

INSPECTION REPORT

SAWLEY INFANT AND NURSERY SCHOOL

Sawley

LEA area: Derbyshire

Unique reference number: 112684

Headteacher: Ms Glynis Hadfield

Reporting inspector: Peter Kerr
23583

Dates of inspection: 16-17 October 2000

Inspection number: 224520

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 to 7 years

Gender of pupils: Mixed

School address: Wilmot Street
Sawley
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Nottingham

Postcode: NG10 3DQ

Telephone number: 0115 9732652

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Appropriate authority: The governing body

Name of chair of governors: Mrs Wendy Lauberts

Date of previous inspection: 20 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school provides a nursery and infant education for 225 children aged from three to seven. The nursery caters for 65 children each morning and afternoon, but not all of these children continue into the infant department, which currently accommodates 160 pupils. The school shares a large, open campus with a junior school, and serves mostly the local area, which contains a mixture of rented and privately owned houses. Nearly all of the pupils are of white ethnic origin and forty-one pupils are eligible for free school meals, which is above the national average. There are forty-five pupils on the school's register of special educational needs, which is also above average, and three of these pupils have a statement of need. The attainment of the children on entry to the school is below average.

HOW GOOD THE SCHOOL IS

This is a very effective school in which pupils achieve above average standards in reading, writing and mathematics due to very effective teaching in these areas. The headteacher leads the school exceptionally well and has established a very harmonious and orderly working atmosphere. Adults and children relate very well together throughout the school and the pupils work hard. The nursery and reception classes prepare the children very well for the National Curriculum, which is organised very effectively in the infant department. Very good management at all levels makes sure that all the resources available to the school are used effectively, and the school provides very good value for money.

What the school does well

- Pupils make very good progress and achieve well in reading, writing and mathematics.
- The nursery and reception classes are very effective in preparing the children for the National Curriculum.
- The headteacher provides exceptional leadership and management and the senior management team is very effective.
- The school makes very good use of test results and other performance data to identify how it can improve standards in English and mathematics.
- The very good relationships among all the adults and children in the school contribute to very positive attitudes among the pupils and very good behaviour.
- Parents think very highly of the school and contribute to their children's learning in many ways.

What could be improved

- Planning in science and information and communication technology could be improved to take into account more fully the skills that pupils need to learn.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in January 1997 found Sawley Infant and Nursery School to be a very good school with outstanding leadership. Since then, the headteacher has continued to provide exceptional leadership and has improved management of the school at all levels. As a result, teaching is more effective, especially in English and mathematics, and standards in these subjects have risen considerably. The governors have improved the way they link expenditure to the educational priorities set out in the school development plan.

STANDARDS

The table shows the standards achieved by 7-year-olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	E	C	B	A
writing	C	C	B	A
mathematics	E	C	B	A

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

This table shows how successful the school has been in reaching its ambitious targets for raising standards in English and mathematics. The inspection evidence confirms that standards are better than the national average, and much better than in most similar schools. The pupils' writing is particularly good throughout the school. They also read well, and gain much pleasure from books, due to the very good support and encouragement they receive from school and from home. Their performance in mathematics has greatly improved over the past year due to better teaching and organisation of the subject. The school has to be commended for the extremely effective way in which it has implemented the National Literacy and Numeracy Strategies. The pupils are achieving as well as they can in these subjects by the time they leave the school. In other subjects, the pupils reach standards in line with expectations for their age. They do not use their computer skills as effectively as they should because the school's equipment is very outdated, but this problem is to be remedied in the very near future.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and are proud of their achievements. They listen attentively in lessons and work hard. They enjoy success and show independence in the way they use books and equipment.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school, reflecting the consistently high expectations set by the staff.
Personal development and relationships	Very good. Pupils work and play together happily and are confident and courteous in their dealings with the adults in the school.
Attendance	Satisfactory. Punctuality is good, enabling lessons to start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very good	good

