of its success and fully committed to improvement. The school is planning the practical aspects of its growth to a full primary school effectively. Governors understand and apply the principles of 'best value' efficiently.

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. • It is easy to approach the school with a question or problem. • Pupils are expected to work hard and do their best. • Their children are happy in school. • The teaching is good. 	<ul style="list-style-type: none"> • The amount of information about how well the children are doing. • Activities outside lessons and the amount of homework.

Five parents attended the pre-inspection meeting and 38 questionnaires were returned. The inspection team agreed with all the positive points parents made about the school. The headteacher is planning to give parents more information by making pupils' books available on open evenings. The amount of homework is typical of many schools and is not excessive. The school has been given a grant to start Out of Hours clubs later in the term.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very well led by the headteacher and senior staff.

1. The headteacher has a very clear vision of the school's future. She has a passionate belief in high quality education as part of a range of local community services, and is determined to see the school grow and thrive as it develops into a full primary school. She has inspired staff and governors with her vision of a school where every pupil is well taught and has the same opportunity to learn. Her success can be seen in the school's rising standards and reputation, its selection as the base for nursery aged children with specific learning needs and the award of the Basic Skills Quality Mark. The parents who replied to the pre-inspection questionnaire and attended the pre-inspection meeting indicated strongly that they considered the school to be very well led.
2. The staff work very closely together as a team. Senior staff and subject co-ordinators welcome the fact that they are given considerable delegated responsibilities, and work hard to carry them out. The English and mathematics co-ordinators, for example, have a very clear understanding of the standards, strengths and weaknesses in their subjects. The quality of teaching and learning is monitored every term and the outcomes are discussed with the headteacher and member of staff concerned. This is resulting in higher standards and teachers' increased confidence. Co-ordinators make detailed analyses of test results and assessments. This has enabled them to pinpoint the areas where the school needs to work harder, in writing and language skills for example, and to set realistic but challenging targets for individuals and groups of pupils to achieve as they move through the school. Senior staff have an enthusiasm for their role that is supportive, encourages discussion and helps teachers to develop good practice. The headteacher is active in her support of the senior staff. She monitors their work carefully and challenges their thinking so that they strive for improvement, and are motivated and enthusiastic about the future as a full primary school.
3. The school development plan is well organised and reflects the high quality of practical planning in the school. The various priorities facing the school as a growing primary, as well as those expected in any school that is seeking to improve its current provision, are identified clearly and cost implications have been worked out carefully. For example, money has been set aside for additional staff hours so that co-ordinators can observe lessons in other parts of the school during the current year, and for the extra resources needed to set up each new year group as the school expands. This is very good leadership from the headteacher and senior staff because it demonstrates that they are thinking clearly about the future as well as continuing to strengthen and improve the existing classes. It is very good management because the planned actions follow on smoothly and logically, staff feel involved and consulted, and priorities are identified through an analysis of the school's current strengths and future needs. The detailed plans for each improvement area contain criteria for judging success. Most are specific and give an actual target so that teachers and governors can judge how well the school is progressing towards their achievement. A few of the criteria are not sharp enough. Class 5, for example, is to be "well resourced" with no indication of

what this means in actual practice or how success will be measured in terms of higher pupil attainment.

4. The headteacher and governors are managing the staffing and curriculum implications of a growing primary school very effectively. New staff have been appointed who have a secure understanding of teaching older pupils. Staff are aware of the developing personal and social needs of the current Year 3 who will be the oldest class for five years. Subject co-ordinators are working efficiently on outline curriculum plans to show how the National Curriculum will be taught through to Year 6. The ICT co-ordinator, for example, has a clear plan, based on government and local authority guidance, that is enabling her to plan the curriculum in detail, identify staff training needs and make the headteacher aware of future resource requirements.
5. The overall quality of leadership and management has improved since the previous inspection. Previous strengths, including the positive ethos and commitment to high standards, have been maintained. Weaknesses in the management of special educational needs have been addressed. Parents are now told immediately their child is put on the register. Individual education plans are in a new revised format and are monitored on a regular basis. Parents have to sign them before they are put into action, and are given targets that indicate how they can help at home. Parents with pupils who have special educational needs speak very highly of the school's provision. Resources for religious education, geography, and especially for ICT, have been greatly improved.

