

INSPECTION REPORT

ELM GROVE FIRST SCHOOL

WORTHING

LEA area: West Sussex

Unique reference number: 125863

Headteacher: Pauline Warren

Reporting inspector: Carrie Branigan
18113

Dates of inspection: 17th – 18th June 2002

Inspection number: 198764

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	County
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
School address:	Elm Grove Worthing West Sussex
Postcode:	BN11 5LQ
Telephone number:	01903 249387
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Appropriate authority:	Governing Body
Name of chair of governors:	Claire Crone
Date of previous inspection:	24 th – 28 th November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Elm Grove First School is situated in a residential area of Worthing. There are 268 pupils on roll with an approximately equal number of boys and girls. The economic background of pupils is generally favourable. Eight per cent of pupils are entitled to free school meals, which is below the national average. When pupils start school in the reception classes their attainment is generally above average. A below average proportion of pupils (18 per cent) have special educational needs (learning difficulties, including dyslexia and autism and emotional and behavioural difficulties). Of these pupils, two have a Statement of Special Educational Need, which is below average. There are 16 pupils from minority ethnic backgrounds (including Black African heritage, Indian, Bangladeshi and Pakistani) and 20 pupils who speak English as an additional language, 11 of whom speak English at an early stage, which is above the national average.

HOW GOOD THE SCHOOL IS

Elm Grove First is an effective school which is very popular and provides good value for money. The headteacher, staff and governors work as a very caring and conscientious team to ensure that pupils' experiences are constantly enriched. Pupils make a good start to the school and by the time they leave have standards that are above average because of the overall good quality of teaching.

What the school does well

- The school has been successful in raising standards and improving the quality of teaching because of the very clear leadership and management by the headteacher, who is well supported by staff and governors.
- Pupils' attitudes to the school and their personal development are very good because all staff work very hard to ensure all pupils are very well cared for and included in all activities.
- Pupils with special educational needs (SEN) achieve well because of the very good support and attention given to these pupils, particularly when working in their small groups.
- The work of the classroom assistants and other support staff is very good. They work as a very effective team with teachers and ensure that pupils' experiences are matched to individual needs.
- The school has successfully created a strong partnership with parents who, as a result, have very positive views about the school.

What could be improved

- The achievement of the highest attaining pupils in mathematics, although satisfactory, so that it matches their good achievement in reading and writing.
- The management of individual pupils' behaviour, particularly in Year 3, so that lessons are not disrupted.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and has improved well on all the key issues identified:

- Teachers' planning and assessment procedures are now evaluated regularly.
- The school development plan is now organised with more manageable priorities for improvement.
- The governing body is now clear about planning for future spending.
- Teachers now plan more specifically for pupils' spiritual development.

Standards have also improved, from average to above average, since the last inspection and the headteacher has ensured that teaching has improved significantly. There is now no unsatisfactory teaching and the school is very clear about how to make further improvements.

STANDARDS

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

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

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

When pupils start school they attain standards that are just above average; their personal, social and mathematical skills are above average, their writing skills are average and their reading skills are slightly below average. Pupils achieve well overall within the reception classes. The careful attention to pupils' personal development as well as their reading and writing skills ensures that by the time pupils start in Year 1 they have exceeded the national expectations; the Early Learning Goals.

By the end of Year 2 pupils' standards in the 2001 tests were above average in reading and mathematics and well above average in writing against all schools. Against similar schools (based on the percentage of free school meals) pupils' standards were above average in reading and well above average in writing and mathematics. Pupils' standards seen in classrooms match the test results and are also above average. Pupils achieve well. The trend in test results over time for pupils in Year 2, although dipping in 2000, is improving better than the national trend because of the school's continual attention to raising standards and improving teaching. The school's targets for pupils to reach the national expectation (level 2 and above) in 2002 have been met, although the targets for the higher level (level 3) in reading and writing were set too high.

