

INSPECTION REPORT

OUR LADY OF GRACE RC INFANT AND NURSERY SCHOOL

Dollis Hill, London NW2

LEA area: London Borough of Brent

Unique reference number: 101547

Headteacher: Ms Maria Shea

Reporting inspector: Mr Martin Beale
19385

Dates of inspection: 18 – 19 June 2002

Inspection number: 230216

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Dollis Hill Avenue London
Postcode:	NW2 6EU
Telephone number:	020 8450 6757
Fax number:	020 8452 1501
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Kathleen Jenkins
Date of previous inspection:	12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized, voluntary-aided Roman Catholic infant school with 176 on roll in the main school and a further 52 children attending part-time in the nursery. The overall attainment of pupils on entry to the reception classes varies, but is above average. The intake is ethnically and culturally diverse with pupils of black-African heritage being the largest group after pupils of white-UK and European backgrounds. There are also four traveller children. The proportion of pupils with English as an additional language has risen in recent years to a quarter of the school population and 31 pupils are at an early stage of learning English. The main home languages spoken are Arabic, Twi and Italian. The number of pupils entitled to a free school meal is close to the national average as is the proportion of pupils with special educational needs. No pupil has a statement for their needs.

HOW GOOD THE SCHOOL IS

This is a good school, serving its pupils and community well and is providing good value for money. Pupils achieve well and make good progress as a result of good teaching, particularly in Year 1. Standards are well above average by Year 2 and compare very favourably with similar schools, particularly in reading. The headteacher, senior staff and governors lead and manage the school well, and provide a safe and secure environment in which the children can thrive. There is a strong Christian ethos in which the contribution of every member is valued, making this a happy and harmonious school.

What the school does well

- Pupils make good progress during their time in the school and achieve high standards, particularly in English and mathematics, by the end of Year 2.
- Well-structured lessons and effectively deployed support staff enable pupils to learn new skills and ideas quickly.
- Good leadership and management contribute effectively to the school's success.
- Attitudes, behaviour and relationships are very good reflecting the very good provision for the pupils' spiritual, moral and social development and the strong Christian ethos within the school.
- Parents contribute significantly to learning and to the progress made by all pupils.

What could be improved

- Information and communication technology (ICT) is not studied in sufficient depth.
- The curriculum in the nursery and reception classes is not planned to provide a coherent two-year programme for the youngest children.
- The language development needs of the growing number of pupils with English as an additional language are not rigorously identified nor is their progress carefully monitored.

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 previously inspected in 1998, since when it has made satisfactory progress in raising standards and tackling identified shortcomings. National Curriculum test results have improved in reading and in mathematics but have fallen slightly in writing. Standards in music, previously identified as a weakness, have improved considerably. The governing body has strengthened its role and the performance of teachers is carefully monitored. As a consequence, the school is securely placed to make further progress.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	B	A	A*
Writing	A	B	B	B
Mathematics	A	B	A	A

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

The school is very successful in enabling virtually all Year 2 pupils to achieve the standard expected nationally in National Curriculum tests, with many achieving higher. Results have fluctuated, but have followed an improving trend in reading and mathematics. Writing results, by contrast, have fallen slightly from a high point in 1999. Initial indications of the 2002 tests are that the fall in writing results has been arrested with more pupils achieving higher levels than in 2001. The school's targets were exceeded in 2001 and have been met again in 2002. All pupils were assessed by their teachers in science to have achieved at least the nationally expected Level 2 in 2001 and the proportion at Level 3 was well above average. While there is no evidence of any variation in attainment by ethnicity, girls have achieved better results than boys in recent years and by a greater margin than nationally.

