

INSPECTION REPORT

EASTFIELD INFANT AND NURSERY SCHOOL

St Ives, Huntingdon

LEA area: Cambridgeshire

Unique reference number: 110707

Headteacher: Mrs L Parsons

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 20th – 21st May 2002

Inspection number: 198687

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 years

Gender of pupils: Mixed

School address: Pig Lane
St Ives
Huntingdon
Cambridgeshire

Postcode: PE27 5QT

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Appropriate authority: The governing body

Name of chair of governors: Dr P Brooker

Date of previous inspection: 17 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eastfield Infant and Nursery School is situated in the older part of the town of St Ives, near Huntingdon. The school is bigger than other primary schools nationally, with 297 pupils on roll, including 78 children who attend part-time in the nursery. About half the pupils come from outside the catchment area: not all those in the nursery transfer to the infant classes. Other than this there is little movement in and out of school. Twelve per cent of pupils have been identified as having special educational needs, which is below the national average. Three per cent of pupils have formal statements of need, which is above the national average. Twelve per cent of pupils have English as an additional language, which is high. Four per cent of these pupils are at the early stages of learning English. Eleven per cent of pupils are entitled to free school meals, which is broadly average. Pupils enter the nursery with a very wide range of ability: overall, attainment on entry is average but children's numeracy skills are below average. The school was awarded Beacon status in June 2001 and won DfES School Achievement Awards for excellence in both 2000 and in 2001.

HOW GOOD THE SCHOOL IS

Eastfield Infant and Nursery School is a very effective school. Pupils reach high standards by the time they leave in Year 2, having made very good progress. This is as a result of very good teaching and pupils' enthusiasm for learning. Leadership is very good at all levels and the school is very well managed. Given that pupils' attainment on entry is average and pupils reach high standards by the time they leave the school the school gives very good value for money.

What the school does well

- Pupils achieve very high standards in English and well above average standards in mathematics, science, art and design, and information and communication technology. Very good links are made between subjects.
- Provision for children in the nursery is excellent, largely because teaching is very good, ensuring that all children, whatever their level of attainment, achieve well when they start school.
- Very good teaching skills, including the very good analysis and use of assessment to help plan lessons, contribute strongly to the high standards that pupils achieve.
- There is very strong leadership from the headteacher who delegates effectively. This ensures clear educational direction for the school and excellent support from administrative staff.
- The promotion of pupils' personal development is a high priority in the school and relationships are very good. As a result, pupils have very good attitudes to learning which in turn promote high standards.

What could be improved

- There are no significant weaknesses other than the areas for improvement identified in the very well thought through school development plan.

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 maintained the high standards of pupils' work since the previous inspection in November 1997: good progress has been made in all the key issues. Teachers' planning is almost always very good. The assessment of children on entry to the nursery and reception classes takes place and is used effectively. The assessment of pupils in Years 1 and 2 is also used well. The school has addressed the issues of the last report well and as a result the substantial improvements that have been made have led to further strengths in the school.

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	A	A*	A*	A*
Writing	A	A	A	A
Mathematics	A*	A*	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, pupils reach above average standards in the nursery and by the time they leave the school in Year 2. Pupils make very good progress: their achievement is very good. There has been a rising trend in reading results for the last four years. For the past two years pupils have reached very high standards in reading that are in the top five per cent of schools nationally. Results in 2001 were also in the top five per cent when compared with similar schools. There was a rising trend in writing results from 1997 to 1999. Although results dropped slightly in 2000 and 2001 pupils have reached well above average standards in writing for the past three years. In 2001 standards were well above those of similar schools. There was a rising trend in mathematics results from 1997 to 2000, with standards being in the top five per cent of schools nationally in 1999 and 2000. Results dropped slightly in 2001 but were well above the national average and the average for similar schools. Pupils achieve well in all aspects of mathematics. Teachers' assessments in science, in 2001, show that the number of pupils reaching the expected standards was above the national average. In English, mathematics and in science, the number of pupils reaching the higher Level 3 was well above the national average in 2001.

In the work seen standards were similar to the tests. In English a particular strength is in the development of language, including the extension of pupils' vocabulary, reading and phonic skills, through literacy lessons and seamlessly across the curriculum.