The quality of teaching is good in all parts of the school.

6. Twelve lessons were observed over the two days of the inspection. Three were judged to be very good, six were good and the remaining three were satisfactory. There was no unsatisfactory teaching. The standard of teaching has improved since the previous inspection. The quality of teaching in Years 1 and 2 is now good rather than satisfactory, and good standards have been maintained in the nursery and reception classes. The quality of teaching in the new Year 3 is also good. The proportion of good and very good teaching observed in the school has risen from one third to three out of every four lessons. The high quality of teaching is also evident in teacher's planning for the year and term, the meticulous record keeping, for reading for example, careful marking and in the way teachers adjust their planning as they evaluate how much the pupils have understood.
7. The quality of teaching in the nursery and the mixed aged reception/Year 1 classes is good. In the best lessons in the nursery the work is well planned with a wide range of resources that encourage children to find out for themselves. The children who receive additional help for their special educational needs are very well integrated. They are settled and secure, and play and learn effectively as integral members of the class. Relationships are good and extend into the playground where every child is included in the games and activities. Good teaching of reception aged children is seen when teachers meet the needs of all pupils by asking questions at different levels of difficulty. Good planning ensures that the different needs of Year 1 and reception aged children are met appropriately. A good example was seen in a numeracy lesson

when higher attaining older pupils were asked questions using two digits and lower attaining younger pupils were given questions containing single numbers.

8. The quality of teaching is also good in Years 2 and 3. The teaching of English and mathematics is good, and reflects the rigorous way in which the new national strategies for literacy and numeracy were introduced, and the high standard set by teachers with particular strengths in these areas. In the best mathematics teaching, for example, teachers make sure that pupils know and understand the key words to be used in the lesson. These are displayed on the wall, and teachers refer to them throughout the lesson to make sure that pupils know what they mean. Teachers set high personal standards, for example, always using a ruler to draw lines on the white board. They teach basic mathematical skills rigorously. Lessons are very well prepared, and pupils are kept alert by moving from the carpet area to white board or to their tables for different parts of the lesson. The same high standards are seen in the best taught literacy lessons. The learning objective is put on the board and explained, so that pupils know exactly what they will be able to do by the end of the session. Good use is made of learning support assistants who quietly encourage pupils in their work during whole class sessions, or teach basic literacy and numeracy skills effectively in the group sessions.
9. Specific strengths in many lessons are the ways in which teachers plan and organise their work, their secure grasp of the subjects they teach and the ways they adjust their planning so that they take account of how much pupils have understood. Great care is taken to make sure that all pupils take part in the lesson and make good progress. A relative shortcoming in some lessons was that teachers did not give pupils enough planned opportunities to use their imaginations or develop their spoken vocabulary. An example of good practice was seen in Year 3 when the teacher encouraged pupils to find words with the same meaning as 'huge', but such examples are often unplanned and do not occur often enough in all classes. A feature that at times prevents good lessons being very good is when pupils who are working independently do not have enough precise guidance on the standard of the work they are expected to produce, or the learning objective is expressed in adult language and pupils do not know exactly what they are aiming to be able to do by the end of the lesson. Literacy and numeracy are taught effectively, and the skills are used appropriately on other subjects: for example, writing a letter of thanks to the vicar for the visit to the local church.
10. The overall quality of learning is good and is linked directly to the quality of teaching. Progress is good, especially in the older classes, when pupils are taught the basic skills of literacy and numeracy rigorously and understand the new work intellectually rather than getting answers correct because they have learned a routine. Learning is good in all parts of the school because lessons are well planned and managed, routines are familiar and pupils feel secure with themselves and the staff. Pupils with special educational needs are fully included in all the school's activities and learn effectively because they receive skilled assistance from support staff and their work is challenging but achievable. Pupils do not learn as effectively as they might if they are not given enough guidance on the quality that the teacher expects.

Pupils make good progress in all subjects. Attainment in mathematics is above average.

