

INSPECTION REPORT

PIPPINS SCHOOL

Poyle

LEA area: Slough

Unique reference number: 110095

Headteacher: Mr Nick Fry

Reporting inspector: Mr Chris Warner

Dates of inspection: 11-13 December 2000

Inspection number: 225347

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	3-11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sharon Weightman
Date of previous inspection:	June 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
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	6
WHAT COULD BE IMPROVED	9
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	10
PART C: SCHOOL DATA AND INDICATORS	12

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Until 1996, Pippins was a small first school. Since then, the school has grown, year-on-year, so that it is now a primary school for boys and girls aged 4-11 years. The first Year 6 cohort was in the school year, 1998-9. In January 2000, Pippins opened a part-time nursery class for 3 - 4 year olds. With 193 pupils on roll, the school is slightly smaller than the average size nationally. The school serves the local area and most of the pupils live in the village of Poyle or nearby. The percentage of pupils eligible for free school meals, at 10 per cent, is broadly in line with the national average. The number of pupils with English as an additional language, nineteen, is higher than in most schools. No pupils are at the early stages of learning English. There are 21 pupils with special educational needs; this is below the national average; two of them have a statement for special educational needs. Attainment on entry is about average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good standard of education for its pupils. Pippins is popular within the local community and children enjoy coming to school. The quality of teaching is good and often very good. This has a positive effect on the pupils' attitudes to learning and the standards they achieve. The inspection found that standards, in all subjects except information and communication technology (ICT), are above the national average, and pupils make good progress throughout the school. Since the last inspection the provision for ICT has improved and pupils now achieve average standards. The school is well led and managed and the staff work together as an effective team. The school has successfully managed its expansion to include pupils up to the age of eleven and as young as three. There is a very strong ethos for learning. The governing body shares in the staff's commitment to raising standards further. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Pupils make good progress to achieve high standard in English, mathematics and science.
- Teaching and learning is consistently good and often very good.
- Effective leadership gives the school a clear direction for improvement. The headteacher, with the support of governors and staff, creates an ethos that strongly supports learning
- Pupils are well behaved and have very good attitudes to learning. Their personal development is strongly promoted by the school.

WHAT COULD BE IMPROVED

- The setting of targets for individual pupils.
- How the school monitors and evaluates its work.
- The curriculum for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Many improvements have been made since the last inspection in June 1997. Changes in staffing, including a new headteacher and deputy, have been successfully made. The new management team has responded well to the school's rapid expansion. The role of co-ordinators has been strengthened and a good start made to developing their monitoring roles so that the school knows what works well and what needs to be improved. The provision for ICT has been significantly improved so that standards are now average. The quality of teaching has improved; no unsatisfactory teaching was observed and a far higher percentage of teaching was very good or excellent. Recent improvements have been made in assessing pupils' progress and the new deputy has introduced a number of strategies to make sure that assessment is closely linked to planning. Further work needs to be done to enable assessments to be used to set targets for individual pupils. The school is well placed to continue to improve.

STANDARDS

The table below shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/A	N/A	A	A	
Mathematics	N/A	N/A	B	B	
Science	N/A	N/A	A	A	

The results prior to 2000 are not included in the table as there was only one eleven-year-old in 1998 and ten pupils in 1999.

Standards in 2000 were well above the national average in English and science; they were above average in mathematics. Compared with similar schools, results were well above average in English and science and above average in mathematics. The percentage of pupils attaining the higher level in English and mathematics was well above the national average and the average for similar schools. In science, the percentage of pupils gaining the higher level was above the national average and the average for similar schools. The school met its targets for eleven-year-olds in 2000. Targets set for 2001 are judged to be sufficiently challenging, although not as high as those achieved in 2000. In work seen at the end of Key Stage 2, standards are above average. The variation in standards achieved by pupils in the national tests in 2000 and those seen during the inspection is due to the difference in prior attainment between pupils in the year groups.

