

# INSPECTION REPORT

**HILLBOROUGH INFANT & NURSERY  
SCHOOL**

Luton

LEA area: Luton

Unique reference number: 109581

Headteacher: Jane Donati

Reporting inspector: David Speakman  
20086

Dates of inspection: 22 – 23 April 2002

Inspection number: 197936

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 nursery

School category: Community

Age range of pupils: 3 – 7

Gender of pupils: Mixed

School address: Hillborough Road  
Luton  
Bedfordshire

Postcode: LU1 5EZ

Telephone number: 01582 725764

Fax number: 01582 419551

Appropriate authority: The governing body

Name of chair of governors: Mrs Carol Hughes

Date of previous inspection: 6 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20086	David Speakman	Registered inspector
14756	John Lovell	Lay inspector
8316	Jo O'Hare	Team inspector

The inspection contractor was:

HeadStart & Associates

Higherland Bridge  
49 West Street  
Gargrave  
Skipton  
North Yorkshire  
BD23 3RJ

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Hillborough Infant and Nursery School caters for children aged between three and seven years. The school is situated to the south west of Luton. It has 212 pupils on roll, including 35 children who attend the nursery on a part time basis, and is of average size. One fifth of its pupils are identified as having special educational needs, which is about average. Most of these pupils have learning difficulties or emotional and behavioural problems. Two pupils have statements of special educational needs, which entitles them to extra help. Just over two thirds of pupils are of white, UK heritage. Twenty two pupils have English as an additional language and 74 are supported through ethnic minority support funds. Attainment on entry to the reception classes is below average overall. The school demonstrates its high commitment to providing an inclusive education. The governors have created arrangements for all pupils to start school at the beginning of the school year in which they are five and place a high priority on developing social and racial harmony amongst the pupils. The school is a popular school and is over subscribed.

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

This is an excellent school. It provides an excellent quality of education, which results in pupils making excellent progress and attaining high standards by the time they leave the school. The quality of teaching is excellent overall. Pupils develop very good attitudes to their learning, and relationships between all members of the school community are excellent. The quality of leadership and management of the school is outstanding. The school has very many significant strengths, and provides excellent value for money.

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

- The achievement of pupils throughout the school is excellent. They achieve very high standards in literacy, numeracy and in information and communication technology.
- The quality of teaching is excellent overall.
- Leadership and management are excellent.
- Provision for pupils' personal development is excellent, and results in pupils' very good attitudes, behaviour and excellent relationships.
- Provision for pupils with special educational needs and those pupils with English as an additional language is excellent.
- The school takes very good care of its pupils. Assessment procedures are exemplary and support the excellent progress that pupils make.

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

- There are no areas for improvement.

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

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

The school has shown a very good level of improvement since it was last inspected in October 1997. Standards by the end of the Foundation Stage have been maintained and are above those normally seen in most schools. Standards in English and mathematics have improved and are now well above those expected for seven year olds. Attainment in information and communication technology is now better than expected for seven year olds nationally, an improvement since the last inspection. Overall, very good standards have been maintained against a climate of change of staff and leadership. The quality of teaching has improved. At the time of the previous inspection it was judged to be satisfactory overall; now it is very good throughout the school and the majority of teaching is now very good or excellent and therefore the inspection team judge it to be excellent overall. Leadership and management of the school are now excellent. The governing body has fully addressed the key issues raised at the time of the previous inspection and excellent progress has been made in meeting these key issues.

## 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	C	B	A
Writing	C	A	A	A*
Mathematics	A	A	A*	A*

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

Standards are above expectations for children by the end of the Foundation Stage, and the majority of pupils are well on course to exceed the early learning goals for children of this age. In the National Curriculum tests in 2001, the results achieved by pupils in Year 2 were among the top five per cent nationally in mathematics and among the top five per cent in writing and mathematics in comparison with the results of similar schools. The school has generally kept pace with the national trend of improvement in reading, but has improved standards in mathematics and writing at a pace better than the national trend. Inspection evidence shows that attainment in English, mathematics and information and communication technology is well above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and learning are very good and make positive contributions to the standards achieved.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and reflects the school's very good procedures and consistent monitoring and implementation of behaviour management strategies.
Personal development and relationships	Relationships throughout the school, between adults and children, are excellent. Pupils' personal development is very effectively promoted.
Attendance	Attendance is below average.

The school has maintained the very good attitudes and personal development seen at the time of the previous inspection. Relationships are now excellent. Pupils show high levels of interest and enjoyment in their work. When given the opportunity to participate actively in their learning, or to work independently, pupils respond sensibly and with care. When they are given responsibilities they perform them to the best of their ability.