11. Children start school at the age of four with below average standards and approximately one in three has special educational needs. Standards in communication, language and literacy are well below average. Children are well taught, have very positive attitudes to work and try hard. Their overall progress is good and most pupils currently in Year 2 are securely on course to reach nationally expected levels for reading and writing by the end of the year, and above average levels in mathematics. Boys and girls achieve similar results. Current standards in English are similar to those reported at the time of the previous inspection, but have increased dramatically in mathematics from below average to above. The reasons for the improvement and pupils' overall good progress are the successful implementation of the national strategies for literacy and numeracy, the presence of leading teachers in those subjects on the staff, the improved standard of teaching, and the greater use of assessment to see how well pupils are doing and using the findings to plan subsequent work. Individual pupils' progress is affected when their attendance is unsatisfactory. They miss key lessons and teaching and, although teachers work hard to try and help them catch up, frequent or lengthy absence means that they do not reach the standards of which they are capable.
12. Pupils' standards of reading are in line with national averages for their age in Year 2 and above in Year 3. Most Year 2 pupils read their school texts fluently and introduce expression effectively when reading conversations. They use their understanding of letter sounds to tackle unfamiliar words. They are taught the basic skills of reading very well, and are encouraged to use the picture cues and the general sense of the sentence as well as the sound patterns when working out new words. This encourages good progress as it makes the pupil think about the sense of the whole sentence rather than just concentrating on the sounds of individual words. Higher attaining pupils read independently and accurately. One pupil, for example, read 'blister', 'blind' and 'adoration' correctly in a text he had not seen before. The good achievement continues into Year 3, and many pupils are reading texts designed for a year ahead of their age. A higher attaining pupil, who is already reading at higher levels, worked out the Greek names Styx and Charon correctly and read the word 'genius' with the correct initial sound.
13. Standards in writing are in line with national averages in Year 2 and 3. This too represents good progress. Lower attaining pupils in Year 2 write simple sentences correctly and their spellings are phonetically plausible. Their exercise books show steady progress during the year, with an increasing confidence in their writing and correct use of full stops and capital letters. Middle attaining pupils have a secure understanding of basic grammar, and have obviously paid careful attention in literacy lessons. Good achievement can be seen when comparing pieces of writing completed unaided eighteen months ago with current work in pupils' assessment books. Some everyday spellings are careless and, when questioned, the pupils do know how to spell the words correctly. Higher attaining pupils write at considerable length, extending their ideas logically in a series of related sentences but do not use a wide vocabulary to bring interest and colour to their stories. Pupils' books and assessment records in Year 3 also indicate good progress, especially in the length and content of their writing, and a developing understanding of grammatical forms including speech

marks. However, as in Year 2, the range of vocabulary is limited and some spellings are careless: 'nexted' for 'next' and 'drik' for 'drink.'

14. Very good progress is seen in mathematics. Pupils start school with below average standards, but have made such good progress that current standards in Year 2 and 3 are above average for the pupils' ages. The school has noticed that many pupils find it easier to be successful with numeracy than with reading and writing. Pupils in Year 2 have a secure understanding of number, and know how to apply their knowledge in practical situations such as measurement. One Year 2 class, for example, could all measure regular shapes accurately in centimetres. They can tell the time, and higher attaining pupils can explain quarter hours on a digital as well as a standard analogue clock. Most Year 3 pupils have very secure understanding of all aspects of the mathematics curriculum, including numbers to 1000, basic decimals, block graphs and the names and properties of common two and three-dimensional shapes. Higher attaining pupils have a sound knowledge of their tables, and are beginning to sort and interpret data using lists and tables.
15. Concern was expressed about standards in ICT and geography at the time of the previous inspection. Standards in Year 2 are now in line with national expectations. This represents good progress as many children start in the nursery with below average knowledge and understanding of the world.
16. The results of national tests also confirm the good progress pupils are making. In 2001 the proportion of Year 2 pupils who reached the expected Level 2 for reading was above the national average, and the percentage that reached Level 2 in mathematics was well above average for the third year running. The proportion of pupils reaching Level 2 in writing was in line with national averages, but this also represents good progress as they had started school with below average standards. When the results are compared with schools taking pupils from similar backgrounds, they are above average in writing, well above average in reading and in the top 5% in mathematics. The percentage of pupils who reached the higher Level 3 in reading and mathematics was greater than the national average but was less than half the average in writing. Pupils did not have the breadth and richness of vocabulary needed to write successfully at higher levels.

Pupils behave well and work hard. They get on very well with each other and the members of staff.