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

Overall, the teaching in the school is good. It was good or better in seven out of ten lessons seen, and very good in nearly half of them. The quality and effectiveness of teaching varies between subjects. It is very good in English and mathematics and for children in the nursery and reception classes, where most of the observations took place. In other subjects, the teaching that was seen was satisfactory. In the best lessons, the teachers capture the pupils' interest from the beginning and make it clear exactly what is to be learned. They ensure that each lesson builds on what has been learned previously and use a good mixture of whole-class teaching and group-work to achieve their objectives. The teachers manage the pupils very well because of the very good relationships they have established in the classroom, and they involve classroom assistants and volunteer helpers fully as members of the teaching team. The pupils learn very effectively during whole-class teaching and when they have adult supervision for their group activities. They also respond very enthusiastically to the opportunities that they are given to work independently, for example by looking things up in the library or using a computer. In some lessons, however, especially in science and information and communication technology, the pupils do not learn as well as they could because the purpose of the activities they are engaged in is not clear to them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has produced an excellent plan to fit all the subjects of the new curriculum into the timetable. There is currently insufficient coverage of information and communication technology, but this problem will be addressed very shortly with the new computer suite.
Provision for pupils with special educational needs	Very good. These pupils make good progress in lessons and over time because they are well supported by the teachers and educational care officers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Personal, social and health education is integrated into the timetable. The pupils have many opportunities to reflect on their own thoughts and feelings and to value themselves and others. This is good for their spiritual development. Moral values are very clearly taught and due emphasis given to the different cultures within the wider society.
How well the school cares for its pupils	Very good. The school has very good systems to identify pupils in need of support and guidance, and all members of the staff know the children very well.

The successful emphasis the school places on good quality relationships and teamwork has a very beneficial effect on the pupils' education. The support and guidance systems ensure that all pupils, regardless of their individual circumstances, has every opportunity to learn and to achieve their potential.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides outstanding leadership and has put together a senior management team that is very effective in managing change and making improvements throughout the school. This is the key strength of the school that underpins much of its very good work.
How well the governors fulfil their responsibilities	Good. The governors ensure that the school fulfils its legal obligations. They give very good quality support to the headteacher.
The school's evaluation of its performance	Very good. The school makes exceptionally good use of test results and other data to identify where improvements need to be made and then takes effective action.
The strategic use of resources	Very good. Led by the headteacher, the governors ensure that the budget is spent according to the school's priorities identified in its development plan. They obtain all necessary goods and services in the most cost-effective way. The school building is kept in immaculate order, giving the children a lovely environment in which to learn, and a good range of high quality resources is provided for all their activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good and the school is well led and managed. • Behaviour is good and the children are encouraged to work hard. • The staff are very friendly and approachable. 	No significant concerns were expressed.

It is very unusual to find such overwhelming support among parents for a school. Sawley Infant and Nursery School richly deserves this support, providing as it does such very good and sometimes excellent service in all aspects of its work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress and achieve well in reading, writing and mathematics.

1. The above average results that pupils are now achieving in the national tests for seven-year olds reflect very good progress in reading, writing and mathematics throughout the school. The general improvement in reading and writing has been brought about by the headteacher's very effective implementation of the National Literacy Strategy. The very good teaching that was observed during the inspection in literacy lessons reflects the excellent guidance and support that the teachers have been given. They have a very clear structure in which to teach skills in a systematic way. The teachers make it very clear to the pupils exactly what is to be learned. This has the effect of motivating the pupils to succeed, and ensuring that they sustain concentration and are aware of how well they are doing. The Better Reading Partners Scheme makes an excellent contribution to the pupils' improving performance in reading. This is because the parents and other adults who come into school to read with selected pupils receive good training so that the time they spend with the pupils is very effective. The pupils show evident enjoyment in these sessions and are very keen to improve.
2. Standards in writing are above average. In Year 2, the pupils' work samples contain a wide range of writing, including poetry, stories and factual accounts. The standard of presentation is very good, and is consistent across the classes. There is a clear difference in the standard of spelling and grammar between the lower, average and higher-attaining pupils, reflecting the higher expectations that teachers have of more able pupils. The standard of presentation in Year 1 is more variable between the classes and not as good as in Year 2, but overall the pupils make good progress, writing in a variety of different ways. Pupils with special educational needs make good progress because they receive very good support from the educational care officers with their individual targets and in general classroom activities. Effective management of the subject is the key to continuing improvements. For example, because regular checks are made on teaching and on the pupils' work, it was discovered that the standard of marking varied between classes. The staff discussed this issue and now the marking of the pupils' work is better because it contains helpful comments and some targets for improvement.
3. In mathematics, the pupils growing interest, confidence and attainment reflect the increasing skills of the teachers. This has been brought about by the successful implementation of the National Numeracy Strategy and the effective leadership given to the subject by the new subject manager. By running training sessions in the school, giving demonstration lessons and observing other teachers in the classroom, the co-ordinator has been able to bring consistency and structure to the teaching of mathematics. The teachers use the books and materials that support the numeracy strategy effectively, matching the tasks they set to the ability of the pupils on most occasions. Their questioning during whole class lessons and group activities makes the pupils think about how to solve a problem and explain how they do it. The pupils enjoy these challenging and interesting lessons. They do their best to succeed and work hard whether or not they are supervised. The teachers are beginning to include open-ended investigations in the planned activities, and this is helping to stretch the more able pupils by making them think about general patterns in shape and number.