Very good standards in information and communication technology are reached because pupils are confident in using a mouse and using the Internet for research. They are competent in using a computer for modelling and for data handling and have learned to control different pieces of technological equipment well. There are also strengths in the standards attained in art, particularly in clay, pen and ink and close observation work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils throughout the school have very positive attitudes, are keen to learn and are interested in all that is presented to them, which has a significant impact on their attainment and achievement. Children in the nursery show a high degree of independence.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and about the school is very good.
Personal development and relationships	Very good. Pupils have a clear understanding of right and wrong, they are responsible and relationships throughout the school are very good.
Attendance	Attendance levels are satisfactory. Pupils arrive punctually to school.

Pupils' enthusiasm for learning is one of the school's great strengths.

TEACHING AND LEARNING

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

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

Teaching is very good and pupils learn very effectively. Teaching is satisfactory or better in all lessons, good or better in nearly eight out of ten lessons and very good or better in nearly seven out of ten lessons. Two excellent lessons were observed in the nursery and Year 2. Teaching in English is very good and in mathematics is good. Excellent teaching was observed in both English and mathematics. The pupils' literacy and numeracy skills are very well taught, with teachers using a range of different methods which hold pupils' interest and ensure that they learn new things quickly. In the large majority of lessons teaching is, as parents rightly say, inspirational and pupils, as a result, are very well motivated. Teachers almost always plan very well. Half-termly plans are shared with parents. Teachers use assessment very well to plan work for pupils of different abilities: as a result, all pupils are provided for very well.

The quality of children's learning in the nursery is very good and occasionally excellent. The organisation of the day in the nursery and reception classes gives children the opportunity to plan their own activities under the guidance of well-informed adults. As a result, children quickly become independent and through the constant conversations they have with staff, are continually learning. The pupils work hard and put in a great deal of intellectual, physical and creative effort. Their keenness to learn results in the good progress that they make. Pupils are encouraged to discuss their work with each other and this promotes learning well. On the few occasions where the pace of lessons was too slow, pupils did not cover enough work. This was because different parts of the lesson were not planned in enough depth.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is presented in an inspiring way and makes good use of the local environment.
Provision for pupils with special educational needs	Very good. Early assessment of pupils' needs ensures that the school provides very well for pupils with a wide range of special educational needs.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language receive good support and achieve well. There has been a marked improvement in the achievement of these pupils over the last three years.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The promotion of pupils' personal development is highly successful. Assemblies provide very well for pupils' spiritual development and many opportunities are provided for them to develop morally and socially. The school prepares them well to appreciate cultural differences.
How well the school cares for its pupils	Good. Staff know their pupils well and assessment procedures are excellent.

Strengths. There is very good provision for higher-attaining pupils. The art and design, and information and communication technology curriculum are particularly strong for an infant school. Assessment procedures and the use of assessment are excellent.

Weaknesses. There are some minor health and safety issues to address.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has built a strong team over a number of years and provides inspirational leadership. She delegates very effectively and is innovative in her ideas. Management at all levels is very good with an emphasis on pupils reaching high standards, balanced with an equally high regard for their personal development.
How well the governors fulfil their responsibilities	Very good. Governors fulfil their responsibilities very well. They are knowledgeable, have completed training, have specific duties and are involved in the life of the school whenever possible.
The school's evaluation of its performance	The excellent use of new technology by office staff, to collate assessment data, enables the school to evaluate its performance very well.
The strategic use of resources	The strategic use of resource is strongly focused on funding learning support assistants in classrooms, who are used very effectively.

The governors, headteacher and staff ensure that they get the best value out of the resources available to them by challenging each other as to the standards that should be expected, comparing results with schools nationally and locally, consulting to ensure that standards are maintained and ensuring that what is provided is in the best interests of pupils and parents. Statutory requirements are not met in full in the governors' annual report to parents and there are some minor health and safety issues.

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 expects my child to work hard and achieve his or her best. Behaviour in the school is good. The teaching is good. My child likes school. My child is making good progress. 	<ul style="list-style-type: none"> Parents do not think that the school provides an interesting range of activities outside lessons. Parents do not think that their child gets the right amount of work to do at home. Parents would like their children's reports to mention areas for development.

