

INSPECTION REPORT

CHARLTON KINGS INFANT SCHOOL

Cheltenham

LEA area: Gloucestershire

Unique reference number: 115737

Headteacher: Susan Allan

Reporting inspector: Lorna Brackstone
21872

Dates of inspection: 4 – 5 December 2000

Inspection number: 224719

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Lyefield Road East Charlton Kings Cheltenham Gloucestershire
Postcode:	GL53 8AY
Telephone number:	01242 514483
Fax number:	01242 230409
E-mail address:	ckis@charltonkings-inf.gloucs.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Tim Wood
Date of previous inspection:	November 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Lorna Brackstone 21872	Registered inspector
Tony Comer 09880	Lay inspector
Denise Franklin 224342	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This popular foundation Infant School is situated in the village of Charlton Kings, which is on the south - eastern edge of Cheltenham. It consists of new, purpose-built accommodation and serves a village consisting of mostly private housing. The vast majority of parents are involved in skilled occupations. The school caters for children aged 4-7. It has 265 on roll and has an annual three-form entry intake. Most pupils are of white UK heritage. The school has a kindergarten that provides pre-school experience to about half of the children who start in the Reception classes at Charlton Kings. There are 62 children currently in the Foundation Stage. The percentage of pupils known to be eligible for free school meals is 0.4 per cent and this is well below the national average. The percentage of pupils who speak English as an additional language is 1.7 per cent and this is a bit higher than in most schools. The percentage of pupils identified as having special educational needs is 15.5 per cent and this is below the national average. The percentage of pupils with statements of special educational needs is 1.1 per cent and is broadly in line with the national average. National indicators used on entry into full time school at the age of four indicate that overall attainment is about average.

HOW GOOD THE SCHOOL IS

This is a very effective school, which is providing a very good standard of education for its pupils. By the age of seven they achieve standards in reading, writing and mathematics that are well above the national averages. Pupils have very good attitudes towards their work and their behaviour is of a very high standard. They gain very high levels of confidence and relationships throughout the school are very good. Overall, the quality of teaching and learning is very good. Both the headteacher and deputy headteacher provide very good leadership and the school is very well supported by a well-informed governing body. Any weaknesses are quickly identified and rapidly overcome. The school has maintained very high standards since the previous inspection and provides very good value for money.

What the school does well

- Pupils make very good progress and attain very high standards in reading, writing and mathematics by the age seven.
- Music, dance and drama, art and design, and design and technology have a very high profile within the school and the quality of work produced by the pupils is of a very high standard.
- The quality of teaching and learning is very good throughout the school.
- The headteacher provides very good leadership, is well supported by the governors and staff in developing and managing the school, and has devised comprehensive monitoring and assessment procedures that are used well for measuring progress.
- The pupils have very good attitudes to work and are both keen and enthusiastic in all their activities. Their behaviour is also of a very high standard and they gain very good levels of confidence that enable them to perform in Christmas productions and other musical events.
- Provision for spiritual, moral, social and cultural development is excellent.
- The school looks after its pupils very well.
- Very good, purposeful and productive links are established with parents.
- The school provides very good value for money.

What could be improved

- Although standards in information and communication technology are satisfactory, they are not as high as in other subjects; more use could be made of information and communication technology to support pupils' learning across the curriculum.

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 1994 and has made a very good improvement since then. An extensive building programme has resulted in the provision of excellent accommodation and this has remedied the difficulties highlighted in the previous report. The level of commitment and professionalism has been very well maintained and is of a very high standard. The prospectus has been revised and is now published jointly with the Junior School in order to promote continuity between the two schools. Arrangements for information and communication technology have been adequately revised but, although standards are in line with national expectations, they are not as high as standards attained in other subjects. The school successfully meets its targets in the core subjects of reading, writing and mathematics and trends have been consistently high over the past three years.

STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:					Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	A	A	A	well above average A above average B average C below average D well below average E
Writing	A	A	A	A	
Mathematics	B	A	A	B	

Children start school with standards of attainment that are broadly average. They make good progress in both the Foundation Stage and then in Key Stage 1, leaving the school at the age of seven with standards that are well above national averages in reading, writing and mathematics. Standards are also well above those found in similar schools for reading and writing and above average for mathematics. Inspection findings confirm that standards are very good in the core subjects of reading, writing and mathematics. Pupils also achieve very high standards in other curriculum areas, particularly in music, dance and drama, art and design, and design and technology, where the quality and presentation of work is of a very high standard. Trends over time indicate that very high standards have been maintained since 1997 in reading and writing and standards in mathematics have improved since 1998. The school's targets are both demanding and realistic.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated and eager to do their best. Levels of concentration are high and their interest is very well maintained.
Behaviour, in and out of classrooms	Very good. Behaviour is very good. Pupils behave particularly well at playtimes and during the lunch break.
Personal development and relationships	Very good. Pupils gain very high levels of confidence and relationships are very good throughout the school.
Attendance	Good. Pupils enjoy coming to school and the vast majority arrive on time.

The wide range of extra-curricular activities such as the music festivals and places of interest to visit, provide very good opportunities for pupils to further their personal development. Pupils like coming to school; there is a good level of attendance and most pupils arrive punctually.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	
20 lessons seen overall	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.

The good and frequently very good quality of teaching has been maintained since the last inspection. Of the 20 lessons observed, 10 per cent were judged to be excellent, 30 per cent very good, 50 per cent good and 10 per cent satisfactory. When this consistently good and very good teaching is considered in junction with the very high standard of planning, marking, and interactive displays of pupils' work, the overall quality of teaching and learning is judged to be very good. Teachers set high expectations and the teaching of the basic skills of literacy and numeracy are highly focused and matched to pupils' abilities. Both English and mathematics are taught well with lessons that are very well planned, organised, managed and implemented. The vast majority of all other lessons are conducted at a lively pace and the teaching is challenging and rigorous. This ensures that pupils acquire new knowledge and skills very well and are actively encouraged to work at a good pace with high levels of concentration. Pupils' oral and written responses are assessed on a regular basis and very effective use is made of the information to guide the teaching and the planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and relevant and makes good provision for the wide range of pupils' abilities. A good range of extra-curricular activities caters for pupils' interests and provides practical experiences that extend pupils' understanding of art, design, music and dance, for example.
Provision for pupils with special educational needs	Very good. Pupils' progress is very carefully checked and their needs are very well met.
Provision for pupils with English as an additional language	Good. Provision is well planned and ensures that pupils are given equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Staff provide very good role models. Codes of behaviour are very clear and pupils have a mature understanding of their moral and social responsibilities. The school provides excellent opportunities for both spiritual development and for pupils to appreciate cultural diversity.
How well the school cares for its pupils	The school cares very well for its pupils with procedures for child protection and measures to ensure their health and safety is of high quality.

The curriculum for the Foundation Stage is relevant and caters well for the wide range in pupils' interest and abilities. Teachers know their pupils very well and the very good quality support and guidance that is provided for the pupils enables them to achieve well. The school also works very closely with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher is very good. She has a clear vision for the school's continued improved, which is shared by the staff, Governing Body and parents. Co-ordinators effectively lead curriculum initiatives within their subjects and their role in terms of monitoring teaching and learning is an ongoing area of development within the school.
How well the governors fulfil their responsibilities	The Governing Body fully meets its statutory duties and is very well informed and knowledgeable about the life and work of the school. The Governing Body understands its accountability for the standards of education provided and is extremely supportive.
The school's evaluation of its performance	The headteacher, staff and Governing Body regularly monitor, review and evaluate the school's work, to identify the next stage in its development. Assessment information is used very well to help the school measure its performance.
The strategic use of resources	The excellent accommodation is used to very best effect. Very good use is made of staff and resources to support the pupils' learning. The principles of best value are applied when purchasing goods or services and funds are spent wisely. The school gives very good value for money.

In evaluating its work, the school has a very clear picture of its performance in relation to other schools. The school involves parents into its work and consults them on aspects of provision such as homework and both literacy and numeracy strategies.