In the most recent Key Stage 1 tests, the school's results were well above the national average in reading, and above average in writing and mathematics. The percentage of pupils attaining the higher level in reading was above average, but in writing and mathematics it was below average. The work pupils were doing during the inspection largely confirms these standards, although some are achieving high standards in writing and mathematics. Children under five in the nursery and reception classes achieve the expectations for their age. However, their skills in speaking and listening are often below those expected for their age. As pupils move through the school they achieve well and make good progress. Pupils' good

literacy and numeracy skills help them to tackle work confidently in other subjects

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and apply themselves well in lessons. They like coming to school and work well together.
Behaviour, in and out of classrooms	Very good in lessons and mostly good around the school and in different situations. Pupils are polite and friendly.
Personal development and relationships	Pupils grow in confidence and independence. They willingly take on opportunities to develop their sense of responsibility. Relationships are very good.
Attendance	Satisfactory attendance. Most pupils arrive on time and lessons start promptly.

Pupils' positive attitudes and behaviour contribute very well towards a positive ethos for learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
34	Good	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.

All the lessons seen were satisfactory or better. Over 90 per cent of the teaching seen was good or better and over 40 per cent was very good or excellent. Teaching in the nursery and reception classes is good and is strengthened by the contribution of classroom assistants and a nursery nurse. Staff value well-planned play and know when and how to extend children's learning. Teaching in Key Stages 1 and 2 is good. In Years 5 and 6, teaching is often very good and occasionally excellent. Throughout the school, teachers have high expectations of behaviour and pupils respond very well. They are interested in what they are doing and work very hard. Class management is very good and relationships between pupils and their teachers contribute to the positive ethos for learning. Pupils are aware of what they need to do to improve their work and most of them are eager to do better. The good quality of teaching means that boys and girls of different abilities and from different ethnic backgrounds achieve good standards and make good progress.

The teaching of English, including reading and writing, and mathematics is consistently good. The National Literacy and Numeracy Strategies have been successfully implemented and the skills in these areas are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets the needs and abilities of all pupils in Key Stages 1 and 2. The curriculum for the Foundation Stage is broad, but does not give enough attention to opportunities for learning outdoors. The curriculum for the nursery and reception classes needs to be developed to cover the whole of the Foundation Stage so that there is better continuity between classes. A good range of visits, and of visitors to the school, extends pupils' learning. The curriculum meets all statutory requirements.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The school has improved its procedures for identifying needs and monitoring progress, and pupils are well supported in the classrooms.
Provision for pupils with English as an additional language	The school makes good provision for pupils who are speaking English as an additional language. Adults provide good models of spoken and written English to support pupils' literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of pupils' personal development is good. Pupils are given good opportunities to extend their spiritual and cultural development. The very good provision for pupils' social and moral development has a big impact on the climate for learning throughout the school.
How well the school cares for its pupils	Staff know the pupils well and take good care of them. Sound procedures are in place to ensure pupils' welfare, health and safety. Procedures for assessing pupils' achievements and progress have improved since the last inspection. Information from tests and assessments is carefully analysed, but not yet used enough to monitor pupil progress and to set individual targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led. The headteacher, deputy and all other staff work well as an effective team. They are clear about the school's strengths and weaknesses, and what needs to be done to improve. The structure for monitoring the quality of teaching and learning is not yet sufficiently established for the school to be fully effective in evaluating its work.
How well the appropriate authority fulfils its responsibilities	The governing body is highly supportive of the school and fulfils all of its statutory duties. Governors are clear about the most important issues facing the school and how they can support improvements.
The school's evaluation of its performance	Both staff and governors have a strong commitment to high standards, including those of the pupils. A good start has been made in monitoring the work of the school, but the process needs to become more rigorous and evaluative.
The strategic use of resources	Good use is made of the school's resources. Decisions about spending are based on a good awareness of the needs of the school. Best value is increasingly being sought in relation to important aspects of the school's expenditure.

Although resources overall in the Foundation Stage are satisfactory, there are shortcomings. There are not enough resources for construction in the nursery class. In both classes, there are not enough resources for children to extend their learning outdoors. The school is planning to develop the outdoor area so that children in the Foundation Stage can extend their learning on a larger scale and in a more active way.