Inspectors support the positive views parents have about the school. Teaching is very good and pupils are expected to work hard. Pupils are very well behaved and they achieve very well. Governors have a policy that teachers should not be expected to run after-school clubs and teachers run a residential visit and organise local visits and Christmas productions. A football club, French club and until recently ballet have been run by visiting instructors out of school hours, and support staff help run clubs at a local community centre. Inspectors judge that the right amount of voluntary homework is set for pupils of this age. However, Inspectors agree that pupils' reports do not give enough information about how pupils could improve in different subjects.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school enables pupils to achieve very high standards in English and well above average standards in mathematics, science, art and design and information and communication technology. Very good links are made between subjects.

1. Attainment on entry to the nursery is broadly average but there are wide variations in this attainment. The school has a larger than average number of children who enter nursery with high levels of attainment. Five per cent of children in the nursery have formal statements of need. The school is the only Local Education Authority funded nursery in the town and is known to cater well for pupils with special educational needs. Children who speak English as an additional language are given very good support in the nursery. They increase their vocabulary, as do their peers, through the use of information and communication technology and able to name almost all the objects in a picture on the screen. They are also encouraged to support one another, for example by translating for one another and, as a result, they achieve very well. The nursery is very well resourced, both indoors and outside. The outdoor facilities are exceptionally good and this contributes strongly to their learning and the standards they achieve. Assessment on entry to the reception classes shows that the methods used in the nursery have promoted children's speaking and listening skills and their personal and social development particularly well. Children's achievement in reception classes is satisfactory and they are on course to reach the Early Learning Goals in most areas of learning by the time they reach Year 1. Pupils' achievement in Years 1 and 2 is good and often very good. They reach well above average standards by the time they leave the school.
2. Results in the 2001 National Curriculum tests in reading, were in the top five per cent of schools nationally. They were well above the national average and those of similar schools in writing and mathematics. The percentage reaching the higher than expected Level 3 was well above the national average in all three subjects. Pupils at the end of Year 2 have reached very high standards in the National Curriculum reading tests for the past two years. There has been a rising trend in reading results for the last four years. In 2002, half the pupils are expected to achieve at the higher Level 3 and nearly three-quarters at Level 2a or above. Pupils have reached well above average standards in writing for the past three years. In 2001 standards were well above those of similar schools. A third of pupils are expected to achieve Level 3 in 2002 and a half are expected to achieve Level 2a or above. Standards in mathematics were in the top five per cent of schools nationally in 1999 and 2000 and were well above the national average and the average for similar schools in 2001. Pupils achieve well in all aspects of mathematics. In 2002, 54 per cent of pupils achieved a Level 3 and 76 per cent achieved either Level 3 or 2a. The school has been awarded the DfES School Achievement Awards in 2000 and 2001.
3. Standards in reading are very high. This is mainly due to very good teaching and the good range of learning opportunities provided. For example, teachers model thoughtful, expressive reading in lessons which is reflected in the pupils' own reading aloud. This emphasis on reading well aloud is one way in which the school reflects its focus on promoting speaking and listening skills. The school has a very good range of reading books, a book week is held in alternate years and an author and illustrator have visited the school and encouraged pupils' reading further. Pupils enjoy reading or sharing books with one another in inviting reading corners throughout the school and in guided reading lessons.