## TEACHING AND LEARNING

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

*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.*

Because teaching is consistently very good with a good proportion of excellent teaching, the inspection team judge it to be excellent overall. It promotes pupils' excellent achievement. No teaching was seen

during the inspection that was less than good and teaching in two thirds of the lessons seen was either very good or excellent. There is no variation in the quality of teaching between Key Stage 1 and the Foundation Stage. The teaching of literacy and numeracy is very good. Basic skills in literacy, numeracy and information and communication technology are taught very effectively across a wide range of subjects. Teachers have realistically high expectations and the needs of all pupils are very well met. A significant strength in teaching is the very good planning to ensure that pupils of all ages and of different potential receive an appropriate curriculum. Excellent relationships between teachers and their pupils effectively build pupils' self confidence and enable them to learn very effectively. This encourages pupils to learn independently and with enthusiasm. Teachers provide very good role models and set very good examples to their pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are excellent for children at the Foundation Stage and for pupils in the infant classes.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is excellent. Very clear procedures are in place to support the identification and assessment of pupils. Individual education plans are very carefully and thoughtfully prepared. Targets in the plans clearly identify the main priorities, and teaching and assessment procedures are carefully arranged.
Provision for pupils with English as an additional language	Excellent. Pupils are given every opportunity to make very good progress in the acquisition of English and to take a confident role in the full life of the school. The school's excellent level of multicultural awareness supports these pupils very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is excellent in all its elements.
How well the school cares for its pupils	The school cares very well for its pupils. The school's arrangements for the welfare, health and safety of all its pupils are good. Day to day personal support and guidance for pupils is very good. Excellent assessment procedures are used very effectively to ensure all pupils are provided with work of an appropriate level.

The curriculum for children in the nursery and reception classes is very well planned to cover all areas of learning effectively in an interesting and often exciting way. The school organises a very good range of visits and visitors, which adds richness to the curriculum. The school makes very good provision for the equality of pupils' access to the whole curriculum, with the staff making sure that all pupils are involved in the full range of activities. A satisfactory range of extra curricular activities is provided, including the 'before and after school club'. Whilst pupils are given excellent opportunities to learn about local and world cultures they are admirably prepared to live in a multicultural society. Parents' and carers' views of the school are excellent, they like the school and what it provides for their children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is excellent. The headteacher works very effectively with her senior managers, and together they have established an extremely clear vision regarding the development of the school. This is clearly communicated to, and shared by all members of staff. The work of subject coordinators is well developed.
How well the governors fulfil their responsibilities	Governors have high levels of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities in an exemplary manner.
The school's evaluation of its performance	Excellent. The headteacher, key staff and governors work very well together to identify the school's strengths and areas for development. The headteacher and senior managers rigorously monitor teaching, learning and standards.
The strategic use of resources	The financial management of the school is excellent. The school takes great care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards.

The headteacher is an outstanding leader who shows excellent leadership qualities. A highly competent deputy head teacher and school bursar work closely with her and provide very effective and highly valued support. Subject coordinators manage their subjects very well, and they also work very hard to ensure that high standards are achieved. The governors have an excellent understanding of the school's strengths and areas for development and work very effectively to support the headteacher and her staff in their work. Very good attention is given to ensuring that the principles of 'best value' are applied when decisions are made. Governors fulfil their statutory responsibilities very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school is well led and managed.</li> <li>• The teaching is good; pupils are expected to work hard and are making good progress.</li> <li>• The behaviour of pupils in school.</li> <li>• The school is helping pupils to become mature and responsible.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no points about which the parents had strong feelings.</li> </ul>

The inspection team agrees fully with the parents' views about the school.

## **PART B: COMMENTARY**

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

**The achievement of pupils throughout the school is excellent. They achieve very high standards in literacy, numeracy and in information and communication technology.**

- 1 The proportion of pupils in Year 2 attaining or exceeding the national target of Level 2 in the 2001 national tests was above average in reading, well above average in writing and in the top five per cent in mathematics. The proportion attaining the higher Level 3 was well above the national average in reading, writing and mathematics. When compared with similar schools, standards of attainment were well above average in reading and very high in writing and mathematics. Trends over the last four years have shown an improving picture, with results improving at a pace better than the national rate of improvement in all three subjects.
- 2 Assessments completed within the first few weeks of entry indicate that, overall; attainment on entry to the reception class is below average. Children make excellent progress and the majority surpasses the recommendations of the early learning goals for children in the Foundation Stage by the time they enter Year 1. All groups of pupils, including those with special educational needs and pupils with English as an additional language, make excellent progress both within the Foundation Stage and in the infant classes.
- 3 Children's excellent progress begins in the nursery. Very good conversation was stimulated when they looked at African snails. They described what they thought about the large snails and used words such as 'antenna' in their conversation. Their rapidly developing skills in speaking and listening were evident in the role play that followed. The children made up conversations that might take place between snails and this provided excellent opportunities to use and develop their imaginations. During a 'Circle Time' session in a reception class, children were talking about their gardens, stimulated by the nursery rhyme 'Mary, Mary, quite contrary'. They were very confident in their conversations and they spoke in well constructed sentences that were grammatically correct. Others listened carefully and with respect. In the reception classes, children develop very good early reading skills. When children use books in the classrooms, they turn pages carefully, talk about the illustrations and make up their own stories about the pictures. Children in reception develop good early writing skills. For instance, they practise writing three letter words, copying them carefully. Several pupils managed to write three other words that rhyme with 'mat' and one child actually used joined up script, a skill well beyond what is expected for children at this age.
- 4 In English, standards are consistently high in all elements of the subject by the time pupils reach the end of Year 2. Parents are justly pleased with their children's excellent achievements. Standards have continued to rise since 2000 as a result of excellent teaching, thorough planning of lessons and the tracking of pupils' progress. In addition, rigorous monitoring and evaluation of teaching and learning contribute to these high standards. All pupils, including those with special educational needs and those who learn through English as an additional language, continue to make excellent progress throughout both Years 1 and 2.
- 5 Speaking and listening is very effectively promoted through the enhanced opportunities provided by the teachers and support staff. In lessons observed, pupils showed good standards in collaborative talk when reporting back to others about their work, not only in English, but also in other subjects such as music and physical education. They displayed a good range of vocabulary and only very rarely did they need to pause to think