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 coming to school. • Pupils make good progress. • The quality of teaching is good. • Pupils are well behaved. • Teachers have high expectations. • The school is well led and managed. • Parents at the meeting felt that the school is more open and that communication has improved since the last inspection. 	<ul style="list-style-type: none"> • A small minority of parents who returned the questionnaire feel that the school does not provide a good range of activities outside of lessons. • A few parents at the meeting said they do not feel that their children get sufficiently challenging work to do at home. • A few parents at the meeting said they are not happy with the way that parent consultation evenings are conducted.

The inspection team agrees with the positive comments made by parents.

The inspection found that opportunities for pupils to extend their learning out of lessons are good. Overall, the contribution made by homework to pupils' learning is good. However, the school has recently reviewed its homework policy with the intention of making the expectations for homework clear to both children and their parents. The school is aware that different staff may adopt different approaches to consultation evenings and intends to re-appraise its procedures in an attempt to build on existing good practice.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress to achieve high standards in English, mathematics and science.

1. The attainment of children on entry to the school is broadly average. They make consistently good progress during their time at the school and, by the age of eleven, achieve above average standards. Results in the 2000 National Curriculum tests for eleven-year-olds were high. Results in 2001 are likely to be lower, because of the difference in the learning needs of pupils in the current Year 6, but standards overall remain above average. The good progress made by pupils of all abilities reflects the good teaching they receive.

2. Standards in English are high and reflect the good quality of teaching and the value the school places on communication skills in all areas of the curriculum. The consistently high results in reading for 7-year-olds have been built on in Key Stage 2 so that 11-year-olds in 2000 achieved well above average. Results in writing for 7 year-year-olds have significantly improved since the last inspection and in 2000 were above average. Results in writing for 11-year-olds were well above average and showed that pupils had made very good progress in Key Stage 2. Pupils for whom English is an additional language achieve very well.

3. Throughout the school, there is a clear and well-established approach to the teaching of reading. This has enabled standards to remain high even with changes in staff and the expansion into a primary school. Writing skills are taught very well across the school and opportunities for writing are fully exploited across the curriculum. Children in the Foundation Stage love sharing a story, 'writing' about what they see and do and talking about their ideas and experiences. Although children enter the school with average skills in other areas of learning, their listening and speaking skills are often at an earlier stage of development. Because of this, children are encouraged to ask questions, give explanations and talk about their work. Pupils in Year 2 speak and listen with growing competence because they feel confident and motivated in their learning. Similarly in their reading and writing, 7-year-olds are prepared to 'have a go' and are increasingly able to correct their mistakes. By the age of 11, pupils express their ideas imaginatively and write with an awareness of audience and purpose. For example, pupils' work in religious education includes sustained writing relating to different world faiths, with stories written from a particular point of view.

4. The successful implementation of the National Numeracy Strategy contributes to pupils' good progress in mathematics. Results for 7-year-olds have improved and, in 2000, they were above average. Results for 11-year-olds were above average and these pupils made good progress compared with their end of Key Stage 1 results in 1996. Children in the nursery and reception class get off to a good start because the staff make good use of opportunities to talk 'mathematically' as part of everyday activities, such as registration and lining-up. The children see the purpose of mathematics through their role-play in the 'shop' or 'café' and later, in Year 2, in collecting and making sense of information to do with eye colour as part of their work in science. The Numeracy Strategy has helped the school to meet

the needs of pupils in its 'new' Key Stage 2. There is a good emphasis on number and 11 year-olds make mental calculations with speed and accuracy. They have good strategies for working out problems and they check their work using different methods. In Key Stage 2, pupils of different abilities achieve well because they work in smaller groups and the work set is well matched to their needs.