4. In the nursery, children already know that print carries meaning for information and enjoyment and by Year 1 pupils are attempting to write poetry by substituting their own lines in a poem and sequence events in their writing. In Year 2, pupils are expected to draft and re-draft their work and are not afraid to try out new vocabulary. They use interesting imagery such as, 'I held my breath like a giant weather balloon'. There are many examples of pupils using very ambitious vocabulary in their writing.
5. A particular strength in English is in the development of literacy skills across the curriculum, including the extension of pupils' vocabulary, reading and the sounds letters make. Interesting role play areas, such as an Estate Agent also develop language skills. Their written work on history and geography topics, such as the Victorians and a local study, includes extension work for higher-attaining pupils and a good use of subject specific vocabulary. Pupils research for information on topics in books and on the Internet and use word processing skills to write independently and creatively. In English, pupils write imaginative and thoughtful poetry. Another contribution to pupils' success in English is the considerable volume of writing that pupils complete for a variety of different purposes and audiences. Work is well presented and their spelling, punctuation and grammar are reasonably accurate. In science, pupils record investigations systematically, which contributes to the standards pupils attain. They know the names and label parts of the human body and write about living things and healthy foods.
6. Standards in mathematics are well above average, reflecting the good and often very good teaching and learning in Years 1 and 2. Pupils have a good knowledge of two- and three-dimensional shapes and they produce different graphs, such as a pie diagram, block or line graph to record their results collated on a tally column. Many high-attaining pupils in Year 2 show good mental agility when using numbers, sometimes promoted by very imaginative team games, challenging work and a good use of information and communication technology. These methods cater for pupils of all abilities well.
7. Standards in information and communication technology are well above average. Each classroom is well resourced with computers. Pupils are confident in using a mouse and in using the Internet for research. They are competent in using a computer for data handling and have learned to control different technological equipment well. There are further strengths in art and design, with well above average standards being achieved in clay modelling, pen and ink drawings and close observation paintings. All subjects are covered well: simple map work and traffic surveys are carried out in geography, a subject where the travel agency role-play area also contributes well and information and communication technology is used to create posters. Physical education includes swimming lessons at the nearby junior school and assemblies demonstrate pupils' enjoyment of singing which is reasonably tuneful. No judgement can be made on standards in design and technology or religious education as little work was seen, but teachers' planning and displays show that they are taught to the expectations of the National Curriculum and the local Agreed Syllabus.
8. The school has maintained the high standards reported at the last inspection, through imaginative teaching, strong cross-curricular links and because of pupils' enthusiasm for learning, all of which are supported by good quality resources.

Provision for children in the nursery is excellent, largely because teaching is very good, ensuring that all children, whatever their level of attainment, achieve well when they start school.

9. Children in the nursery achieve well because the provision for them is excellent. They are successfully encouraged to plan their own learning, become independent and, as a result, are able to make choices and recognise, under the guidance of well-informed adults, when choices are inappropriate. This is as a result of the school's adaptation of a system called High/Scope. These methods, particularly in encouraging pupils to plan their own work, now predominate in the nursery and to a lesser degree in the reception classes. They have been adapted successfully by the school over recent years, and in particular, since the introduction and implementation of the Literacy and Numeracy Strategies.
10. The quality of teaching and learning in the nursery is very good and occasionally excellent. Language, literacy and communication skills are developed very well through the conversations children have with staff as they go about their different activities. Teachers carefully broaden out children's vocabulary, taking every opportunity to help children practise speaking, and through rhymes and songs and stories. Whilst new vocabulary is consistently being introduced, new skills are learned, such as how to hold scissors properly or paint a wall (blackboard) with water and a household paint brush. Children gain new knowledge through exploring colour, shape and size when working with play dough. They become independent quickly because teachers provide effective opportunities for them to, for example, mix their own paint and renew dirty water pots with clean water for the next child after they have painted. Outside, activities and play space are extensive and imaginative. Here, children are given enough freedom to become independent. The nursery teacher and teacher assistants join in their activities, developing language through conversation and observing and providing for their needs; for example, the need for one child, who had recently been in hospital, to ride a heavier bike to develop strength in her legs. Children play together well, for example on the train engine or when pretending to be fire officers and police officers and when cycling round the cycle path under the beautiful silver birch trees. The setting of the outside play area provides well for children's aesthetic and creative development. The wide variety of trees and the sensory garden encourage children to observe, touch and collect things, such as nuts found beneath the trees or the shells cemented into the sensory wall. They make very good progress in their knowledge and understanding of the world. The imaginative indoor and outdoor provision, built up by teachers over many years, provides a very stimulating environment in which children learn through exploration.
11. Inside, the class is organised in three smaller groups when the children are brought together at the start and end of sessions. At the end of a session children talk about what they have been doing. These small groups allow time for a greater number of children to discuss what they have done than would be possible in a larger group, which further develops their ability to communicate. The teacher and two teacher assistants work closely together ensuring that all groups are equally provided for. These small groups are also used well to assess what children have learned in a session. Each week records about children's achievements are updated. At the end of the school year assessments are repeated to gauge the amount of progress individual and groups of pupils have made. In reception, when children work in class groups, their opportunities to have a turn to speak or to play an instrument are limited; for example, in a music lesson very few children actually played a rhythm although this was one of the objectives of the lesson. Better use could be made of classroom assistants in some lessons. However, the adapted High/Scope methods are successfully used at the start of the day when children plan what they are to do. The withdrawal of individual or pairs

of children for specific teaching by teacher assistants, such as in literacy, is also successful.