of an appropriate word or phrase. Older pupils answered in sentences and many could confidently hold sustained and interesting conversations with adults, in informal situations such as at the lunch table. Pupils also listen respectfully to others and value their comments, such as when Year 1 pupils were evaluating their dance performance in a physical education session. By the time they reach the end of Year 2, all pupils are very articulate and use vivid language in some aspects of their speech. Lower attaining pupils in Year 1, for example, compared eyelashes to a butterfly. They understand text such as *'Listen to their wings, lighter than eyelashes'*. They talk about their understanding of the poem confidently and use a very good range of vocabulary that expresses their thoughts clearly.

- 6 In reading, standards are well above average. The school has taken effective action following an analysis of test results and standards have improved. The school's approach to reading is carefully structured, and all pupils read texts appropriate to their age with fluency and enjoyment by the time they reach the end of Year 2. Many achieve much more, and higher attaining older pupils in the school read with skill and verve, spontaneously finding the right voice for each character in a story and turning what might have been a routine event into an enjoyable performance. Pupils of average and below average attainment develop good skills in working out unfamiliar words, and read with good expression, inserting life into simple stories. Pupils have a good knowledge of words that builds up very well as they get older. Higher attaining pupils in Year 1 clearly know the difference between words that sound the same but have different meanings, such as *'meet'* and *'meat'*, *'see'* and *'sea'*. They know the meanings and spellings and confidently use these words in their correct context. Older pupils are familiar with higher order reading skills. They talk about the content and story line of books and this shows their clear understanding of the texts that they read. When reading, they read clearly and take note of punctuation, which they use well to add interest. Their research skills are good and they talk about glossary, contents and index, with knowledge and understanding. When researching a subject, they understand that their writing must be in their own words and not simply copied from the text.
- 7 In writing, standards are very high. Pupils write for a good range of purposes and audiences and in different styles, such as poetry. Higher attaining pupils write imaginatively when writing stories. They construct complex sentences that are meaningful and sometimes they use interesting connecting words to join short sentences to make their writing more mature and interesting to read. They use a good range of punctuation accurately. For instance, their use of inverted commas to indicate speech is a skill more normally expected of much older pupils. Younger pupils use capital letters accurately at the beginning of sentences and for the names of people and places. These pupils show a good understanding of the drafting process in writing and use it effectively when writing stories, for example. This helps them to structure their writing better so that it makes sense and develops logically. Pupils of average attainment also write in a well structured way. They write interesting poems, rhymes and factual accounts of events. Sentences are again well constructed and grammatically correct, with correct spellings showing their knowledge of a good range of spelling patterns. Lower attaining pupils produce pieces of work that are of a very good standard when compared to their prior attainment. Their creative work contains interesting pieces of poetry, in which they use imaginative words, such as *'slithered'*. A good range of writing for different purposes was seen in their books, such as stories, factual accounts and poems.
- 8 The high standards seen in literacy lessons and books are reflected in work in other subjects. In religious education, pupils wrote about their visit to St Saviour's Church, as part of their topic about 'Special Places'. Sentences, some quite complex, are well constructed and appropriately punctuated, using a very good range of punctuation marks that are used correctly. Writing is neat and legible, with letters being of the same size

and many pupils using joined up script. Year 1 pupils wrote very good accounts of the 'Three Little Pigs' story. They reviewed the story accurately and wrote about their favourite parts, giving clear reasons for their preferences. In science, pupils work on seeds and the growth of plants is accurately and clearly recorded. Very good examples of the use of information and communication technology were seen in a sample of previously completed work in English.