5. An emphasis on practical and experimental work contributes to the high standards in science. Results in national assessments for 7 and 11-year-olds have been consistently high in recent years. The attention given to activities based on first-hand experiences in the nursery and reception classes stimulates the children's interest and curiosity. They are encouraged to try out new ideas and this helps them to think and talk about what they are doing. Standards in the current Year 2 are above average. In their work on electrical circuits, pupils confidently planned, tested and adapted their ideas because they were encouraged to talk and try things out for themselves. The emphasis on scientific enquiry continues in Key Stage 2. By the time the pupils are in Year 6 they have a good scientific knowledge and can communicate their ideas clearly and accurately. The confident way in which they talk about the effects of smoking on the human body and on physical performance illustrates the very good links made between science and other subjects.

Teaching and learning is consistently good and often very good.

6. A major reason for the high standards achieved by pupils is the high quality of much of the teaching, particularly in Years 5 and 6. Teaching has improved since the last inspection. No unsatisfactory lessons were seen and over 90 per cent were judged good or better. About 40 per cent of lessons were very good or better. Teaching in two lessons in Year 5 was excellent. The successful appointment of new staff, together with appropriate support and a secure curriculum, has contributed to the quality of teaching.

7. Teaching in the nursery and reception classes for children in the Foundation Stage is good and they get off to a good start in their schooling. The consistent and fair expectations of staff help the children to grow in confidence and independence. They know how and when to intervene in children's learning. For example, the nursery nurse joined in the children's role-play in 'Santa's grotto', asking timely questions and making the occasional suggestion that helped extend their learning. Although restricted by the limited resources and an underdeveloped outdoor area, the staff spur children to think and talk through well-planned activities. When the rain came down and dripped onto the children's playground paintings, the opportunity was used to get the children to talk about and explain what had happened.

8. Teaching in English and mathematics was always at least good. Teachers have taken the National Strategies for Literacy and Numeracy on board and teaching has a good pace and is often lively, particularly in Key Stage 2. Lessons have a clear purpose and structure to them and pupils are interested and feel that their contribution counts. In a Year 6 literacy session, pupils worked in pairs to construct sentences using connectives. They were pleased to share their ideas with others, not afraid to make errors, and willing to learn. Good teaching enables the pupils to develop their literacy skills to a high level and this helps them in their work in other subjects.

9. Teachers have a good knowledge and understanding of most aspects of the National Curriculum and religious education. This shows in the quality of their planning, both for individual lessons and over time. Teachers make sure pupils know what they are expected to learn and how this relates to what they have covered earlier. Pupils respond well to their teachers' expectations and show a genuine desire to learn. The last report noted a lack of teacher confidence in information and communication technology (ICT); this shortcoming has been overcome. Effective questioning is a strong feature of many lessons. In a Year 5 science lesson on sounds, the teacher targeted her questions at different abilities, giving some pupils more time to explain their answers. Most teachers use questioning as a means of assessing what pupils know, understand and can do. In an ICT lesson in Year 1, the teacher picked up on a technical difficulty, stopped the class to make a teaching point and then moved around to check on their understanding. The best lessons have been planned in the light of a clear evaluation of the previous one. A feature of most lessons is the very good management of pupils. In every class, there is a positive and confident relationship between the pupils and their teacher. In a Years 5 and 6 numeracy session lively teaching, with a good pace and sense of purpose, led to effective learning. Here, as in the many other very good lessons, pupils feel involved and try hard to please their teacher.

Effective leadership gives the school a clear direction for improvement. The headteacher, with the support of governors and staff, creates an ethos that strongly supports learning.

10. The rapid expansion of the school into a primary school with nursery class has been successfully managed. The strengths of the school noted in the last inspection have been sustained and now relate to pupils at the end of Key Stage 2 and to children in the nursery class. Parents strongly agree that Pippins is a well-managed school and they are very supportive of what it offers their children. The effectiveness of the school can be seen in the work in classrooms, in pupils' enthusiasm for learning, and in the high standards they achieve.