Very good teaching skills, including the very good analysis and use of assessment to help plan lessons, contribute strongly to the high standards that pupils achieve.

12. Very good teaching is characterised by the very good analysis and use of assessment to help plan lessons and this contributes very well to the high standards that pupils achieve. Teaching was very good and excellent in over half the lessons observed. In over three-quarters of lessons, teaching was good or better. The teaching of English and literacy is very good. The teaching of mathematics and numeracy is good overall and sometimes excellent. In the large majority of lessons teaching is, as parents rightly say, inspirational and pupils, as a result, are very well motivated.
13. The school has developed its own schemes of work for the majority of subjects and successfully uses the national strategies for Literacy, Numeracy, a published scheme for music, the local educational authority's scheme for science and the locally Agreed Syllabus for religious education. The science curriculum is strongly linked to geography, history, art and mathematics. Because the school has chosen to use schemes of work which they have developed themselves, teachers have a clear understanding of the thinking behind the schemes of work and are clear about what they are expected to teach. Teachers plan half-termly to these schemes of work and these, good quality, half-termly plans are sent home to parents. This involves parents, from the start of a new topic, with their children's learning and helps them support the children at home.
14. The school has well-developed systems for assessing pupils' work. English, mathematics and science are assessed half-termly. Half-termly plans show how most subjects should be assessed at the end of a topic. Assessments are analysed and used by teachers to plan lessons: most teachers plan very well on a daily basis and work is well matched to the very wide range of pupils' needs. For example, the school is beginning to adopt the new Code of Practice for pupils with special educational needs and provides pupils with Individual Educational or Behaviour Plans and the school's own Extended Differentiation Plans. Group Education Plans have recently been introduced. The needs of pupils who speak English as an additional language are also analysed and planned for. High-attaining pupils are often given very challenging work that extends their learning. A good example of this was in a mathematics lesson in Year 2, where pupils had to work out complex numerical problems mentally and create two-dimensional pictures from three-dimensional shapes. They benefit greatly from the brisk and lively pace of lessons which makes them think quickly and clearly motivated them to want to learn more. In literacy, teachers have high expectations, ensuring that pupils of all abilities make very good gains in knowledge, understanding and skills, at levels appropriate to their levels of attainment. For example, only the higher-attaining pupils understood the humour in some poetry that was being studied but average-attaining pupils also enjoyed it once it was explained. Occasionally, teachers' daily plans focus more on what activity the pupils are to take part in rather than what is to be learned, and the plans of inexperienced teachers do not provide enough detail. As a result learning objectives are not always fully met on these occasions.
15. The very good teaching means that pupils learn very effectively. Pupils' keenness to learn results in their good achievement. Pupils are encouraged to discuss their work with each other, sharing ideas and widen their knowledge: this is a further reason for the high standards they achieve. For example, in mathematics pupils worked in teams

to find answers and in science there was spirited discussion, in one group, as to whether centipedes had 100 or 1000 legs. Speaking is developed well in the school but listening is sometimes not of such a high standard and pupils need to be reminded to take turns.

16. One of the reasons for the success of pupils with formal statements of need is the very good support they are given by their support assistants who keep excellent records which show what pupils are finding difficult and need to work at further. These are shared with class teacher who can then plan effectively for these pupils. All pupils with special educational needs and with English as an additional language are well supported by classroom assistants, often in small groups. The support staff make a major contribution to pupils' achievements. The school has a wide range of good quality learning resources, often on display in classrooms, the hall and corridors. These include artefacts of the major religions very well displayed in the hall, and evident for all to see during assemblies where pupils of different religions are valued. Displays in the entrance hall and classrooms about the Victorian era, contribute well to pupils' knowledge and understanding of this topic. The local environment, both in and out of school are additional resources that are used well and enhance the curriculum and pupils' knowledge and understanding.

There is very strong leadership from the headteacher who delegates effectively. This ensures clear educational direction for the school and excellent support from administrative staff.