- 9 Children in the nursery begin to build a very good knowledge and understanding of number from an early age. Children played a game in which they used dice. They counted the correct number of steps they needed to take to match the number of spots on the dice. This effectively developed their counting and matching skills. By the time they are in reception, pupils are able to count to a hundred confidently when in a group, and some can do this by themselves. When they were shown a bag with a number of model cars inside, they felt the bag and most made sensible estimates of how many cars there were inside. Although some guesses were wildly incorrect, children learned from their mistakes and very quickly made better and more realistic estimates. Children have a clear understanding of the order of numbers and very quickly recognise that 66 is bigger than 25, for example, and that 25 comes before 66 when counting. Their early knowledge and understanding of shape is very good for their age. They know that a square has four sides that are all equal, and can recognise one from its shape.
- 10 As in English, the excellent progress made in the Foundation Stage continues throughout Years 1 and 2. Pupils in Year 1 have a good understanding of number. This is shown by their ability to make up 'number sentences' accurately. For instance, when they are given three numbers such as 15, 7 and 8, they are able to identify the correct operation and make sums such as  $15 - 7 = 8$  or  $8 + 7 = 15$ . This shows that they also recognise that addition and subtraction are inverse operations. This is a skill more usually associated with older pupils. They have a good understanding of place value and use this well, sometimes with the help of 100 square, to add or subtract 10 accurately from a given number. Pupils' knowledge and understanding of number is developed very well throughout Year 2 and they solve money problems confidently and accurately. They choose the appropriate operation, and the higher attaining pupils deal with larger amounts of money. They understand the different strategies that can be used in solving problems and explain their methods clearly.
- 11 About a half of the pupils are working at levels that are consistently higher than expected for their age. Most other pupils show a significant knowledge and understanding at this level, and all pupils, including those with special educational needs and pupils with English as an additional language, are at least at the level expected nationally. This is shown in numeracy, where pupils use larger numbers competently and most are well aware of fractions and their use. They have a very good knowledge and understanding of both two and three dimensional shapes, being able to name them and list many of their properties. They are good at measuring length and weight and use conventional metric units accurately. Pupils' use of bar charts is good. They collect data and draw block graphs accurately and they can competently interpret simple bar charts to give information. Information and communication technology is used well to support the high standards attained in mathematics.
- 12 Standards in information and communication technology are higher than normally expected. The school has developed resources very effectively and, in addition to the suite to which all pupils have regular access, all classes have a computer of similar specification. All teachers and learning support assistants have very good subject knowledge and a highly competent and knowledgeable information technology technician provides very effective support. The combination of staff expertise, regular and efficient use of high quality resources and teachers' high expectations, means that pupils make excellent progress and attain high standards.

- 13 The development of information and communication technology skills begins in the nursery, when children start using computers from an early age. They become familiar with the use of the mouse and use it with rapidly increasing competence to 'drag' objects across the screen and 'drop' them in different parts. They also have experience of an art program to make simple computer generated drawings. In reception, pupils use their growing skills competently in their work in numeracy. For instance, they used the mouse to take random numbers between 11 and 20 off a staircase and repositioned them in the correct ascending order. They manipulated the mouse accurately and confidently, showing skills in advance of their age. In Year 1, pupils used a computer based simulation program to make choices. They decided on the clothes that they were going to dress a teddy bear in and gave reasons why they chose particular items. They showed very skilful use of the mouse and, when they had finished dressing their bear, used the 'file' menu to save their work under their own file name and then printed a copy of what they had done. Year 2 pupils edited and formatted a poem that was presented in blank prose. Using the text from the poem 'Tiny Little Seed', they identified where the line breaks should be and put in the breaks using the return key. They also edited the text by highlighting errors and corrected these by putting in capital letters and punctuation marks such as commas and full stops. This work very effectively builds knowledge and understanding of grammar and develops their information and communication technology skills very well.
- 14 Information and communication technology is used very effectively to support work in other subjects. In geography for example, pupils learn about maps and weather maps using computers. They also find information in history and geography topics using appropriate CD ROMs. There is software to support most subjects of the National Curriculum and word processing helps to enrich many other subjects such as English, geography and history. This work also very effectively helps pupils to learn new skills and to further develop established information technology skills.

**The quality of teaching is excellent overall.**

- 15 Teaching is of the highest quality and contributes strongly to the excellent progress that pupils make throughout the school. The teaching in all lessons seen during the inspection was of a good or better quality. In almost two thirds of the lessons the teaching was of a very good or excellent quality. As the proportions of good, very good and excellent teaching have increased since the last inspection, this represents a significant improvement.
- 16 Teachers display consistently high levels of knowledge and understanding of the subjects that they teach. They fully appreciate the learning needs of all pupils, including those with special educational needs and those pupils with English as an additional language. The effectiveness of teachers' lesson planning is excellent. In the Foundation Stage, teachers plan lessons that fully meet the recommended ways of approaching education for young children yet still make highly appropriate provision for those children who are ready to work within the National Curriculum for pupils in Years 1 and 2. This is achieved through the excellent use of assessment and the teachers' knowledge of children's needs. Assessment is used very effectively in planning work for pupils in Years 1 and 2. Activities are highly appropriate and effectively enable pupils to achieve the intended learning outcomes of lessons. Teachers are skilled at providing their pupils with achievable challenges. Work is clearly based on what has already been learned and is, therefore, more easily understood by pupils. The good targeting of work also extends to oral sessions. Teachers' questions are relevant, phrased in specific ways and are directed to different pupils thus giving all pupils confidence. In one lesson, this technique enthused a pupil with special educational needs, who showed remarkable enthusiasm, and grew in confidence rapidly during these few moments. This illustrates

the way in which lower attaining pupils, and those with special educational needs, are well supported by their class teachers and the effective work of the teaching assistants and nursery nurses.