The nursery and reception classes are very effective in preparing the children for the National Curriculum.

4. From the first days of their time in the nursery, the children are welcomed into a calm and secure yet stimulating environment in which they learn very effectively through play. The teachers and educational care officers are very skilled at their job. They know how children learn best, and organise the room so as to meet their emerging needs. A very good range of imaginative activities is provided through which the children can develop their social, physical, intellectual and creative skills. For example, a theatre is set up to give glove puppet performances of well-known nursery rhymes. Two children man the ticket office with telephone, computer keyboard, cash till and notebook. They sell numbered tickets that have to be matched to numbers on the chairs in the theatre. Other children then give a performance using the puppets. This actively demonstrates how a planned activity supervised by an educational care officer allows the children to engage in enjoyable learning that is very appropriate to their needs.
5. The teachers keep good records of all the children's progress. They use this information to group the children together for target activities that take their learning on in specific areas. One of these lessons was observed during the inspection. Ten children were brought together to learn how to recognise and order written numbers to ten and count as far as they could using real objects. They placed attractive number cards on a line, having to think which number goes where, and then played a game to see which of two groups could build the taller tower. They added their bricks, counting one number for each, and put two towers side by side to see which one was taller. The teacher skilfully asked more difficult questions of the more able children and introduced the correct mathematical words when they were needed. The children make very good progress in their understanding in these lessons because they are developing and using their skills subconsciously as part of an enjoyable game.
6. The transition from home to the nursery is managed really well. First thing in the morning, there are many parents in the nursery, playing with their children. As the children become preoccupied with their activities, the parents gradually leave so that the nursery day has begun with the minimum of fuss. The activities that are provided have been carefully tailored to match the requirements of the new Foundation Stage curriculum, which is designed to take children right through their reception year. The transfer to the reception classes is also smooth because the nursery and reception teachers have planned this new curriculum together. In the reception classes, the teachers maintain an environment in which the children can achieve all the early learning goals through carefully structured play activities and plenty of discussion with each other and with adults. As the children achieve these goals, the teachers introduce more formality into the lessons, so that by the end of the year the children will be ready for the National Curriculum programmes of study. For example, the older reception children will have English and mathematics lessons that are very much like the literacy and numeracy lessons they will experience in Year 1.
7. The children respond very well in the nursery and reception to the very good teaching and curriculum arrangements. They show a great deal of independence in their use of the different materials and equipment available, and behave very well. They make good progress in their speaking and listening because of the good quality interactions they have with the teachers, educational welfare officers and parents who help out, for example with baking. When engaged in free play, their learning continues because the activities they have

to choose from are carefully structured to encourage the development of their language skills. For example, a little girl talks to herself continuously as she acts out the story of 'The Three Billy Goats Gruff' using toy models and a made-up landscape. In so doing, she is using and extending the language skills that she has learned in story sessions.

8. The children's creative development is fostered by a good range of art and music activities, and they have regular opportunities to play outside, using a variety of large and small toys and apparatus to help their physical development. They develop well socially because they have lots of opportunities to play and work in pairs and small groups as well as gradually learning to join in more formal activities. They become very independent in their choice of activities and use of the various materials and equipment because the teachers set high expectations for them and organise the room very effectively. The children enjoy learning how to use information and communication technology under supervision, showing great excitement, for example, when they make a balloon burst on the computer screen by pressing the space bar. They develop and apply this learning as they play alone or with partners with computers and other technical equipment.

The headteacher provides exceptional leadership and management and the senior management team is very effective.