Almost all groups of pupils have achieved well at the school and by the time they leave at the end of Year 3 have above average standards overall. Pupils have achieved particularly well in reading and writing because of the school's successful attention to these areas. Pupils achieve well in mathematics but higher attaining pupils could achieve more.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to come to school. They settle quickly to their lessons, enjoy what they do and work very diligently.
Behaviour, in and out of classrooms	Good. Pupils are polite and show good levels of respect. Pupils' behaviour can, on occasion, be less than good when teachers do not manage pupils well enough. However, all pupils respond well to any checks on their behaviour.
Personal development and relationships	Very good. Pupils readily help each other and form very positive relationships. All adults act as very good role models.
Attendance	Good. Above average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3
Quality of teaching	Good	Good	Satisfactory

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 and learning are good overall and have significantly improved since the last inspection; all teaching is now satisfactory or better. Three out of four lessons seen were good or better with one in four lessons very good or excellent, particularly in Year 2. Teaching is good overall in English and mathematics, which has had a good impact on improving pupils' standards and achievement since the last inspection. Pupils' literacy and numeracy skills are taught well and are used by pupils appropriately in other subjects, such as science.

Teachers are very well prepared for lessons and classroom assistants are very clear about their work with pupils. All staff ensure that all pupils are included in lessons and adapt the work for pupils where necessary. Pupils with special educational needs (SEN), gifted and talented pupils and English as an additional language (EAL) are well supported and higher attainers are suitably challenged except in some mathematics lessons. Pupils are very keen to learn. They concentrate well and respond particularly well to the school's 'active learning' and 'brain gym' initiatives. Where teaching is satisfactory, particularly in Year 3, teacher's insecure management of some pupils in lessons can cause a disruption to other pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of experiences for pupils, including visits and visitors. The 'active learning' initiative, recognised positively by parents, has a very good impact on pupils' learning.
Provision for pupils with special educational needs	Very good. Pupils are well supported in lessons by staff. When pupils are withdrawn from lessons the quality of teaching for these small groups, by the special educational needs co-ordinator (SENCO), is outstanding.
Provision for pupils with English as an additional language	Good. Pupils are well supported in lessons and the work they are given is matched well to their individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are taught well about the difference between right and wrong and have many opportunities for interacting socially with others in a variety of ways. The school plans well for pupils' spiritual development, in lessons and in assemblies, and prepares pupils well for a culturally diverse society.
How well the school cares for its pupils	Very good. All staff know pupils very well and work as a strong team to support individual pupils' needs. The 'breakfast' and 'after school' clubs support pupils very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy headteacher form a very strong partnership and have carefully steered the improvements in standards and teaching. They are effectively supported by other key staff.
How well the governors fulfil their responsibilities	Good. The governors are very well led by the new Chair of Governors, have a good understanding of the school's strengths and weaknesses and are increasingly effective in their role.
The school's evaluation of its performance	Very good. The school is very clear about its performance through closely monitoring pupils' standards and the quality of teaching. As a result, the school knows how well it is performing and the school development plan recognises where further improvements need to be made.
The strategic use of resources	Good. The school clearly understands and applies the principles of 'best value' when analysing spending and its effects on standards and teaching.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well led and approachable; their child is very happy to come to school. The school provides a good range of experiences and parents appreciate the new initiatives introduced by the school. Their child achieves well because the school expects the best. The school works well with parents and their child gets about the right amount of work to do at home. 	<ul style="list-style-type: none"> A minority of parents in the questionnaire and at the meeting felt that they would like more information about what their child is doing in school and how their child is making progress.

The inspection findings agree with the very positive views made by parents. The school is very popular and the inspection findings show that it works hard to ensure that parents are kept fully informed about their child's experiences and progress in school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has been successful in raising standards and improving the quality of teaching because of the very clear leadership and management by the headteacher, who is well supported by staff and governors.