- 17 At all ages, basic skills are taught highly effectively within a wide range of subjects. The development of literacy and numeracy skills plays an important part in the school and all adults promote this effectively. The school identified a weakness in standards in reading and, through very careful planning, effectively raised standards in this aspect through more intensive support and teaching. Lessons start with the teaching of basic literacy and numeracy skills, such as spelling and number patterns. This knowledge and understanding is then re-enforced during the development of lessons. When Year 1 pupils were exploring words that sound the same, but have different spellings and meanings, they had to write sentences showing the meanings of the words clearly. Interesting activities stimulate pupils, establish their attention at the beginning of lessons and encourage their participation. In a Year 1 mathematics lesson, pupils became engrossed because of the rapid fire questions about adding pairs of numbers. They found these both challenging and interesting. Teachers' enthusiasm, relationships with pupils of the highest quality and evident enjoyment in teaching motivates pupils to sustain concentration, ensures they make excellent progress in acquiring skills, knowledge and understanding in basic skills and in a wide range of subjects.
- 18 Teachers' expectations of their pupils are very high. They are fully aware of the levels that their pupils are at and plan appropriately demanding activities to move them on even further. They all expect high standards of behaviour in lessons and these are made very clear. In all lessons observed, teachers ensure that their pupils behave well, have interesting work to do and are able to concentrate on it. They recognise good behaviour and attitudes and achieve high standards of behaviour in their classes.
- 19 Lessons contain a good balance between activities directed by teachers and those initiated by pupils, and as a result pupils are interested and learn well. Teachers are skilled in using a wide range of strategies to keep interest levels high, including opportunities for discussion, practical activities and opportunities for pupils to evaluate their own performance. Focused questions are used extremely well in a wide range of lessons, and are effective in ensuring that all pupils are fully involved and that they feel confident to answer questions directed to them. Consequently, pupils respond well, are very enthusiastic to achieve and learn at a very good pace.
- 20 Support staff are highly effective in their work in classes and they make a very positive contribution to the learning of the pupils in their care. They are fully involved in the planning of lessons and are well aware of their specific responsibilities. They know the pupils well and have good relationships with them, providing sympathetic but firm guidance. They are equally effective when supporting teachers in their work, working confidently and competently alongside them, or independently with groups of pupils. The information and communication technology technician makes a significant contribution to the high standards in this subject. Through very competent support, she ensures that teachers are able to teach information technology skills secure in the knowledge that there is technical help at hand, if needed. Computers are always set up ready for lessons and teachers are able to make full use of teaching time available.

## **Leadership and management are excellent.**

- 21 The headteacher was appointed to the post since the previous inspection, when she was deputy head teacher. The quality of her leadership is outstanding and represents an improvement on the judgements made at the time of the previous inspection, when the quality of leadership and management was judged to be very good. The deputy head teacher supports her very well. A bursar, who is clerk to the governing body, is also a member of the senior management team and makes an effective contribution to the overall management of the school. Together they provide a strong and highly effective team to lead a hard working and dedicated group of teachers and assistants committed to achieving high standards. Parents who responded to the questionnaire unanimously agree that the school is well led and managed.
- 22 There is an extremely clear vision for the future of the school and all staff and the governing body share this. They share the commitment to improve the school further and to endeavour to provide excellence in all they do. The staff feel that it is important to maintain a very strong ethos, which will support improving standards, build on the school's many strengths and deal with any concerns. The school aims focus on all adults concerned, staff, governing body and parents, working together to enable pupils to achieve their best across a range of academic skills and knowledge, to enable pupils to become good learners, and for pupils to develop personally. The reflection of the school's aims in its work is excellent.
- 23 The monitoring of the school's work is thorough and rigorous. Staff and the governing body carefully monitor all aspects of the school. There is a comprehensive policy, which informs all of those responsible of the expectations of this process. The school is committed to self evaluation as a tool for improvement. The headteacher very effectively monitors the performance of the school and of the teachers. She uses reliable criteria when making judgements on the quality of teaching and learning in lessons observed. The headteacher's lesson observations are discussed and targets are set in identified areas for development. These are then re-evaluated at a later stage. The headteacher's monitoring has led to an improvement in the quality of teaching, which is supported by inspection evidence.
- 24 Subject leadership is highly effective and positively contributes to the excellent curriculum and very high standards. With the support of the headteacher, curriculum coordinators monitor provision and standards across the school by scrutinising teachers' planning and samples of pupils' work. They also have the opportunity to watch other teachers teach their subjects and to teach their own subjects in other classes through a programme of class exchanges. This provides them with very valuable opportunities to monitor standards and provision in other parts of the school. Assessment data is thoroughly analysed and the progress of different groups of pupils, such as boys and girls, those with special educational needs and those pupils with English as an additional language, is carefully watched. The school's use of assessment data is extremely effective in identifying what pupils do well and where improvement is needed or where to provide individual and group support.
- 25 There is a very good school improvement plan and the priorities are highly appropriate and relevant to the school moving forward. The headteacher's priorities are to establish a positive ethos and learning environment, in which all pupils regardless of ability, disability, gender or race can learn effectively through good teaching, develop self esteem, and make the best possible progress in all aspects of their schooling. The effectiveness of the school improvement plan springs from the fact that it is a working document copiously annotated by all involved, and its impact on standards is carefully monitored and assessed as an ongoing matter of course.