Children make good progress in the nursery and satisfactory progress in reception. The majority are on course to achieve, and in many cases exceed, the standards expected for children of this age, in all areas of learning, by the time they enter Year 1. Most pupils achieve well and make good progress in Years 1 and 2. The standard of work seen here reflects the very good test results in recent years. The work undertaken to improve writing has been successful, with many extensive and creative pieces to be seen in pupils' books. Year 1 contains a slightly more able cohort of pupils, with many already working at levels above those expected of them one year later. The one area of weakness is in ICT, where pupils do not have sufficient access to computers either to learn new skills or to apply them to support their learning in other subjects. Pupils do not achieve as well in ICT as in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn, and show enthusiasm for their work.
Behaviour, in and out of classrooms	Pupils behave very well helping to create a pleasant and harmonious atmosphere in the school at all times.
Personal development and relationships	Relationships are warm and friendly throughout the school. The pupils work and play happily together. Most become responsible and grow considerably in maturity.
Attendance	Attendance has improved and is satisfactory, overall. There is no unauthorised absence.

The youngest children settle quickly into the routines of the nursery and reception classes and develop very good attitudes to the school and to their work.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Satisfactory	Good

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

Teaching is good, overall, and contributes significantly to the good progress made by the pupils and the high standards that they achieve, particularly in the core subjects. Literacy and numeracy are promoted well, not just through the good teaching of both English and mathematics but also through the attention paid to the development of these skills in other subjects. Much of the very good teaching occurs in Year 1, and good teaching was observed in the nursery and in Year 2. The best teaching is carefully planned and builds new skills systematically. As a result, most pupils consolidate skills securely and learn new ideas quickly. More able pupils rise to the challenge that they are given. Teachers control the behaviour of their classes well and, as a consequence, pupils work hard and concentrate on the tasks they are set. One feature of many lessons is that pupils work together in pairs or small groups on various tasks. They collaborate well when doing this, supporting each other's learning well and sharing tasks amicably. The school has invested considerably in support staff, who make a valuable contribution to learning. They work particularly effectively with small groups of pupils, giving valuable individual attention. Their contribution to the progress of pupils with special educational needs and English as an additional language is considerable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced in Years 1 and 2, but is not planned coherently between the nursery and reception classes. Literacy and numeracy are promoted well throughout the school.
Provision for pupils with special educational needs	The particular learning needs of pupils are rigorously assessed. Individual Education Plans are carefully prepared and used well by teachers to plan the next stages in the pupils' learning.
Provision for pupils with English as an additional language	The identification of pupils' needs and the monitoring of their progress are not carried out thoroughly, but the pupils do benefit from individual attention when working in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good promotion of spiritual, social and moral development is based firmly on the Christian values that underpin the ethos of the school. Cultural development is good.
How well the school cares for its pupils	Great care is taken to ensure the health, safety and well-being of all pupils. Staff know all of the pupils well and work successfully to identify and meet their individual needs.

All National Curriculum requirements are being met, but ICT is not taught to sufficient depth. Good procedures have been adopted to monitor the progress of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The clear leadership of the headteacher has maintained the drive to raise standards. Good management processes have enabled change and improvement to be handled smoothly.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school's strengths and areas for development. They support the improvement of the school and fulfil their responsibilities well.
The school's evaluation of its performance	The evaluation of test and other data, along with the thorough and systematic monitoring of the work of teachers, is enabling senior management to identify areas for development and the steps to be taken for their improvement.
The strategic use of resources	Financial planning and the allocation of funding have been used well to support the school's major educational priorities. A large budget surplus has accrued in recent years and is to be used to improve the accommodation and resources for ICT, which are currently unsatisfactory.

There is a strong sense of teamwork amongst all staff, who share the commitment to raise standards further. This ensures a consistent approach to the implementation of the school's aims. The one area of inconsistency is that there is no overall leadership to link the work of the nursery and reception classes. Satisfactory use is made of the principles of best value when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's high expectations of their children. • Their children like school. • Teaching is good and, as a result, their children are making good progress. • They find staff approachable. • The school works closely with parents to the benefit of their children. • The school is well led and managed. • Behaviour is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • No concerns were raised by parents either at the pre-inspection meeting or through the questionnaire.

Parents are very much in support of the school and hold it in high regard. The inspection team endorses the parents' very favourable opinions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress during their time in the school and achieve high standards particularly in English and mathematics by the end of Year 2.