1. Since the last inspection the school has improved well because of the very clear direction of the headteacher for improving pupils' standards and experiences. There is now no unsatisfactory teaching and the proportion of good and better teaching has improved significantly; the amount of very good and excellent teaching is now one in four lessons. By evaluating teaching on a regular basis the headteacher has successfully begun to establish ways of making further improvements, such as using members of staff to train others; the deputy headteacher is a significant role model.
2. The headteacher has also been proactive in the introduction of new initiatives such as 'active learning' and 'brain gym'. In the 'active learning' approach to teaching, which has been established across the school, teachers use a variety of teaching methods, such as drama, to stimulate pupils' thinking across different subjects. For example, the story of *The Lighthouse Keeper's Lunch* was used very effectively in Year 2 to provide the context linking a variety of lessons. Through role play the teacher had established herself as the Lighthouse Keeper very successfully and pupils showed excellent levels of empathy with the lighthouse keeper's problems. A very good literacy lesson provided a very effective opportunity for pupils to write letters to inspectors from 'Oflight' in support of the work of the lighthouse keeper. This was followed by an excellent lesson in mathematics where pupils were asked to calculate the differences between prices of cleaning materials for the lighthouse. In each lesson pupils were able to work at their own appropriate level with the common aim of helping the lighthouse keeper. As a result, pupils purposefully settled to their tasks, concentrated very well and helped each other when necessary.
3. The 'active learning' initiative has been recognised very positively by parents. They readily gave examples during the parents' meeting of how their children were fully involved in a variety of activities such as 'book week' and the activities related to the Romans (such as the battle against the Romans and the Celts) and life during World War 2. Parents appreciated the way in which their children were openly working together in their classrooms and across year groups.
4. The headteacher, supported very well by the deputy headteacher, has provided staff with a clear incentive to continually improve pupils' experiences. As a result, staff are willing to try new ideas and work effectively with each other. For example, the 'brain gym' initiative, at the beginning of the day, is used to calm pupils using simple exercises. The exercises, involving all staff and pupils, are carefully planned as a developing routine which pupils clearly recognise and follow confidently. The exercises are particularly effective for the youngest pupils in the school, in the reception classes, because of the need for following instructions and controlled body movements such as balance. The routine, including having drinking water available, is consistent across the school, but, on occasion, it can be rushed and the overall benefits missed. The headteacher recognises the need now to formalise such initiatives so that everyone is clear about the purpose and procedures of each approach.
5. Pupils have a good start in the school because of the strong team of teachers and support staff, effectively led by the early years co-ordinator. The team of staff clearly focus on ensuring pupils relate very well to each other and settle well to the variety of activities planned. One particularly successful area is pupils' very good achievement in reading because of the very clear support they are given. For example, in a very good session on reading in a Year R class the teacher worked with individual pupils and very purposefully ensured that each pupil paid attention to letter sounds, the meaning of words and any clues from pictures so that they were gaining very good levels of confidence in how they approached a variety of books. As a result of the individual attention each pupil was very pleased with their success.

6. Standards by the end of Year 2 in the previous inspection were average. Standards have improved well and are now above average in reading and mathematics and well above average in writing. The school improvement focus on writing has been very successful, as have the initiatives to support pupils' reading, and particularly boys' reading. The most recent, currently unvalidated, test results show that pupils' high standards in writing have been maintained and that there are no significant differences between the standards reached by boys and girls. The school recognises the need to focus its attention on pupils' work in mathematics, and particularly the achievement of the higher attaining pupils.
7. The records kept on pupils' standards over time have improved since the last inspection. For example, the use of 'continuum' sheets in English and mathematics allows the school to examine how well individual pupils are achieving over time as well as groups of pupils, such as pupils with special educational needs and those with English as an additional language. The records for pupils in the reception classes are being reviewed and the early years co-ordinator correctly recognises how they need to be made more consistent with the national 'stepping stones' to make them become even more effective in tracking progress.
8. The very strong team spirit permeates throughout the school and all staff and governors share a very explicit belief in wanting to make improvements. Governors are very well led by the new Chair of Governors, who has clearly established a very good relationship with the headteacher and deputy headteacher. Governors are confident about the strengths and weaknesses of the school through, for example, planned visits and analyses of the school's test data and other assessments. Governors are increasingly clear about their responsibilities and are developing more formal procedures to evaluate spending and its effects on standards. Consequently, their contribution has improved well since the previous inspection, when they were not effective in planning strategically for the use of the school's finances.