17. The headteacher has built a strong team over a number of years and provides inspirational leadership. She delegates very effectively and is innovative in her ideas. This effective delegation of duties enables all staff to carry out their roles successfully. Management at all levels is very good, with an emphasis on reaching high standards, balanced with promoting the pupils' personal development very effectively. The administrative staff, who already use computers to record the personal details and attendance of pupils, use the same data bases to input all assessment data, demonstrating an economical use of time and expertise and enabling teachers to use their time more profitably for teaching. This excellent use of new technology by office staff enables the school to evaluate its performance very well. Teachers are given appropriate class lists before they carry out an assessment which they complete and return to the office. Once results have been entered, teachers are provided with data in various forms, such as lists and graphs showing results of tests, the progress pupils make and predictions for the future. They use this data to help them plan lessons effectively and this leads to their good teaching. This data is also used by the headteacher and senior staff to analyse results with regard to gender, ethnicity and age. Records and predictions have been kept by the headteacher for the last six years in increasing detail and the governors have recently appointed a school's 'Self-evaluation co-ordinator' to take a lead this aspect of the school's work from September. The importance the school lays on the analysis of assessment data to predict results and inform teachers so that they can help pupils reach their targets is invaluable and is one of the contributory factors to the high standards that pupils achieve.
18. The school monitors and analyses the progress of pupils who speak English as an additional language well and finds that there has been a marked improvement in the achievement of these pupils over the last three years. These pupils have extra support from extra funding used to appoint a teacher for one day a week, as well as learning support assistant and bilingual general assistant time. Good links are also made with mothers of these pupils through a sewing club. The school's policy of full inclusion of pupils is very successful in raising the attainment of almost all pupils. The early

assessment of pupils with special educational needs is also very effective. The one area where concern was voiced by parents was in the provision for autistic children to develop their social skills in smaller groups. While the school does provide for this, further discussion is needed between the school and parents to ensure that provision is adequate for their needs.

19. The school applies the principles of best value very well. Teachers constantly challenge each other about the standards that should be expected in their classes if targets are to be reached; they compare results with those nationally and locally; they consult to ensure these high standards are maintained and ensure that what is provided is in the best interests of pupils and parents. These principles of best value are also applied in the wider context of spending on school resources and the effectiveness of this spending on standards. The school is staffed with well-qualified teaching and support staff who have a wide range of experience. The school has a very good range of good quality learning resources. The accommodation and site are extensive, very well equipped and used well. The strategic use of resource is strongly focused on funding adults in class, who are used very effectively to support pupils and maintain high standards.
20. The governing body ensures that money is spent wisely. Governors are well informed, particularly through the school's self-evaluation information, have specific duties and are involved in the life of the school whenever possible. They study assessment data and the scatter graphs showing what progress pupils have made. They fulfil their responsibilities very well. Governors have been through self-assessment training and two governors visit the school monthly. New teachers attend a governors' meeting in their first term and governors attend staff meetings when new initiatives are being introduced. Governors are aware of the very wide range of pupils' attainment in each class and support this financially with additional support staff. Finance matters are planned three years ahead and at present, a priority is the development of information and communication technology. The governors send out their own news letters to parents and there is a link governor with the School Association. Some minor health and safety issues have been overlooked when risk assessments have been carried out and not all statutory requirements in the governors' annual report to parents had been included in the latest issues.

The promotion of pupils' personal development is a high priority in the school and relationships are very good. As a result, pupils have very good attitudes to learning which in turn promotes high standards.

21. The promotion of pupils' personal development is a high priority in the school. Children in the nursery show a high degree of independence and confidence. Pupils throughout the school have very positive attitudes, are keen to learn and are interested in all that is presented to them. Pupils' behaviour in lessons and about the school is good, although some become over exuberant at times and over keen to answer questions. Pupils who speak English as an additional language receive good support and make good progress: bilingual support is provided where needed and pupils happily translate for one another from the earliest age. The school provides very well for pupils with a wide range of special educational needs and for pupils with high levels of attainment. Relationships throughout the school are very good and staff provide very good role models.