11. The last inspection identified that the school needed to establish a management structure with clear roles and responsibilities for subject co-ordinators. The headteacher has been in post for less than a year and the deputy for one term. Together, they provide the school with a clear direction for its continued improvement. The very good working relationship among the staff, and between the staff and governors are built around a shared and strong commitment to provide the best possible education for the children. Subject co-ordinators carry out their roles conscientiously and give useful support and guidance to their colleagues. A good start has been made to monitoring and evaluating the quality of teaching and learning, although further work is needed before this becomes fully effective. As a result, staff have taken on board the needs of older and younger children well, and national initiatives, such as the Numeracy and Literacy Strategies have been fully embraced. Shortcomings noted in the last inspection in information and communication technology have been overcome. Frequent access to computers is beginning to raise standards as pupils are quickly acquiring a good range of knowledge and skills.

12. The school development plan identifies the right priorities for improvement in an easily understood way. It gives high priority to maintaining and improving pupils' standards achievement. Educational priorities are supported well through careful financial planning. Pupils benefit from well informed and thought out spending decisions, such as maintaining a

class for each year group and providing targeted support for special educational needs. Governors are well informed about the work of the school through a good flow of information and their many informal contacts with pupils, staff and parents. The governors seek to develop their role in self-review and evaluation.

13. Together, governors and staff have achieved a successful balance between striving for high standards as seen in the good results in national tests, and maintaining a positive ethos that strongly promotes pupils' personal development.

Pupils are well behaved and have very good attitudes to learning. Their personal development is strongly promoted by the school.

14. The school has a very strong ethos for learning. The good behaviour of pupils and their positive attitudes reflect the way in which everyone in the school's community has responded to the challenge of Pippins' becoming a primary school. The inspection confirms the overwhelming view of parents that children like coming to school, behave well and are helped to become mature and responsible young people. The school promotes pupils' personal development through its planned policies and procedures, and also through the good standard of teaching and the commitment of staff. In turn, positive attitudes, behaviour and relationships make an important contribution to the high standards achieved by the pupils.

15. From when they enter the nursery class, the children feel part of an encouraging community. Although there are nearly 200 pupils, the school retains a real sense of belonging and intimacy from its recent times as a small first school. At the same time, pupils are encouraged to take increasing responsibility for their own behaviour so that, by Year 6, they show considerable independence and initiative. Purposeful and carefully planned teaching makes many lessons interesting and challenging. In a Years 5 and 6 numeracy session for less able pupils, the teacher's enthusiastic questioning led into a 'running' dialogue. Hands shot up; pupils felt involved, and showed growing confidence. They were not afraid to 'have a go' and 'make a mistake'.

16. The headteacher and staff enjoy teaching and pupils respond with enthusiasm and hard work. Many parents read with their children each day and help them to learn spellings, and this serves to reinforce the value of learning. Strong relationships between pupils mirror those among the whole staff who very much work as a team. Adults in the school serve as excellent role models for the children. Boys and girls, and older and younger children play and work well together. The inspection confirms the view of parents that there is no evidence of oppressive behaviour or of bullying or racism. Pupils in Year 6 discussed features of different cultural traditions with confidence and respect.

WHAT COULD BE IMPROVED

The setting of targets for individual pupils

17. A good start has been made to improve the school's procedures for assessing pupils' progress, but further work needs to be done to make them fully effective. Regular assessments of what pupils know, understand and can do are undertaken throughout their time in the school. Assessments are used to identify strengths and weaknesses and to help teachers to decide what to do next with individuals, groups of pupils or the class.

18. Teachers mark work regularly to recognise pupils' efforts. However, the use made of different assessments to set individual targets is inconsistent. In the best practice, marking helps pupils know what to do to improve their work and provides the basis for setting individual targets. In some cases, targets are too general and do not relate to the pupils' most immediate needs. Information from day-to-day assessments is not always recorded in a systematic way or used to provide short-term targets for pupils.

19. The inconsistencies in target setting are highlighted in the very different quality of end of year reports to parents. In the best examples, strengths and weaknesses are clear and targets are set. In other reports, comments are too broad and tell more about what a child has done than how well that child is doing.

20. The school is ready to put in place and monitor its revised assessment policy, and to strengthen its links with planning, including the setting of individual targets.