Pupils' attitudes to the school and their personal development are very good because all staff work very hard to ensure all pupils are very well cared for and included in all activities.

9. The school has worked hard to provide pupils with a good range of experiences, including visits, visitors and clubs, such as the 'breakfast' and 'after school' clubs. As a result, pupils enjoy coming to school and are generally very keen to learn. Pupils respond very well to teachers and other members of staff, particularly when the activities they do are stimulating or challenging; for example, in the 'active learning' sessions.
10. Staff organise a good variety of activities at playtimes and pupils play together very well. Pupils enjoy responsibility and those that participate in the school council actively support each other very well by, for example, ensuring that their friends are fully included in games at playtimes using the 'friendship bench' procedure.
11. Pupils themselves recognise how behaviour has improved within the school because of the range of interesting activities they are able to be involved in. The school has been successful in improving the environment for pupils and parents have helped provide a very attractive outdoor 'millennium' garden, which is well maintained. The playground space is a little restrictive but the school has ensured that the split playtimes and very good levels of supervision ensure that playtimes are happy and safe. The dinner time supervisors are effective in supervising and keeping pupils active and have responded positively to the training and development organised by the deputy headteacher. Relationships between pupils and between adults and pupils are very good and pupils respond well to adults if any behaviour needs to be checked.
12. Pupils show good levels of maturity and are very willing to organise themselves independently, including the youngest pupils in the reception classes. For example, during the afternoon activity sessions pupils readily select activities from a wide range and know how to use or collect the necessary equipment with confidence, such as paint and paint brushes. The activity sessions are well planned and teachers readily demonstrate role play situations to ensure pupils are confident in playing together and in using their imagination. During these activity

sessions, pupils move easily between each room so that they are able to mix with other pupils. They work and play very well together and help each other where necessary.

Pupils with special educational needs (SEN) achieve well overall because of the very good support and attention given to these pupils, particularly when working in their small groups.

13. Parents very positively recognise the work the school does to support their child with SEN. All staff know pupils well and work as a very effective team to ensure that all pupils are included in lessons. For example, the special educational needs co-ordinator (SENCO) works very effectively alongside teachers to organise the teaching of SEN pupils within lessons and when they are withdrawn from class lessons. In these small groups the provision for these pupils is outstanding as the SENCO ensures that the work pupils do is very individual but consistent with the class lesson, including any drama or role play aspects. As a result, pupils gain very good levels of confidence and are very motivated by the individual attention they receive.
14. Throughout the school pupils with SEN are very well supported for their individual need, including learning and behavioural difficulties. Pupils with emotional and behavioural difficulties are given the attention they need without distracting other pupils because of the class teachers' and classroom assistants' calm and deliberate manner. Staff are also very well supported by the headteacher who will, on the rare occasion, remove a pupil momentarily from the lesson.
15. Teachers and support staff conscientiously adapt the way they explain to pupils the activities they are doing, such as supporting individual pupils' writing by sounding out the letters in words using humour and questions to support pupils' efforts. As a result, pupils understand and succeed well in what they do. Each pupil's individual education plan (IEP) is of good quality and teachers successfully refer to the IEPs in their teaching so that pupils' specific learning needs are planned for and supported. Classroom assistants who work specifically with individual or groups of pupils with SEN make very good detailed records about each pupil's success using a 'liaison sheet'. The liaison sheet acts as a very good lesson plan and record sheet shared between the teacher and classroom assistant. As a result, pupils' learning is very carefully monitored and recorded.
16. The provision for SEN is very well led and managed by the special needs co-ordinator (SENCO) who works effectively with the early years co-ordinator in identifying pupils who need extra help early on when they start school. Pupils' progress is then recorded appropriately and the SENCO keeps careful track of all pupils on the SEN register and ensures that each pupil is monitored closely and parents are kept regularly and fully informed.

The work of the classroom assistants and other support staff is very good. They work as a very effective team with teachers and ensure that pupils' experiences are matched to individual needs.