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 going to school. • Children make good progress. • They know that the school encourages their children to work hard. • Behaviour of pupils at school is good. • The quality of teaching is good. • They feel that the school is helping to make their children mature and responsible. • The vast majority of parents feel that the school is well led and managed. • Closer links with the school and easier lines of communication to discuss problems and concerns. • The right amount of homework given to their children, which they feel is appropriate for this stage in their education. 	<ul style="list-style-type: none"> • The range of activities provided out of lesson time. • The amount of information given to them about the progress of their children.

The inspection team endorses all the positive comments but cannot justify any of the negative views. There is a good range of extra-curricular activities and lines of communication are considered appropriate between home and school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress and attain very high standards in reading, writing and mathematics by the age of seven.

1. The end of Key Stage 1 National Curriculum test results show that pupils' are achieving standards that are well above average in reading, writing and mathematics. Standards also compare favourably to similar schools with results in reading and writing well above the average whilst results in mathematics are above. Inspection findings fully endorse these very high standards and confirm that pupils make very good progress from an average level on intake.
2. Pupils enjoy stories and quickly learn to read. At age four the children develop an interest in books and recognise that print tells a story. They anticipate what might happen next and know terms such as 'author' and 'illustrator'. Children understand that each letter of the alphabet represents a sound and this enables them to accurately spell simple words such as 'car' and 'far'. By the age of seven, they know how to tackle unfamiliar words and read different forms of writing such as stories and poems for pleasure with both expression and accuracy. Effective use is made of reading skills to support learning across the curriculum. For example, they know how to use the contents, index and glossary in an information book.
3. Writing skills are taught very well. At age four the children form letters correctly and the higher attaining ones write without adults help and are able to spell simple words such as 'have' and 'some' accurately. They also use both full stops and capital letters when they write sentences. By the time that they are seven, their writing communicates meaning clearly and the higher attaining pupils write at length and communicate ideas logically and in detail. Full stops and capital letters are used correctly and common words are spelt accurately. They understand drafting and present their work neatly. There is a wealth of writing in various forms. For example, pupils confidently write poems, creative stories and use these drafting and presentation skills to produce lists and factual accounts.
4. Standards of numeracy are very good and there are plenty of opportunities provided for pupils to use their skills across the curriculum. This was evident during the inspection when 'National Number Day' was celebrated. In each classroom specific numbers were displayed and then used as teaching points. For example, one class worked on the number '100' and were required to complete a variety of mathematical tasks linked to this number. These included working in centimetres, problem solving with money and various timed tasks. This whole school event was supported well through preparation by pupils' in their homework tasks by encouraging them to look for evidence of their particular number at home. It is clear that pupils throughout the school are developing confidence in mental strategies and many are able to have immediate recall of number facts. Emphasis is placed on the need for pupils to check the reasonableness of their answers and they make very good use of a variety of different systems to ensure accuracy. Teachers also very carefully phrase questions in a variety of different ways to ensure that pupils gain a broad mathematical vocabulary. For example, in a very good lesson in a Reception class, the children focused on one more compared to one less. They were also encouraged to recognise the number of dots on a dice and numbers were reinforced

through popular songs such as 'Five Currant Buns', which kept them very motivated and attentive. Other aspects of the mathematical curriculum are taught effectively and pupils have a very good knowledge and understanding of shape, space, measure and simple data handling.

5. The school encourages pupils to attain high standards in a number of ways. It encourages pupils to do their best, irrespective of their ability, and to have confidence in themselves as learners. This approach results in high levels of motivation and enthusiasm for all pupils. They work hard, demonstrate very good concentration and present neatly written work. Teachers engage in discussion with their pupils and make them aware of their strengths and weaknesses. They generally have high expectations of all pupils and ensure that the highest attaining pupils are fully stretched.
6. The school's procedures and systems for tracking, monitoring and evaluating the progress and attainment of pupils as they move up through the school are very good and are a contributory factor to the high standards that pupils attain in reading, writing and mathematics. The headteacher, staff and Governing Body use data, published by the local education authority, as a basis for discussion on curriculum coverage and issues relating to both teaching and learning.

Music, dance and drama, art and design, and design and technology have a very high profile and the quality of work produced by the pupils is of a very high standard.