9. The last inspection report praised the headteacher for her outstanding leadership of the school. Since then, she has maintained this very high standard of leadership and brought about further improvements to the school by even more effective management. A key feature in this success is the establishment of a very effective senior management team to oversee the implementation of change across the school. The deputy headteacher plays a significant role in improving standards, especially in English, through exemplary teaching and by co-ordinating assessment throughout Key Stage 1, while the early years co-ordinator ensures that the school provides all the children with a flying start to the National Curriculum. The headteacher also provides the governing body with very detailed information about the school's performance compared to other schools. This ensures that they can play an active part in discussions on how to move forward.
10. The headteacher manages all the school's resources exceptionally well, and gets the most out of all members of staff. She does this through carefully targeted training and support and by effective delegation. In literacy, the gains in achievement have sprung directly from the headteacher's own expertise and the way she has enabled the teachers to make the most of their literacy lessons. The Better Reading Partner Scheme is also a direct result of the headteacher's initiative, and has given many parents a greater insight into how the school is trying to raise standards. In mathematics, the headteacher has worked with the newly appointed co-ordinator to train all the staff in the National Numeracy Strategy and then to check how effective the teaching is through regular observations of lessons. The feedback to teachers from these observations identifies general points to make all lessons more effective, and this has clearly helped to raise standards. For example, teachers have learned better questioning skills that get the pupils to explain their thinking and so improve their understanding.
11. The headteacher delegates responsibility very skilfully, enabling each member of staff to function successfully as part of the team. This is true for teaching and non-teaching staff. All the subjects of the National Curriculum are organised well because each subject manager works independently but within a very clear structure and under the guidance of the headteacher. Specific initiatives, such as the new curriculum for 2000, are also effectively

introduced because the headteacher empowers and supports members of staff to use their individual skills.

The school makes very good use of test results and other performance data to identify how it can improve standards in English and mathematics.

12. The steady improvement in the school's national test results has been due in part to the very effective way the school has assessed the pupils' achievement to identify which individuals and groups need support and then taken effective action. For example, pupils who were reading at levels just below expectations for their age have been selected for the Better Reading Partners Scheme to improve their test scores. The headteacher continuously checks the progress of individuals on this scheme so that they can be moved off it as soon as they are ready in favour of other pupils who will benefit from it. The school has also taken measures to redress the difference in reading scores between boys and girls. Boys score lower in the tests, in line with the national picture, so the school has decided to buy more books that might be of specific interest to boys. Observations on pupils reading independently in the library during the inspection confirm that this measure is helping to encourage the boys to read.
13. Right from their first days in the nursery, the children are assessed and a folder is built up to track their progress. This is a very comprehensive record of how the pupils are developing their skills. For example, a child's folder shows that in her first year in the nursery she has learned to draw a complete human figure, with body, arms and legs, whereas at the beginning she could not. If children are not progressing at a normal rate in this or any other area, the school can quickly identify where the problem is and put in any support that is needed, including placing them on the special educational needs register or giving them more challenging work.
14. This tracking process continues in English and mathematics throughout the school. The teachers administer regular tests to measure how well the pupils are doing and adjust their planning accordingly. The pupils are grouped according to their attainment, for example, in English and mathematics lessons, so that they can be given work that closely matches their ability. The assessment information gathered on each pupil is very impressive in quantity and quality, and is used very effectively by the teachers to continuously challenge pupils of all abilities.

The very good relationships among all the adults and children in the school contribute to very positive attitudes among the pupils and very good behaviour.

15. The school is a happy, relaxed community in which all the children feel valued and able to contribute and do their best. This applies to the staff and pupils alike. The headteacher sets the tone by encouraging teamwork, and setting up systems for the staff to check how successful she is in doing this. There is a great deal of mutual trust among the adults that is conveyed to the pupils, and this encourages very positive attitudes to learning and very good behaviour.
16. The excellent introduction that children have in the nursery to good relationships and learning habits is maintained right through the school. The children relate well to one another partly because they are given such a good example by the staff, and partly because of the good organisation of tasks that encourage co-operation. Personal, social and health education lessons also make a very good contribution to this aspect of school life. As they move

through the school, the children are encouraged to reflect in an increasingly mature way on many aspects of their life, including their work and how they relate to others. They are encouraged not only to value success, but to value each other.

17. The children develop independence in their learning in the nursery and reception class, and take this with them into the infant classes. For example, they go to the library unsupervised to read or to change books, and work together happily on computers. Their behaviour is very good as a result of a wish to please rather than through fear of disapproval. The children appreciate the praise that they get for co-operation and success, and like to earn a smiley face for their efforts. The teachers use this system sensitively to remind the pupils of the importance of good behaviour and obeying group rules. For example, instead of punishing a pupil for fidgeting in a lesson, the teacher sets a realistic five-minute target for the pupil to refrain from doing this in order to gain a smiley face.

Parents think very highly of the school and contribute to their children's learning in many ways.