1. The youngest children make good progress in all areas of their learning while in the nursery. A display of their work shows that some children are beginning to write individual and strings of letters, and most recognise their name cards. Base-line assessments of their attainment on entry to the reception classes indicate that their skills are generally above average. The children make satisfactory progress during their time in reception and virtually all achieve, and many exceed, the standards expected by the time they enter Year 1. Their number skills are particularly good and many children are developing good early writing skills. Many are learning to write quite complex sentences with accuracy, and with help over spellings from their teachers. They also start to learn how to use their phonic skills to help them to read simple texts, applying their recognition of the initial sounds of words to good effect.
2. Most pupils make good progress in Years 1 and 2. National Curriculum test results have regularly been above or well above average in recent years and have compared very favourably with results in similar schools. Test results have fluctuated since the last inspection, but have followed an improving trend in reading and mathematics. There were significant improvements in both subjects in 2001. Results were well above average and reading results were very high in comparison with similar schools. By contrast, results in writing had fallen and were only above average in 2001. Virtually all pupils achieved at least Level 2 (the standard expected for their age) in all three subjects and nearly half achieved the higher Level 3 in reading and mathematics. However, many fewer pupils achieved Level 3 in writing in 2001. The school has subsequently taken action to improve the pupils' writing. Inspection evidence and the early indication from the 2002 tests are that this action has met with considerable success, with there being considerably more higher-attaining pupils in writing. Girls have been particularly successful in recent years and have achieved particularly good results.
3. Evidence from the work seen during the inspection is that virtually all pupils are working at least at the level expected for their age in Years 1 and 2 in most subjects, and many are attaining above these levels. Standards in reading are particularly good. Many pupils are fluent and independent readers by the end of Year 2 and have a good understanding of the texts they read. Several of the higher-attainers are able to express preferences for particular authors and can refer to aspects of books they have read. They continue to develop their writing and improve their spelling. The higher-attaining pupils can write simple stories or accounts in a series of sentences with appropriate punctuation and correct grammar.
4. The pupils' number skills develop well. They become confident and accurate in their recall of basic number facts, many being able to calculate mentally at speed. By Year 2, the higher-attaining pupils are starting to be able to recall their times tables and recognise that division is the inverse of multiplication. They start to use simple jottings to aid them in more complex calculations and apply their number skills well to solving problems and undertaking simple investigations.
5. Standards are equally high in other subjects. The pupils benefit from a broad curriculum in which all subjects are given suitable attention. Scientific knowledge and skills develop at a good pace and the pupils have the opportunity to learn how to undertake simple investigations. Attainment in subjects such as history and geography also benefits from the high standards of literacy, and both art and music play a prominent part in each week's lessons.

Well-structured lessons and effectively deployed support staff enable pupils to learn new skills and ideas quickly.