17. The school's support staff, including classroom assistants, administrative and caretaking staff, work as a very strong and supportive team to ensure that the school is very welcoming and very well maintained. The support staff are very well trained in a range of areas, such as behaviour management, welfare issues and literacy and are therefore very well placed to support teachers and individual pupils.
18. The classroom assistants attend staff meetings and are kept very well informed of the work of the school, particularly any new initiatives. As a result, they work very knowledgeably alongside teachers in a variety of lessons. In supporting pupils with English as an additional language (EAL) and SEN pupils classroom assistants are very careful to ensure that pupils are confident in what they need to do, and with higher attaining pupils they ensure that pupils are provided with the necessary challenge. In a 'phonics' session in YR/Y1, for example, the classroom assistant helped pupils anticipate which words could be linked by letter changes, such as 'flap', 'slap' and 'slack'. As a result, the pupils were enthusiastic and concentrated very well on the combinations produced.

19. The classroom assistants are very openly supportive of each other and pass on ideas and information informally to ensure that they are clear about their work and the support they can give to teachers. Any specifically planned support given to individual pupils, such as those who are gifted and talented, is very good and the individuals show very good levels of confidence and enjoyment in their learning.

The school has successfully created a strong partnership with parents who, as a result, have very positive views about the school.

20. The school is very popular. Parents are very appreciative of the way the school cares for their children; for example, when their child has difficulties with another child or has particular needs. Other examples were given at the parents' meeting, such as the school providing fruit for each child and the opportunities for their child to work alongside others in different year groups during 'active learning' sessions.
21. Parents feel that the school is approachable and are happy to talk to teachers if they have any concerns, and feel that any problems will be treated seriously and improved as quickly as possible. A significant example of the way the school is seen as approachable is the opportunity that parents have each morning to come into classrooms to ensure their child has settled. The teachers are then available for any informal discussions.
22. Parents and members of the community work regularly in the school helping pupils, for example, with art and design and reading. They are confident about what they have to do because of the clear guidance given to them by the teacher.
23. The school keeps parents well informed about their child's progress through parents' evenings, termly curriculum newsletters and reports showing their child's targets for improvement and level of attainment. Parents are also consulted regularly, for example, about writing and residential trips, and as a result, they feel that the school has successfully established a good working relationship with them.
24. The school provides a good range of meetings for parents that are well attended, such as the curriculum evenings held for Literacy and mathematics and the meetings associated with children who have special educational needs. The early years co-ordinator has also established reading and writing sessions for new parents so that they are clear about how their child is taught in these areas. The school is constantly seeking new ways of ensuring that parents are fully informed about the work of the school.

WHAT COULD BE IMPROVED

The achievement of the highest attaining pupils in mathematics, although satisfactory, so that it matches their good achievement in reading and writing.

25. Like the teaching of English, the teaching of mathematics is good overall and most pupils achieve well. However, pupils' achievement in mathematics is not consistent throughout the school in the same way as in reading and writing; the higher attaining pupils in mathematics in some classes could do better. This aspect of mathematics is recognised by the school as an area for improvement. However, pupils who are identified as having a special talent in mathematics are achieving well because of the careful attention to their learning by the teacher and classroom assistants. The challenges and extended work provided for these pupils is very well planned and adapted.
26. In lessons where the quality of teaching in mathematics is good or better, all pupils learn well and are confident in what they do. Teachers in these lessons carefully design work that interests the higher attaining pupils, such as by giving the pupils harder problems to solve or by asking them to explain to another pupil how to calculate a particular sum. As a result, the higher attaining pupils are able to talk openly about how they work something out and clearly understand how to correct any mistakes they make. For example, a pupil in Year 2 recognised

the mistake she had made in mentally calculating the difference between amounts of money, over one pound, because she carefully used 'counting on' in units and tens to correct her mistake and then explained how she reached the answer to another pupil. The satisfaction in understanding her own learning was very clear.