18. The responses to the questionnaire and comments made at the parents' meeting reflect overwhelming support for the school among parents. They approve of what the school is doing and have great admiration for the headteacher and staff. They appreciate the good quality teaching and the way the school encourages the children to be kind, to share things and to respect each other. They think that there is a good balance between English and mathematics and other subjects, and express appreciation for the after-school activities such as the chess and recorder clubs. One parent seemed to sum up the general view when he said it was difficult to see how the teachers could fit in what they already did without asking for more.
19. The questionnaire returns were more positive than is seen in most schools. All questions received a positive response. In particular, parents are happy that their children like school and think that they make very good progress while they are there. One parent at the meeting suggested that if all schools were as good as this one, then education in the country would be in a healthy state. The inspection team heartily endorses this view.
20. Many parents come into school to help in a voluntary capacity. They hear readers, supervise groups and give all kinds of practical support. During the inspection mums and dads were in classrooms and were fully integrated into the teaching team. For example, one dad was helping Year 2 pupils to programme a robot so that it made shapes on the floor, a mum was baking buns with a group of nursery children and another mum was mending books in a Year 1 classroom. The school has an open door policy that really works in practice, to the great benefit of the children. Parents generally have a positive view of homework and give as much help with it as their circumstances allow.

WHAT COULD BE IMPROVED

Planning in science and information and communication technology could be improved to take into account more fully the skills that pupils need to learn.

21. The school has very good planning and assessment procedures in place for English and mathematics. The very effective way that the National Literacy and Numeracy Strategies were introduced has helped by providing a structure for the planning of lessons. Each lesson clearly builds on skills that have been learned in the previous ones. Teachers deliver a lesson

to the whole class, and then provide activities for different attainment groups on the basis of their assessments of the pupils' knowledge and skills. This system is very effective in enabling most of the pupils to learn at a rate that suits their needs.

22. In other subjects, the school uses new government guidelines in planning lessons. Together with the school's excellent timetable plan, this ensures that the full National Curriculum programmes of study are covered. However, the planning of lessons is not consistently based on assessments of what the pupils already know and can do and the skills they need to learn next.
23. Currently, the management files for these subjects contain much useful information. In science, it is clear that there are many links made between what the pupils learn in this subject and their skills in other subjects. For example, pupils make models of mini-beasts in design and technology, using their scientific knowledge to help them draw on the right number of legs and body parts. Teachers are also provided with useful guidance on the areas to be covered each year in each attainment target. However, there is no clear guidance on how teachers can provide a pathway for pupils to develop scientific enquiry skills appropriate for their age and attainment levels. Lesson plans do not therefore, for example, include activities designed to teach the more able pupils higher level experimental skills.
24. Currently the school is awaiting the imminent installation of a suite of personal computers. This will allow pupils to begin making up lost ground in their use of information and communication technology skills across the curriculum. However, in the guidance currently available for teachers the expected outcomes are the same for the whole of each year group, whereas it is evident from their performance in mathematics and English that the pupils will learn at different rates.
25. In both these subjects, only minor adjustments to current planning are necessary to achieve these objectives in the medium term without prejudicing the excellent momentum established in English and mathematics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- In order to bring teaching and standards in science and information and communication technology into line with those achieved in English and mathematics, the school should improve planning in these subjects to take more fully into account the skills that pupils of each attainment level will need to learn.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	45%	25%	30%	0%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y 2
Number of pupils on the school's roll (FTE for part-time pupils)	65	160
Number of full-time pupils eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	44	37	81

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	37	40
	Girls	33	35	34
	Total	65	72	74
Percentage of pupils at NC level 2 or above	School	80 (78)	89 (79)	91 (84)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	38	43
	Girls	35	32	35
	Total	71	70	78
Percentage of pupils at NC level 2 or above	School	88 (79)	86 (82)	96 (84)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	157
Any other minority ethnic group	3

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	1	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	20
Average class size	22.9

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	128.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	33

Total number of education support staff	3
Total aggregate hours worked per week	97.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	515 226
Total expenditure	544 476
Expenditure per pupil	1 354
Balance brought forward from previous year	56 578
Balance carried forward to next year	54 075

The amount of the budget carried forward to the next year is high – about twice the recommended amount. This is perfectly acceptable, however, as the school has done so in order to finance future improvements to the building.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	55	37	0	0	8
Behaviour in the school is good.	60	39	0	0	1
My child gets the right amount of work to do at home.	46	31	1	1	21
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	50	38	6	3	3
I would feel comfortable about approaching the school with questions or a problem.	66	29	3	0	2
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	53	42	5	0	0
The school is well led and managed.	65	32	0	0	3
The school is helping my child become mature and responsible.	60	35	0	0	5
The school provides an interesting range of activities outside lessons.	32	23	9	0	36

Summary of parents' and carers' responses

The parents' views are overwhelmingly supportive of the school. The inspection confirms that their praise is amply justified.

Other issues raised by parents

Parents feel that the teachers have a very full workload.