6. Much of the teaching is good or better and there is a very high proportion of very good teaching in Year 1. Lessons are carefully planned and resources thoughtfully used. This not only ensures that the pupils' skills and knowledge can develop in steps at an appropriate rate, but also helps to retain their interest. Most pupils respond by working hard and learning to collaborate well when working in pairs or small groups on particular tasks. They were observed on several occasions discussing the work set, sharing ideas and supporting each other's learning well.
7. The structure for both the literacy hour and the daily mathematics lesson have been introduced successfully into all Year 1 and 2 classrooms. Lesson planning generally has clear objectives, which are discussed with the pupils so that they see the purpose of what they are to learn in each session. Lessons are carefully structured so that there is direct teaching to the whole-class of new ideas, usually with a good review of previous work. This helps to focus the pupils' minds and serves to remind them of previous learning. The most skilful teachers use these sessions to evaluate what the pupils have remembered and to adjust their subsequent teaching accordingly. A good variety of activities is provided to follow-up the main teaching and to develop skills and understanding further. These are generally provided at various levels for the range of abilities and aptitudes in each class, to build appropriately on the prior learning of each pupil. The large and well-resourced areas adjoining each teaching base are used well to provide space for practical activities, including some use of computers. This promotes independence in the pupils as they have the opportunity to take responsibility for their learning.
8. The most successful lessons have these qualities and are also taught confidently by teachers who demonstrate considerable expertise. These lessons are lively and interesting. The pupils and the activities are well-organised and no time is wasted. Learning moves forward rapidly and in a warm and friendly atmosphere. The teachers in these classes have developed a very good ethos for learning in which the contributions of all pupils are recognised and valued. Lively presentations of new work were seen in all of the literacy and numeracy lessons in Year 1. Explanations and instructions were very clear. Questioning was used very effectively to keep the pupils interested and attentive as well as to probe their understanding. These lessons were challenging and required all pupils to think carefully about the new ideas that they were being taught. Very good opportunities were also provided for the pupils to consolidate what they had previously learnt before moving on rapidly to new material.
9. Classroom support staff also make a valuable and significant contribution to the progress made by pupils. They have established effective working relationships with teaching staff and are well-briefed for each session. They sit with specific pupils during whole-class teaching sessions, such as in the literacy hour or in the daily mathematics lesson, making sure that these pupils understand the main points and encouraging them to answer questions. Their major contribution is in taking small groups of pupils, often but not exclusively the lower-attaining, to work on tasks and practical activities. The close individual attention that these pupils then receive supports their learning well and is one reason why virtually all pupils achieve at least Level 2 by the end of Year 2. Support staff are skilled and have good relationships with the pupils with whom they work. This enables learning to move forward quickly in an encouraging and supportive atmosphere.
10. The training of support staff, particularly in specific tasks, has been very successful and enables them to be effective in supporting learning. One example, is the work done with pupils who need extra literacy input through the Early Literacy Support. In one session seen with six Year 1 pupils, clear planning and the inventive use of a puppet retained the pupils' interest and enabled the learning support assistant to generate a brisk and lively pace to the session. This was useful practice and development of literacy, with clear connections to the work undertaken in the main class. This initiative has been particularly successful in enabling those pupils in need of extra literacy teaching to catch up quickly with others in their classes.

Good leadership and management contribute effectively to the school's success.

11. The strong leadership of the headteacher has ensured both the continuing and sustained improvement of the school and that striving for high standards has remained central to its work. School change and improvement have been managed well. The headteacher is supported very effectively in this by other senior staff, particularly the deputy headteacher who carries many crucial responsibilities. The school is very successful in meeting its educational aims and provides a secure environment in which young children can learn and flourish.
12. Thorough procedures have been introduced to monitor the work of staff and to evaluate the effectiveness of the school. The observation of teaching, with feedback and support provided, has been instrumental in maintaining good teaching, overall. The analysis of information obtained through these processes, along with careful consultation of staff and governors, is used to identify the school's immediate priorities for improvement. These are articulated in a carefully constructed improvement plan that also provides a longer-term strategic view of proposed developments.
13. The governing body has become increasingly effective in the last few years, having strengthened its role considerably following the last inspection. Expertise has increased and the committee structure has become more effective. Key governors, including the chair and the chairs of the various committees, play a significant part in helping to shape the future direction of the school. Where possible, they visit the school during the school day to see it at work and often support learning in the classroom. They fulfil their statutory responsibilities fully and have a very good understanding of the school's strengths and the areas in which it needs to seek improvements.
14. Financial planning supports the school's main educational priorities well and has resulted in a well-staffed and generally well-resourced school. A large budget surplus has accrued in recent years while awaiting the start of redesigning some interior spaces to provide a computer suite, library and new office space. Current proposals indicate that this surplus will be reduced considerably in order to fund these changes and to bring the level of computer resources closer to the government's target.

Attitudes, behaviour and relationships are very good reflecting the very good provision for the pupils' spiritual, moral and social development and the strong Christian ethos within the school.