How the school monitors and evaluates its work

21. On his appointment, the headteacher soon identified that pupils were not achieving so well in mathematics as in English and science. Effective steps were taken to tackle the issue and standards have gone up. With the appointment of subject co-ordinators, a good start has been made to monitor the quality of teaching and learning. Although this process has begun to help individual teachers to evaluate their own practice, it is not established enough for the school to fully evaluate its strengths and weaknesses. The school development plan has identified the need to link its monitoring of teaching and learning with its monitoring of pupils' performance. This is important because teaching is good and further improvements need teachers to make well-informed refinements in their work rather than any dramatic changes.

22. The headteacher has a clear vision for the school's educational direction and is well supported by staff and governors. Planning for the future is good, but monitoring of the work of the school is not sufficiently established. Governors have not yet adopted a structured approach to monitoring the quality of education and standards achieved to complement their very good informal insights. At present, they remain too dependent on the view of the headteacher. For example, the excellent monitoring, evaluation and support given by governors to special educational needs and mathematics is not matched by their involvement and awareness in other important areas of the curriculum.

The curriculum for children in the Foundation Stage

23. The curriculum for children in the Foundation Stage provides a sound foundation for children's learning. However, although the curriculum is sufficiently broad in that it covers all recommended areas of experience, there is a lack of balance because children do not have full enough access to a planned and resourced outdoor area. This means that children cannot regularly extend their learning through access to equipment, such as climbing apparatus, and by working on a larger, more active scale than is possible indoors.

24. The curriculum for the Foundation Stage provides for an appropriate balance between adult-led and child-initiated learning. It relates well to all the areas of learning experience. A good start has been made by the staff to plan a curriculum that embraces the needs of children for both the nursery and the reception class. This work needs to continue so that continuity between the two classes is strengthened on the basis of the new, nationally approved Foundation Stage curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The school should now:

- Make better use of assessment information to set clear individual learning targets.

- Strengthen the way in which the school monitors and evaluates its work by:
 - * Establishing a more formal programme for monitoring and evaluating the quality of teaching, and relating this closely to pupils' performance;
 - * Establishing a more structured approach for governors to monitor and evaluate the work of the school.

- Further develop the curriculum in the Foundation Stage by:
 - * Developing a curriculum that embraces the needs of children in both the nursery and reception classes of the Foundation Stage;
 - * Ensuring that the curriculum takes greater account of opportunities for learning outdoors.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	34	51.5	8.5	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	No of pupils
Number of pupils on the school's roll	193
Number of full-time pupils eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	19	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	17	19	19
	Total	25	28	28
Percentage of pupils at NC level 2 or above	School	89 (93)	100 (97)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	19	19	19
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	16
	Girls	13	11	13
	Total	25	22	29
Percentage of pupils at NC level 4 or above	School	86 (90)	76 (50)	100 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	15
	Girls	13	8	13
	Total	25	22	29
Percentage of pupils at NC level 4 or above	School	86 (80)	66 (60)	100 (70)
	National	70 (68)	72 (69)	80 (75)

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	20
Pakistani	2
Bangladeshi	0
Chinese	0
White	131
Any other minority ethnic group	1

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, which may be different from the number of pupils excluded.

Teachers and classes

**Qualified teachers and classes:
YR– Y6**

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	21
Average class size	25.5

**Education support staff:
YR– Y6**

Total number of education support staff	9
Total aggregate hours worked per week	147

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	658,767.00
Total expenditure	6662,927.00
Expenditure per pupil	3,315.00
Balance brought forward from previous year	94,350.00
Balance carried forward to next year	90,190.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	0	2	0
My child is making good progress in school.	66	30	2	0	2
Behaviour in the school is good.	57	40	0	0	2
My child gets the right amount of work to do at home.	30	59	4	2	4
The teaching is good.	66	28	2	2	2
I am kept well informed about how my child is getting on.	47	47	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	34	0	2	0
The school expects my child to work hard and achieve his or her best.	62	32	2	0	4
The school works closely with parents.	49	43	6	0	2
The school is well led and managed.	61	37	0	0	2
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	48	39	9	0	5