7. The school is very proud of the great emphasis it places on the expressive arts and this is reflected in the very high standards of music, dance and drama, art, art and design, and design and technology. By the age of seven, pupils are able to both paint and draw with accuracy and flair. For instance, pictures of fruit are sketched very well in pencil and Nativity characters are painted with accuracy. They also design and make a very wide range of artefacts for varying purposes. For example, pupils create imaginative collages using a wide variety of textiles such as net, felt and sequins. They also mould clay into shapes and use a selection of tools to make Christmas wreaths and trees.
8. Standards of singing throughout the school are very good. Pupils sing tunefully, using both good expression and clear diction. All words have been learnt and very little prompting is needed, even with the youngest children in the Reception classes. For example, during the inspection the whole school was practicing their Christmas songs for their forthcoming carol service in the local church. Each child in the school knew the vast majority of the words from memory and sang with both enthusiasm and interest. The choir sings particularly well and successfully takes part in the annual Cheltenham Festival.
9. Pupils' also attain very high standards in drama and dance. This is because the school has a very experienced drama teacher. Her expertise has a positive impact on the achievement of the pupils. Even the very youngest use all the available space around them when they are in the hall. They confidently move to mood music and are able to express themselves as angels or shepherds visiting the baby Jesus.

The quality of teaching and learning is very good throughout the school.

10. During the inspection, 40 per cent of lessons observed were very good or better. This high quality teaching has a significant impact on the quality of education provided. The school places a strong emphasis on ongoing improvement, which includes the monitoring and evaluation of teaching. Teachers have a very good knowledge and understanding of all subjects except information and communication technology. They work very hard; lessons are always prepared very well and they manage their pupils very well. Teachers identify precise learning objectives and adapt work carefully to meet the needs of all the pupils. They are aware of the pupils' strengths and weaknesses and they keep very good records of pupils' accomplishments. Teachers and pupils have very good relationships. Teaching is frequently very good with good evidence of individual flair and skill. Clear expositions are always given and pupils are carefully questioned to recall previous learning. The best lessons move along at a brisk pace with plenty of opportunities for pupils to practise and apply their learning to new situations and problem solving.
11. These features strongly contribute towards the very good standards and progress achieved. For example, in an outstanding Reception class literacy lesson, the teacher used excellent strategies to ensure that all the children were fully involved in the session. These included appropriate use of songs and rhymes and the use of a puppet that really stimulated the imaginations of the children. Relationships within the classroom were also excellent and very good use of support staff ensured that all children were completely involved in the activity.
12. Many of the staff are involved in extra-curricular clubs. The school has a good reputation for music; the choir is very successful in local competitions and provides good musical backing for the school's Christmas Carol Service.

The headteacher provides very good leadership, is well supported by the governors and staff in developing and managing the school, and has devised comprehensive monitoring and assessment procedures that are used well for measuring progress.

13. The headteacher has a very clear vision for the school's development and has established effective strategies to achieve this. The governors actively support the school and fulfil their statutory responsibilities. The school's aim, which is 'to provide the best educational opportunities for your child in a happy, secure and well-resourced environment', is fully reflected in the work of the school. Very good systems for monitoring, planning, teaching and learning have been developed and are used effectively to set individual targets for pupils, to improve teaching and ensure that there is appropriate coverage of the national strategies of literacy and numeracy. These systems make a significant contribution to raising pupils' standards of achievement.
14. The school development plan includes a realistic number of initiatives that are planned in detail and include monitoring and evaluating strategies to enable successful implementation. Shrewd financial planning effectively supports these educational priorities and very effective use is made of specific grants to fund initiatives such as the planned outdoor area and the provision of the Kindergarten, a pre-school setting located within the building.

15. The school benefits from a very stable staff but keeps itself well informed about new initiatives through the training of student teachers, which they do very well. The funds gained from this are not only used to train these students to a high degree but also to enhance the information and communication technology resources of the school.

The pupils have very good attitudes to work and are both keen and enthusiastic in all their activities. Their behaviour is also of a very high standard and they gain very good levels of confidence.