15. The school is very successful at ensuring that attention is paid to developing more than just the academic. Great care is taken to ensure that the personal development of the pupils is promoted within a strong Christian framework. The denominational nature of the school and the Christian values that this represents are lived on a daily basis. The pupils are taught to respect and care for each other and are given many opportunities to reflect on the wonders of the natural world. Assemblies play a significant part in promoting the school's values. They help to promote the Christian message in addition to providing time for the pupils to reflect and pray. The attendance of parents when their children are participating strengthens the shared nature of these values.
16. There is a strong moral code through which the pupils are encouraged to consider right from wrong. They learn how to behave constructively towards each other and to respect the contributions that others make in lessons and at play. This helps to generate a strong sense of the school as a family in which each child is valued and where staff strive to find areas in which each pupil can enjoy success. Strong and productive relationships are established, helping to make the pupils feel secure and enabling learning to take place unhindered. The youngest children settle quickly into the routines of the nursery and reception classes. Most pupils collaborate well when working on activities in pairs and small groups, sharing their thoughts and ideas and supporting each other's learning well. Parents commented on the growing sense of maturity that their children display as they approach the time of their transfer to the junior school. Many take responsibility without fuss for aspects of their learning and carry out responsibly any tasks they are given.
17. Most pupils also have positive attitudes to school and to their work. They are keen and enthusiastic learners. Pupils are generally willing to answer questions, which they do

thoughtfully. They listen carefully to their teachers and to others. They are keen to do well and to be successful. Behaviour around the school is very good. This helps to create a calm and harmonious atmosphere, free from tension, in which the pupils work and play happily together.

18. The careful consideration given to the promotion of the pupils' personal development is reflected in the positive attitudes to learning and their very good behaviour. The atmosphere created supports the pupils' learning well and is a major contributory factor in the good overall progress they make, as well as their growing maturity.

Parents contribute significantly to learning and to the progress made by all pupils.

19. Parents are fulsome in their praise for the school and most are committed to supporting its work where they can. The contribution that parents make in supporting the school and the learning of their children is significant. This helps to generate the strong sense of family and community that pervades the school. Parents strongly support the school's values and ensure that they promote an understanding of these in their children
20. The help given by parents at home to support their children's learning contributes significantly to the good progress they make and the high standards that they achieve. Parents listen regularly to their children reading each night, in which they are given valuable guidance by the school. This helps to develop the children's early reading skills and encourages an enjoyment in reading. This contributes significantly to the high standards in reading achieved by the pupils. Parents also support the work that their children are asked to do at home in other ways. For example, many had encouraged the sustained effort that many Year 2 pupils had shown when designing and making the well-constructed models of buses and other wheeled vehicles on display in their classroom during the inspection.
21. Most parents show their children the importance that they place on education and how much they value their children and the school through the high level of commitment they demonstrate in many other ways. This helps to support and develop the very good attitudes to learning displayed by most pupils and their enthusiasm for school. This commitment from parents is best illustrated by the high turnout at consultation meetings to discuss the progress of their children and the similarly high number who attend the meeting to discuss the annual report from the governing body. The latter is particularly valued as it enables governors to get a good picture of what parents would like for the future of the school. A large number of parents attend assemblies regularly when their children are participating, such as the excellent assembly on 'Treasures' during the inspection, led by Year 2 pupils. There is also a flourishing parents association. This raises considerable funding for the school through the various events that it organises.
22. The school and the learning of the pupils also benefit considerably from the large number of parent volunteers who give of their time to work in classrooms. They work on practical activities with pupils, where otherwise they would not have the same attention, and support teachers by preparing resources and listening to children reading.

WHAT COULD BE IMPROVED

Information and communication technology (ICT) is not studied in sufficient depth.

23. The number of computers currently available and in use by pupils is well below that in other schools. The ratio of one computer for every 28 pupils is well below the government's target. The few computers in school are located in classrooms. ICT is taught by teachers demonstrating new software to classes on one computer. Pupils are then given time at a later stage to practise what they have been taught. These arrangements do not enable pupils to have teaching of ICT skills to sufficient depth, or for them to use computers regularly to support their learning in other subjects.