22. The positive behaviour policy is successful in promoting good behaviour. Pupils' personal development is also promoted well through the local education authority's personal and social education scheme of work which covers drug awareness and an awareness and appreciation of the feelings of others. In Year 1 personal safety, rules and risks are discussed sensitively. Pupils feel safe to talk, for example, about times when they have been frightened or in danger. The school has carried out a healthy eating project, and encourages parents to provide healthy packed lunches for their children. Fruit is provided at break-time and pupils are encouraged to drink water during the day. The school council provides a useful forum for pupils to discuss concerns under the careful guidance of senior staff. They discuss matters such as the selection of fruit that they have at break-time and the provision of water bottles. Council members are enthusiastic and articulate and very conscious of representing the opinions of the peers. School and class rules are displayed around the school, as are lists of pupils' jobs. Class rules include positive statements such as: 'Look after things around you', 'Try to do your best work', 'Always be careful', 'Move around quietly' and 'Be a friend to someone'. There are good opportunities for personal and social development at lunch and break-times. The playground is well developed for play and learning. There is plenty of supervision and many activities are provided, including clothes for dressing up and small games equipment.
23. The school provides very good opportunities for pupils to develop spiritually, morally and socially and there are good opportunities for them to develop an awareness of the richness and diversity of cultural traditions. Assemblies promote a sense of community, self-worth and an appreciation of pupils as part of their own family as well as part of the school. During the inspection, a four-week-old baby sister was welcomed in assembly, together with her mother, grandmother and two brothers who attend the school. A sense of awe as the baby was shown to the pupils was evident and those with recently born brothers and sisters were also acknowledged. A lighted candle during prayer and information about baptism and Islamic birth customs made all feel included and gave a spiritual dimension to the social occasion. Pupils also respond with excitement to art and music, such as when they are told they are to make African masks and when they listen to parents, who have formed a music group, play in assembly. Both these occasions promote pupils' cultural development well. A French club run before school for a small number of pupils is an additional cultural enhancement to the curriculum for a few pupils.
24. Since being awarded Beacon Status in September 2001, the school, with eleven other schools, has worked at a variety of levels on several projects. These have included activities such as the shared development of a local Broadband Learning Community Project, support for the management of school self-evaluation and a very recent project involving the three local Foundation Stage Beacon schools focussing on the management of early assessment. The majority of this work has involved working with a partner school, which recently was removed from special measures earlier than expected. Opportunities for teachers to observe the teaching of literacy and the very good teaching in the Foundation Stage and also to consult on management strategies, contributed greatly to this significant achievement.
25. Governors and staff are continually reflecting on their practice and in so doing are always aiming to improve on what the school already provides. The excellent school development plan records clearly the philosophy and values of the school and its plans for the future. This school is very well placed to continue to improve and develop as a Beacon school.

WHAT COULD BE IMPROVED

26. There are no significant weaknesses other than the areas for improvement identified in the very well thought through and detailed school development plan which clearly states the school's values and vision and its strategies for reaching them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. To maintain the strengths and the high standards that pupils achieve, the headteacher, governors and staff should continue to implement the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	8	4	4	0	0	0
Percentage	11	45	22	22	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)	39	219
Number of full-time pupils known to be eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	2	8
Number of pupils on the school's special educational needs register	6	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	46	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	44	45
	Girls	35	35	35
	Total	79	79	80
Percentage of pupils at NC level 2 or above	School	98 (100)	98 (98)	99 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	44	45	44
	Girls	35	35	35
	Total	79	80	79
Percentage of pupils at NC level 2 or above	School	98 (98)	99 (100)	98 (98)
	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	3
Black – African heritage	1
Black – other	1
Indian	1
Pakistani	15
Bangladeshi	0
Chinese	1
White	122
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 – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.1
Average class size	27.4

Education support staff: YR – Y2

Total number of education support staff	18
Total aggregate hours worked per week	425

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39.1
Total number of education support staff	5
Total aggregate hours worked per week	124
Number of pupils per FTE adult	13.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	2000/2001
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	£
Total income	581,635
Total expenditure	568,480
Expenditure per pupil	2,162
Balance brought forward from previous year	27,083
Balance carried forward to next year	40,238

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	310
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	0	2	0
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	35	52	10	0	3
The teaching is good.	68	30	0	0	2
I am kept well informed about how my child is getting on.	44	49	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	33	6	0	2
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	59	36	3	0	2
The school is well led and managed.	68	27	0	0	5
The school is helping my child become mature and responsible.	62	31	3	2	2
The school provides an interesting range of activities outside lessons.	17	44	19	10	10

Other issues raised by parents

- Parents would like their children's reports to mention areas for development. Inspectors agree that more guidance could be given in pupils' reports about how they could improve in different subjects.
- Governors have a policy that teachers should not be expected to run after-school clubs. Inspectors do not disagree with this.
- Inspectors judge that the right amount of voluntary homework is set for pupils of this age.