27. Where teaching is satisfactory, the higher attaining pupils are either doing work that is too easy for them or are not fully confident in what they are doing. In a Year 2 lesson, for example, the higher attaining pupils had difficulty in selecting the appropriate operation (i.e. add, subtract or multiply) to help them solve a series of problems because they were not fully confident in interpreting what the problem was asking them to do. As a result, the pupils began to guess what they needed to do rather than choose the correct operation from knowledge and experience.

The management of individual pupils' behaviour, particularly in Year 3, so that lessons are not disrupted.

28. The school has worked hard to improve pupils' behaviour, which has improved since the last inspection from satisfactory to good. Parents are very positive about the initiatives established in the school to promote good behaviour, such as the use of the 'Golden Tree', and recognise how playtimes have improved because of the variety of activities available for pupils. Staff, including the headteacher, support each other very well to ensure that any disruptive behaviour is very calmly and quickly stopped.
29. However, some teachers are not always rigorous about ensuring that pupils behave well. For example, pupils are allowed to talk and chatter during registration times and their behaviour continues to be unchecked during lessons and when leaving the room. On these occasions pupils disrupt the lesson for others and the overall quality of pupils' learning is slowed. It is a significant issue in Year 3 where the quality of teaching is satisfactory overall because of a lack of rigour in the management of pupils' behaviour.
30. There are examples of very secure management of pupils' behaviour in lessons throughout the school in the way pupils interact with each other or follow established routines. For example, in a 'circle time' observed in YR where pupils were required to take turns in speaking when holding the 'teddy'. During this effective session if a pupil began to talk when they are not required to, the teacher firmly and confidently reminded them that it is was not their turn to speak. As a result, the individual pupil quietly and patiently waited until it was their turn to discuss the class topic. In addition, and as part of the normal routines in the day, pupils are clearly reminded to follow established classroom routines such as lining up quietly. The teacher or classroom assistant on these occasions carefully monitors the pupils to ensure that they follow instructions. As a result, pupils sensibly and quietly move around the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. To raise further the standards of work and the good quality of provision in many aspects of the school, the headteacher, staff and governors should:

Improve the achievement of higher attaining pupils in mathematics by:

- reviewing the school's planning and teaching of mathematics to ensure that higher attaining pupils are suitably challenged and are able to use their mathematical skills confidently in problem solving activities.

(See paragraphs 25 to 27.)

Improve teachers' management of pupils' behaviour by:

- ensuring that, drawing on the work of more effective teachers, there is a more consistent approach to managing pupils' behaviour across the school.

(See paragraphs 28 to 30.)

These points have already been recognised by the school as areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	2	8	4	0	0	0
Percentage	12.5	12.5	50	25	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	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	268
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.9
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	37	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	28
	Girls	36	36	36
	Total	61	63	64
Percentage of pupils at NC level 2 or above	School	91 (84)	94 (91)	96 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	27	29
	Girls	36	36	36
	Total	61	63	65
Percentage of pupils at NC level 2 or above	School	91 (85)	94 (91)	97 (91)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	2
Pakistani	4
Bangladeshi	3
Chinese	0
White	184
Any other minority ethnic group	5

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	5	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y3

Total number of education support staff	11
Total aggregate hours worked per week	259

FTE means full-time equivalent.

Financial information

Financial year	2001
	£
Total income	571,148
Total expenditure	556,733
Expenditure per pupil	2,077
Balance brought forward from previous year	8,000
Balance carried forward to next year	22,415

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	141

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	5	1	0
My child is making good progress in school.	64	31	3	1	1
Behaviour in the school is good.	48	48	4	0	0
My child gets the right amount of work to do at home.	35	55	7	0	3
The teaching is good.	69	28	1	0	3
I am kept well informed about how my child is getting on.	44	45	10	0	1
I would feel comfortable about approaching the school with questions or a problem.	68	28	4	0	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	1
The school works closely with parents.	52	42	5	0	1
The school is well led and managed.	59	38	1	0	3
The school is helping my child become mature and responsible.	58	40	1	0	1
The school provides an interesting range of activities outside lessons.	37	47	9	1	6