17. Positive attitudes and good behaviour are noticeable in all lessons from the moment pupils come quietly into the room, in the careful attention they pay to their teachers, and the speed with which they get on with their work without reminders. Parents report how happy their children are in school. Pupils are keen to answer questions, and learn readily from their mistakes. Year 3 pupils, for example, corrected their symmetrical patterns while explaining: 'I am trying to make the same shape on the other side but it is hard'. All the pupils in this lesson, including those with special educational needs, were successful because they responded positively to the teacher's careful instructions and were keen to be successful.
18. Classroom routines and rules are well established and fully accepted. Behaviour in the playground is generally good. It poured with rain on the first day of the

inspection, and pupils' behaviour at lunchtime was very good. They sat quietly watching a video while waiting their turn for dinner, and then again afterwards. The school was calm and orderly. Pupils behave well in the dining hall and careful timing by midday assistants makes sure that there are no queues or opportunities for pupils to get restless. They talk happily with friends and the meal is a pleasant social occasion.

19. Relationships are very good and a particular strength of the school. Pupils have an easy relationship with staff that is based on mutual respect. There is laughter in classrooms and pupils are keen to learn. They make very good use of the occasional opportunities to talk about their work or discuss their ideas. Pupils' very positive attitude to those with special educational needs is a notable feature of the school. They are welcomed as friends and included in all the class activities. No one gets annoyed if someone finds the work difficult, and teachers and learning support assistants take great care to make the work challenging but achievable with effort. Parents of nursery aged children with special educational needs are particularly appreciative of the positive way in which their children are valued by the rest of the class and are readily included in all the activities. The ethos of the school is strong, and stems directly from the visible presence of the headteacher, her knowledge of each individual pupil and her commitment to a happy school and high standards. Good use is made of story and assembly themes to give pupils opportunities to reflect on their relationships with others less fortunate than themselves

WHAT COULD BE IMPROVED

The range of words pupils use in their speech and writing

20. Children start school with standards of communication, language and literacy that are well below those expected of their age. They learn to listen attentively and love to hear familiar stories. They chatter happily to each other and the staff but speak mainly in short phrases or just two or three words rather than in sentences. The range of words they use is limited, and many find it hard to explain anything in detail although they clearly understand in their own minds. Children struggle to explain to an adult what they are doing in an activity. Older children in the reception class, for example, found it very difficult to explain the sequence of actions they had taken to find out which pot contained more or less than a litre. Pupils do not have enough planned opportunities for imaginative play with an adult whose focus is the development of vocabulary.
21. Although overall standards of literacy are close to national averages at the age of seven and eight, and the pupils have made good progress since starting school, standards are not as high as they could be. Pupils have a secure understanding of how language works, are taught to read very effectively and have benefited a great deal from the successful implementation of the National Literacy Strategy. The main weakness is the range of vocabulary used by most pupils in their speech and writing. This has already been identified by the school as a priority for development, and explains why the percentage of pupils who reach the higher Level 3 is below the national average. It also limits pupils' ability to apply their mathematical and scientific understanding in investigations as they find it difficult to explore ideas orally and explain what they mean to others.

22. Teachers are aware of children's lack of vocabulary but do not seize every opportunity to increase the range of words they use by giving them opportunities to talk at length about the things that interest them or develop their own ideas. When, for example, nursery children described the day's weather as 'cloudy' the teacher chose to develop the sound 'c' rather than a range of words to describe the drizzly, miserable, damp morning. Although most staff are good at asking questions in a way that makes children think and answer in greater detail, this does not always happen. Questions like 'Have you ever tasted a pickled onion?' will only get the response of 'yes' or 'no'. 'Who can describe the taste of a pickled onion?' challenges the children to think hard and gives them an opportunity to learn new words.
23. In the best taught lessons teachers make sure that pupils use and understand specialist vocabulary such as 'most' and 'least' in a lesson about capacity, and correct pupils when they struggle with simpler language. A Year 2 teacher put right the pupil who described a short piece of card as 'littler' than a longer piece, and pupils in Year 1 were corrected when they explained that the 'biggest bottle held the mostest sand'. However, drama, role-play and planned opportunities to use speech are not used enough to develop a wide oral vocabulary. Although in the better lessons older pupils are encouraged to discuss their ideas with a neighbour, this is not a regular practice. Older pupils do not exchange books so that they can challenge each other's writing and words are not valued enough as the 'jewels' that bring ordinary writing to life. Some teachers are not rigorous enough in making sure that they avoid over-using words like 'lovely' in their marking. Pupils are not given enough opportunities to write lively or imaginative accounts in history or geography. The use of worksheets in some classes reduces the opportunities for higher attaining pupils to extend their vocabularies through research or to practise their literacy skills in writing factual accounts.