- 26 The annual development planning cycle sets out clearly what has to be done, and in what order, and that this clarity helps the school to improve. Curriculum, general and professional development audits take place early in the year. The headteacher holds individual interviews with staff to explore achievement and priorities within subjects and different phases of the school. The governing body is asked for their priorities for development. The school improvement plan is drafted with the results of these procedures in mind. The draft school improvement plan is shared with staff and governing body and any adjustments are made. Personnel are allocated to each area and the plan finalised and sections distributed to the appropriate personnel. Review is ongoing to check on progress and the headteacher makes regular reports on progress to governing body.
- 27 Governors make an excellent contribution to the leadership and management of the school, and their contribution to establishing the successful future of the school is highly significant. They visit the school regularly to make themselves aware of what is happening. Those governors responsible for numeracy, literacy, information and communication technology and special educational needs are all involved in monitoring. They meet with the subject coordinators, share in the plans for improvement, and have a very good awareness of the strengths and weaknesses of their subjects and how improvements will take place. Both governors and teachers are grateful to the headteacher for making these meetings possible and meaningful. All governors speak with knowledge and understanding about their role, responsibilities, and what they see in school. Their strength also lies in the proactive nature of their work. In collaboration with the senior management team, they are fully aware of the needs of the school and the decisions that they make are often ahead of requirements. In this way, the governors show that they have a very good understanding of the school's strengths and areas for development.
- 28 The management structures within the governing body are well established and highly effective. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. The chair of governors meets with the headteacher frequently, on an informal basis. There is also much formal and informal contact between other governors and the school. Most governors are linked to a curriculum area and liaise with curriculum coordinators. They share in the classes' activities, such as seasonal religious celebrations. Governors are considered to be an essential part of the school management by the school. Statutory requirements are fully met.
- 29 Financial management of the school is excellent and the governing body monitors this efficiently. There is a large contingency fund. This was to pay for staffing to cater for all reception children starting school at the beginning of the school year. The local education authority have now provided funds, leaving the school with a larger than usual surplus. The governing body intends to develop design and technology with this money. Financial management is very well supported by a detailed school improvement plan, which fully addresses appropriate areas for school improvement. All funds, including specific grants, are carefully matched to the priorities that have been established in the plan. There are very clearly defined routines, which enable the head teacher, bursar and governors to monitor the deployment of resources and their impact on standards. 'Best value' principles are used extremely well when measuring improvements in the quality of teaching and standards achieved, and when purchasing resources. Assessment and monitoring of standards informs deployment of staffing. For example, the school became concerned about reading standards in Year 1. The governors used the budget allocation to place extra staffing to support reading development. Standards are now much better and this move proved to be of good value to the pupils. In this way the school checks the effectiveness of spending decisions through raised standards.

- 30 Day to day financial management and administration are exemplary. The school's bursar supports the school excellently through highly efficient routine administrative procedures. Very good use is made of information technology systems to support this and maintain financial control and accountability. This administration supports the smooth running of the school extremely well.
- 31 Taking into account the excellent use of available resources, the high quality of teaching and learning, the excellent progress achieved by pupils, the improvement since the last inspection and the income that is received, the school gives excellent value for money.
- 32 The match of teachers and support staff to the demands of the curriculum is very good. The high level of team work and the expertise of individual teachers, including three leading mathematics teachers, is used extremely well to support other teachers and to develop their confidence in extending their own expertise. The school's approach to performance management is very good. This enables clear priorities for professional development to be established which balance personal and school needs effectively, and this contributes significantly to the high overall standards that the school achieves. The school has very good systems for welcoming all new staff, informing them of working procedures and setting out clearly the expectations that each can have of the other. This enables the work of the school to proceed smoothly as routines are maintained. Formal support is at hand from identified colleagues and all staff support newcomers very well as the need occurs. The potential for training new teachers is very good, and the school has very good relationships and communication with a local training institution. The high quality of relationships within the school makes induction of new staff very effective.
- 33 The highly efficient use of finances means that the teaching and learning resources are of a high quality. There is a full information and communication technology suite and pupils have access to computers of an equally high specification in their classrooms. The quality and range of books is good and admirably reflects the profile of the school and the rich curriculum. The outdoor resources, particularly for those children in the Foundation Stage are very good, as are those for older pupils. The high quality of the resources makes a significant contribution to the attainment of pupils and reflects the school's careful financial management.

**Provision for pupils' personal development is excellent, and results in pupils' very good attitudes, behaviour and excellent relationships.**

- 34 The school makes excellent provision for pupils' personal development and their spiritual, moral, social and cultural development.
- 35 Provision for pupils' spiritual development is excellent. Acts of collective worship fully meet requirements and provide pupils with highly effective opportunities for personal and shared reflection. Assemblies give pupils excellent knowledge and insight into peoples' different beliefs and values, and these are further developed in religious education and personal, social and health education work. This also contributes to the excellent provision for pupils' cultural development. Religious beliefs and how they affect people's lives have been thoroughly and respectfully explored through Diwali, Hanukkah, Christmas and Lent. These events are given high levels of importance, and often end of term 'celebrations' focus on religious festivals. All pupils take part in all celebrations regardless of their own ethnic or religious background. This participation encourages pupils to have a spiritual understanding of influences in other peoples' lives and gives them an excellent insight into how other people think and why they act as they do. In lessons, teachers foster the development of spiritual awareness extremely well. Further opportunities for spiritual development occur through poetry in literacy, a study of the wonders of science and an appreciation of art and artists, music and musicians. This

occurs in a good range of lessons, such as physical education where American Red Indian spiritual music was used for their 'cool down' sessions at the end of physical activity. Pupils are encouraged to appreciate the success and achievements of other pupils in most lessons and in regular 'achievement' assemblies.