National Curriculum requirements for the teaching of ICT skills are being met but pupils do not have sufficient access to computers and other devices to develop their skills to the same high standards as in other subjects. The school is fully aware of this situation and there are plans to use part of the large budget surplus to redevelop an area of the school to provide a small computer suite. These plans indicate that the number of computers will be brought more closely in line with government recommendations. The school recognises that staff training is also a priority if the most effective and efficient use is to be made of the new suite and the computers that remain in classrooms.

The curriculum in the nursery and reception classes is not planned to provide a coherent two-year programme for the youngest children.

24. The youngest children make satisfactory progress in the Foundation Stage (the nursery and reception classes), but the potential for more rapid progress is missed because the teachers do not work as a team to plan coherently across the two years. At present, the nursery curriculum is planned separately from that of the reception classes so that children do not receive a continuous experience over the two years. There is no overall leader of the Foundation Stage to ensure that there is a joint approach to the work in these classes or to provide expertise and guidance for less experienced staff. The good practice that exists in the school is not being shared effectively to improve teaching and provision, particularly in reception. Also assessment procedures are not compatible between the nursery and reception classes. The school is fully aware of these shortcomings and has already made an appointment to strengthen the teaching team. Projects are also in the planning stage for the reception classes to have improved access to outdoor play areas, as recommended in current national guidance for the curriculum for children of this age.

The language development needs of the growing number of pupils with English as an additional language are not rigorously identified and their progress carefully monitored.

25. There have been changes to the intake in the last few years, resulting in more pupils entering with English as an additional language. Staff expertise and the support available for these pupils have not kept pace with these changes. The level of English language acquisition of each pupil has been identified but their specific needs have not been rigorously assessed and their progress in learning English is not carefully monitored. Teachers do not identify how they are to support the language development needs of these pupils and do not adapt their teaching or the materials they use sufficiently. At present, there is little expertise amongst the staff for teaching pupils with English as an additional language and no member of staff with responsibility for managing the provision for these pupils. However, they do benefit in general terms from the attention they receive when working in small groups either with a teacher, classroom assistant or parent helper. The school has identified this shortcoming but as yet has no definite plans for improving provision for these pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. To continue the progress made since the last inspection, the school now needs to:
- (1) Improve resources for teaching ICT skills and to ensure that all pupils have greater access to computers and other devices to support their learning. *(paragraph 23)*
 - (2) Ensure that the curriculum in the Foundation Stage is planned and managed as a coherent two-year programme to nationally recommended guidance. *(paragraph 24)*
 - (3) Improve the provision for the growing number of pupils with English as an additional language. *(paragraph 25)*

N.B. All of these items have already been identified by the school as priorities for action in its development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	8	4	1	0	0
Percentage	0	27.7	44.4	22.2	5.6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	176
Number of full-time pupils known to be eligible for free school meals	0	40

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	6	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	58

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.5

Unauthorised absence

	%
School data	0.0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	26	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	26	26	26
	Total	56	56	57
Percentage of pupils at NC level 2 or above	School	98 (95)	98 (95)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	31	31
	Girls	26	26	26
	Total	56	57	57
Percentage of pupils at NC level 2 or above	School	98 (95)	100 (96)	100 (95)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	18
Black – other	5
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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)	7.4
Number of pupils per qualified teacher	23.78
Average class size	29.33

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	76.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25.5
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	10.62

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	578,099
Total expenditure	549,846
Expenditure per pupil	2,709
Balance brought forward from previous year	88,605
Balance carried forward to next year	116,858

Recruitment of teachers

Number of teachers who left the school during the last two years	5.9
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	68	22	1	2	7
The teaching is good.	84	15	1	0	0
I am kept well informed about how my child is getting on.	66	31	1	0	2
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	84	15	0	0	1
The school works closely with parents.	78	22	0	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	80	18	1	0	1
The school provides an interesting range of activities outside lessons.	44	32	10	0	14