Attendance

24. Attendance levels are well below the national average and have not improved since the previous inspection. Current levels of attendance are lower in percentage terms than in the three previous years.
25. The school has made great efforts to encourage higher attendance through rewards and seeking to work closely with parents. The school administrator monitors absence closely and runs a simple but effective system to encourage parents to explain why their children have been away. There appear to be three main reasons for absence. Many families report that the only way that they can afford to take a holiday is by going during term-time when prices are lower. Secondly, medical colleagues have indicated that a poor diet means that some pupils take much longer than others to recover after illness. Thirdly there is a small group of families where pupils are kept away for slight reasons. The Educational Social Worker visits the school each half term and follows up specific referrals.
26. The effect of unsatisfactory attendance, especially for the small group of pupils who have a pattern of non-attendance, is that they do not make the progress of which they are capable because they miss key teaching and blocks of work. There is no specific reference to raising attendance levels in the current school development plan.

27. Punctuality, also a concern at the time of the previous inspection, has been improved by starting the first lesson immediately after registration rather than after the assembly. Pupils are keen to be in school and have made the extra effort to be on time for the start of lessons. They have managed to arrive early enough for pre-school extra language sessions. Assemblies now take place at the end of the afternoon.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The headteacher, staff and governing body should work together to raise standards even further by:
1. Continuing to extend the range of words pupils use in their speech and writing by:
 - Giving younger pupils more opportunities for imaginative play and planned discussion;
 - Increasing the opportunities for older pupils to talk about and explore their own ideas in groups and with the whole class;
 - Increasing the pupils' range and depth of a spoken vocabulary by making it a specific focus in lessons and every aspect of school life;
 - Increasing the range of opportunities for pupils to use spoken and written language in all subjects;
 - Including vocabulary extension as a priority in the medium term planning for all subjects, and as a specific focus area when monitoring and evaluating teaching and learning.
- [see paragraphs 20-23]
2. Raise levels of attendance by:
 - Continuing to use the procedures for monitoring and targeting pupils' absence;
 - Exploring further ways to work with parents so that they realise the effect absence has on their children's progress.

[See paragraphs 24-27]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
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	3	6	3	0	0	0
Percentage	0	25	50	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Care should be taken in interpreting these percentages as each lesson represents approximately eight percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR- Y3
Number of pupils on the school's roll (FTE for part-time pupils)	28	99
Number of full-time pupils eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y3
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	11	34

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	6.1
National comparative data	5.6

Unauthorised absence	%
School data	0.7
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	2001	14	13	27

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	11	11	12
	Total	23	24	26
Percentage of pupils at NC level 2 or above	School	85 (80)	89 (80)	96 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	11	12	12
	Total	23	26	26
Percentage of pupils at NC level 2 or above	School	85 (80)	96 (97)	96 (93)
	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	0
Bangladeshi	0
Chinese	0
White	79
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y3**

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	18.2
Average class size	18.2

Education support staff: YR – Y3

Total number of education support staff	4.0
Total aggregate hours worked per week	80.0

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	27.0
Total number of education support staff	3.0
Total aggregate hours worked per week	68.0
Number of pupils per FTE adult	9.0

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	351001
Total expenditure	324279
Expenditure per pupil	2726
Balance brought forward from previous year	25747
Balance carried forward to next year	52469

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	156
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	68	26	0	3	3
My child gets the right amount of work to do at home.	53	26	11	8	3
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	61	24	11	5	0
I would feel comfortable about approaching the school with questions or a problem.	87	13	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	53	32	3	8	5
The school is well led and managed.	92	8	0	0	0
The school is helping my child become mature and responsible.	74	21	5	0	0
The school provides an interesting range of activities outside lessons.	53	21	13	5	8