- 36 Provision for pupils' moral development is excellent. The school has extremely effective procedures for monitoring and promoting good behaviour. All staff provide excellent role models and demonstrate very high levels of care for all pupils, treating all pupils with great respect. During personal, social and health education sessions and at 'circle time' pupils have the opportunity to consider the impact of their actions upon others. Pupils are taught the principles of right and wrong and these are embedded in the school's practice as well. Teachers reinforce moral principles and use praise effectively to support these ideals. The care with which teachers mark and display pupils' work shows their pride in what pupils achieve. Pupils know their class and school rules and are proud of their school.
- 37 The provision for pupil's social development is again excellent. Pupils have a limited range of social skills upon entry to the school. The school provides many good opportunities and occasions for pupils to work together collaboratively and to learn to cooperate with other pupils regardless of ability, gender or ethnic background. From a very early age, children are given good opportunities to talk about their own lives and to listen to those of other children, such as when they talked about their own gardens. Pupils share resources and work together well on group activities. When they are working in pairs at the computers, they take turns fairly and encourage each other to take a turn. Opportunities for social contact outside the classroom such as extra curricular activities and visits further encourage and support pupils' social development. The school benefits greatly from the support it receives from parents and the wider community and this has a significant impact upon pupils' social development. Pupils are encouraged to show thought and consideration for the needs of others and this is reflected in the range of charitable activities. Pupils see their parents and members of the community supporting the school practically in listening to children's reading, assisting teachers in class activities and raising money to provide additional resources.
- 38 Arrangements for pupils' cultural development are excellent. The school makes the very best use of the range of cultural backgrounds of its pupils. Whilst pupils are given suitable opportunities to learn about local and world cultures, preparing pupils to live in a multicultural society is equally well promoted through structured and systematically developed planning. Pupils learn about aspects of culture in art, for example through working in the style of famous artists. They use the colours, textures and styles well within their own work. The school has used the National Literacy Strategy to introduce pupils to a range of literature. Pupils read poetry, the work of different authors and look at the work of illustrators from Britain and around the world
- 39 Pupils learn about the cultural traditions that are based on other religions. These studies provide pupils with a useful knowledge into the beliefs and festivals such as Passover and Diwali, while their studies about Christianity introduce them to the festivals celebrating Christmas and Easter. Pupils make informative visits to museums, different Christian churches, environmental areas and their neighbourhood to raise aspects of their cultural awareness.

**Provision for pupils with special educational needs and those pupils with English as an additional language is excellent.**

- 40 The provision for pupils with special educational needs is excellent. This represents a dramatic improvement since the previous inspection when provision was judged to be good. Since then, the school, spearheaded by the deputy headteacher, has worked very hard to improve the provision. All pupils have full access and entitlement to the National Curriculum. Very careful consideration is given when adapting the curriculum to meet the specific needs of pupils. For instance, pupils who require emotional support receive very skilful and sensitive care from all the staff, without disrupting the learning of other pupils. Teachers are very skilled at phrasing questions appropriately to ensure that pupils have understood lessons. Pupils with emotional and behavioural difficulties are handled sensitively and effectively and are given appropriate support at all times, within a variety of learning situations. Pupils are placed in 'sets' for literacy and numeracy work, according to their levels of attainment, which is very beneficial for special needs pupils. In a Year 1 lower set for literacy, almost all pupils in the group were on the special educational needs register. They received very good support, the quality of their learning was very good, and they achieved standards that were above those expected for the average main stream pupil. All adults who support these pupils are very aware of each individual's needs as outlined in the pupils' education plans, and meet these exceptionally well. Pupils receive very good support from the classroom support assistants, who are well briefed and who have completed additional training to meet pupils' needs.
- 41 Excellent procedures are in place for assessing pupils with special educational needs and work is planned carefully to meet their needs. Pupils' needs are identified at an early stage. Individual education plans are well written and contain very specific targets for pupils to achieve, which are reviewed regularly. Pupils' specific learning needs are met and their learning is built on step by step. The plans are shared with all staff, parents and pupils.
- 42 The school keeps good links with those parents who have children with special educational needs. Parents receive early notification of their children's needs and are kept fully informed from stage one of the Code of Practice. Regular meetings are held to ensure that parents are kept aware of all aspects of their children's needs, and are encouraged to be fully involved in their learning. Parents at the parents' meeting felt that children with special educational needs are supported very well.
- 43 The special educational needs coordinator is also the deputy headteacher. She is very conscientious and carries out her duties extremely efficiently. She works in close collaboration with the headteacher, class teachers and learning support assistants to monitor pupils' specific learning needs.
- 44 The headteacher oversees the standards and progress of pupils who learn through English as an additional language and are supported by ethnic minority grants. These pupils make excellent progress, through the effective teaching that they receive. Careful assessments of their needs are undertaken as soon as these pupils are admitted into the school. The information from these assessments is carefully recorded and used to provide pupils with the help that they need to access the full range of learning opportunities that the school has to offer.
- 45 The quality of teaching of pupils with English as an additional language is excellent. Appropriate and specific tasks are carefully planned to meet these pupils' needs. There is a strong focus on the speaking and listening aspect of English in lessons, where the teachers provide their pupils with enhanced opportunities for involvement in collaborative activities that require talk to complete a task. In the final session of lessons, the pupils