16. Pupils make a very good contribution to their own learning and the success of the school by being keen and enthusiastic about their work. They behave well without the need for constant reminders or supervision and by getting along well with everyone else in the school. For example, lesson introductions and reviews at the end of the sessions are very orderly. Pupils value the effort of others and respond as an audience in both an attentive and interested manner. For example, in a Year 1 class discussion about the preparations for Christmas, all pupils listened to each other with real interest and good levels of concentration. The school tries to make sure that everyone is very clear about how things are to be done. Pupils are happy and confident as they move about their class and the school. As a result, little time or effort is wasted in non-productive activities and the school community is able to concentrate its efforts on doing even better. Lunch breaks at Charlton Kings are a delight to observe with all pupils behaving in an exemplary fashion throughout the hour-long session.
17. Well-matched work and sensitive support means that all pupils are able to succeed at their own level, which gives them the confidence to keep going and take on further challenges. Even the youngest children understand the conventions of whole class discussions and will listen and wait their turn knowing that their contribution will be valued. Groups get on busily and work together happily without the need for an adult to supervise them. Very good behaviour, work and acts of kindness are rewarded and pupils are aware that their best efforts will be appreciated. Moral and social issues are discussed both in class and in assemblies and this approach encourages the pupils to have a good understanding of rightness and fairness.

Provision for spiritual, moral, social and cultural development is excellent.

18. Excellent opportunities are provided so that pupils have a clear understanding of the values and beliefs that the school promotes. Acts of worship are very well planned and include opportunities for quiet reflection and appreciation of the music that is played. During the inspection, all classes were focusing on advent where they had a focus point with a candle. This enabled all pupils time to reflect empathetically on the true meaning of the forthcoming event of Christmas.
19. From their start in the Reception classes, children are taught to be aware of themselves and of others and the impact they have on one another. Children are expected to behave well, be kind and caring, and always to work hard. These expectations are present throughout the school. Pupils quickly learn to be sensitive to each other's needs, learning from the very good role models provided by the adults within the school. They are quick to help both their friends and teachers whenever it is possible. For example, pupils in a Year 2 class were observed helping

each other to create a tally chart. Pupils are helped to gain confidence and are encouraged to seek help when necessary. In a Year 1 design and technology lesson the pupils happily sought help when they reached a stage in the preparation of their three dimensional Christmas card that they found difficult. Pupils are consistently polite and courteous.

20. Pupils enjoy the friendships they have with each other and all the adults within school. They know the difference between right and wrong and understand the school's high expectations of behaviour. Pupils are always keen to please and consistently work hard. They show good levels of self-discipline, settle quickly to work and take a pride in their presentation. Their behaviour in and around school is very good and the children are gaining a good understanding of the meaning of citizenship when they fund raise for local charities.
21. Pupils have excellent opportunities to learn about, experience and reflect on the richness and diversity of cultures and communities through a good range of visits that are offered by the school, and from visitors to the school. One strong feature is the way in which both pupils and staff in school are used to develop the pupils' knowledge and appreciation of a variety of different cultures and traditions. For example, a visit to an African village by a member of staff has resulted in the study of African pictures and artefacts. Music and dance from around the world are also a prominent feature within the curriculum as are artists from various countries.
22. The curriculum emphasises the school's aim to encourage pupils to join in extra-curricular activities. Both parents and members of the local community are regularly invited to enjoy music and drama activities and pupils see these occasions as special times when they can share their learning with others. The wide range of extra-curricular activities, which include choir, recorder tuition, sport, and an art and craft club, provide opportunities for pupils to achieve success.
23. The school places great emphasis on providing a good all round education for its pupils. It does this successfully and pupils leave school both confident and independent in their learning. They are given every opportunity to learn and feel cared for as they move into the next phase of their development.

The school looks after its pupils very well.

24. The level of care that Charlton Kings extends to its pupils is very good. Their safety, welfare and security are priorities and the school strives to create conditions in which every child is able to achieve their potential. All policies and procedures are clear and well known by everyone working in school and all staff employed have the necessary skills to deal with emergencies and maintain the safety of all pupils.
25. Staff collect and record detailed information on all aspects of the pupils' personal, social and academic development. This information is used to strive to do all it can to help the individual child to do as well as he or she is able. Targets are set and recorded for each child and progress towards them is monitored. Parents are kept fully informed about every aspect of their children's development so that everyone is working towards the same objectives.