report back to others on what they have achieved. These opportunities effectively encourage the pupils' self esteem and confidence. Teaching is highly effective because the staff provide these pupils with tasks that meet their needs but make demands on their pupils to give of their best. These arrangements result in the pupils' excellent progress in language acquisition.

- 46 The integration and inclusion of these pupils into all school activities is exceptional and is a very strong feature of the school. Pupils are very well supported through the warm and welcoming environment that the staff provides. Many notices, labels and displays are written in a wide range of languages, so that the pupils' and their parents' awareness of a wide range of languages is raised. These arrangements indicate how the school values all its pupils and effectively shares the rich diversity of the school community.
- 47 Curriculum opportunities for pupils who learn through English as an additional language are excellent. All pupils have equal access to all aspects of learning in the school. As a result, there are no barriers to these pupils' full participation in learning. Planning of lessons is undertaken collaboratively and carefully targeted to ensure that all pupils receive an appropriate curriculum to meet their needs.
- 48 Assessments are carefully gathered and maintained by the coordinator. The performance of pupils with English as an additional language is carefully monitored, including personal development and attendance. Assessment information is used extremely effectively. There is full documentation to show that the school makes a careful analysis of the work of these pupils, is fully aware of the progress they are making and what their standards are at specific points of their schooling. They use this information to decide whether further intervention is needed to ensure pupils reach the targets set for them. This helps their confidence and assists them to learn and to make equal progress to all other pupils.
- 49 The leadership and management of provision for pupils with English as an additional language are excellent. The headteacher is pivotal in these arrangements. She keeps an overview of these pupils' progress and discusses issues with staff, parents and the pupils themselves. The school is allocated a grant to help the pupils receive suitable help, which is used appropriately to ensure their excellent progress. The headteacher ensures that all adults are well trained and fully competent to give high quality support.

**The school takes very good care of its pupils. Assessment procedures are exemplary and support the excellent progress that pupils make.**

- 50 The school has excellent systems for regularly gathering information on the pupils' knowledge and understanding of what they have been taught. The headteacher is the assessment and target setting coordinator. She is in a position to be able to put together all the data for analysis. This covers a wide spectrum of assessments and pupils' performance is measured in terms of gender, ethnicity and special educational needs. The school uses a reliable information technology program to make predictions, based on assessments carried out early in each pupil's life in the school, of the levels pupils should be reaching at different stages of their school career. Pupils are closely monitored and if they are progressing better than predicted, targets are increased; if they are not, then the school intervenes to support their progress in reading, writing, speaking and listening or mathematics, as appropriate. Assessment procedures make a significant contribution to the very high standards attained and pupils' excellent achievement.

**WHAT COULD BE IMPROVED**

There are no areas for improvement.

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

There are no key issues for this school to address.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	9	0	0	0	0
Percentage	13	50	37	0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part time pupils)	17	177
Number of full time pupils known to be eligible for free school meals	0	40

FTE means full time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	3	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	7.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	30	30	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	27	29
	Girls	27	29	29
	Total	53	56	58
Percentage of pupils at NC level 2 or above	School	88 (89)	93 (94)	97 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	30
	Girls	26	28	28
	Total	53	56	58
Percentage of pupils at NC level 2 or above	School	88 (91)	93 (97)	97 (92)
	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	31
Black – African heritage	2
Black – other	
Indian	5
Pakistani	8
Bangladeshi	3
Chinese	
White	84
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

## **Teachers and classes**

### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	25
Average class size	30

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

Total number of education support staff	9
Total aggregate hours worked per week	173

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	8.5

*FTE means full time equivalent.*

## **Recruitment of teachers**

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full time equivalent.*

## **Financial information**

Financial year	2000/01
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	£
Total income	472161
Total expenditure	463114
Expenditure per pupil	2517
Balance brought forward from previous year	65877
Balance carried forward to next year	74924

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	211
Number of questionnaires returned	60

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	3	0	0
My child is making good progress in school.	68	28	2	0	2
Behaviour in the school is good.	57	42	0	0	1
My child gets the right amount of work to do at home.	52	33	0	3	12
The teaching is good.	73	25	2	0	0
I am kept well informed about how my child is getting on.	58	30	10	0	2
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	0	0
The school expects my child to work hard and achieve his or her best.	75	23	0	0	2
The school works closely with parents.	50	43	7	0	0
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	72	27	0	0	2
The school provides an interesting range of activities outside lessons.	33	30	7	2	28