Very good, purposeful and productive links are established with parents.

26. Parents are kept well informed through regular newsletters and home/school books. The good quality annual reports record the progress made by their children. A few volunteers provide regular and valued help in classrooms. The Parent/Teacher Association is very supportive of the school and provided very good financial assistance.

The school provides very good value for money.

27. The school provides very good value for money. Entry into school at the age of four is broadly average and by the age of seven pupils' attainment in reading, writing and mathematics is very high. The teaching is very good overall with 10 per cent excellent. The pupils' personal development and both their attitudes to learning and behaviour are very good. Financial planning is shrewd and funding clearly targeted to underpin educational priorities. Financial provision per pupil is about average and the school makes very effective use of resources to support learning.

WHAT COULD BE IMPROVED

Although standards of information and communication technology are satisfactory, they are not as high as in other subjects; more use could be made of information and communication technology to support pupils' learning across the curriculum.

28. By the age of seven, standards in information and communication technology are in line with the national expectation. However, given the very high standards in other areas of the curriculum, standards could be even higher for most pupils. This is because information and communication technology is not taught as a discreet subject. In addition, a significant minority of teachers have weak subject knowledge and there has not been a substantive subject co-ordinator recently.
29. Pupils have a satisfactory understanding of the purpose of computers for word processing and appropriately work their way around the keyboard. Pupils use computers to draft and edit pieces of work but have limited experience of saving and retrieving work. They are also not confident about moving text around the screen, changing the style and size of the font, or using spell-checkers. In Year 2, pupils start to use computers for data handling and gain a limited amount of experience entering and displaying information in graph form.
30. By the age of seven, pupils have had very limited experience of using computers for control technology with programmable toys and this is currently the weakest area of the school's information and communication technology. This is because of limited resources and insufficient guidance from teachers.
31. The school is aware of the need to increase the extent to which pupils use computers to support their learning across the curriculum and to ensure that activities involving information and communication technology are meaningful and useful. The setting up of a small computer area in the cloakroom area in the older part of the school has enabled pupils to work alongside each other and this helps to develop their confidence. In some classes, computers are used regularly, but in others they are under-used, especially when teachers want the whole attention of the class, such as in literacy and numeracy sessions. At present, there is not enough structure to the use made of computers in class, partly because a number of teachers lack confidence and partly because there is no firmly established whole-school routine.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In line with the School Development Plan, the headteacher, staff and Governing Body should ensure that:
- class computers are used more regularly in all classes to support pupils' learning across the curriculum; (paragraph 31)
 - coverage of the information technology curriculum is carefully monitored, to ensure that as they move up through the school pupils gain the necessary breadth of experience and knowledge; (paragraph 31)
 - pupils' progress in information and communication technology is tracked, monitored and evaluated to identify strengths and weaknesses in teaching and learning; (paragraph 31)
 - teachers' knowledge and expertise should continue to develop. (paragraph 31)

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	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	30	50	10	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	265
Number of full-time pupils eligible for free school meals	0	1

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	0	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.2

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	43	43	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	41	42
	Girls	42	43	41
	Total	81	84	83
Percentage of pupils at NC level 2 or above	School	94 (94)	98 (97)	97 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	42	41	41
	Girls	43	41	42
	Total	85	82	83
Percentage of pupils at NC level 2 or above	School	99 (97)	95 (96)	97 (97)
	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	2
White	194
Any other minority ethnic group	7

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)	10.6
Number of pupils per qualified teacher	23.1:1
Average class size	27.2

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	108

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	474,950
Total expenditure	487,458
Expenditure per pupil	1,840
Balance brought forward from previous year	36,627
Balance carried forward to next year	24,119

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	265
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	59	40	0	0	1
My child gets the right amount of work to do at home.	48	44	6	0	2
The teaching is good.	68	29	2	0	0
I am kept well informed about how my child is getting on.	50	37	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	63	29	4	2	1
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	54	39	5	2	0
The school is well led and managed.	60	34	2	2	1
The school is helping my child become mature and responsible.	60	38	0	0	2
The school provides an interesting range of activities outside lessons.	32	40	18	1	9