

# INSPECTION REPORT

## **Shaw Cross Infant and Nursery School**

Shaw Cross, Dewsbury

LEA area: Kirklees

Unique reference number: 107608

Headteacher: Mrs C. Page

Reporting inspector: Mr R. W. Burgess  
20950

Dates of inspection: 28<sup>th</sup> – 29<sup>th</sup> May 2002

Inspection number: 230558

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 and Nursery

School category: Community

Age range of pupils: 3 – 7

Gender of pupils: Mixed

School address: Leeds Road  
Shaw Cross  
Dewsbury  
West Yorkshire  
Postcode: WF12 7HP

Telephone number: 01924 325319

Fax number: 01924 325320

Appropriate authority: Governing Body

Name of chair of governors: Mrs P. Child

Date of previous inspection: 8<sup>th</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Shaw Cross Infant and Nursery School is situated on the northern outskirts of Dewsbury. Approximately half of the pupils come from the immediate area with a significant number coming from outside the catchment area through preference. The pupils come from a range of social backgrounds. Most children start in the nursery at the beginning of the term after their third birthday. On entry to the nursery a significant minority of children have weaknesses in language and personal and social skills. English is the first language of almost all the pupils. Unemployment is above the national average. At the time of the inspection, ten per cent of pupils are eligible for free school meals which is similar to the national average. The number of pupils eligible for additional assistance is much higher at 20 per cent. There are 188 full time pupils on roll plus a further 74 who attend the nursery part time. There is a similar number of boys and girls in the school, aged from three to 7 years. The school has recognised 28 pupils as having special educational needs, which is below the average for a school of this size and type, six of whom have a Statement of Special Educational Need, which is above the national average.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school with many very good features. Pupils achieve high standards. The quality of education provided has a significant impact on pupils' attainment. Teaching is very good and there is clear educational direction. The leadership and management are excellent. The majority of pupils achieve very well. A strong emphasis is placed on continuous improvement to ensure the school's aims are met. The school gives very good value for money.

#### **What the school does well**

- ◆ Standards of attainment are high, especially at the end of Year 2.
- ◆ The high quality of teaching.
- ◆ The headteacher and senior staff provide excellent leadership and management supported very well by the governing body.
- ◆ The school provides a broad and imaginative curriculum developing skills of literacy, numeracy and information and communication technology across the curriculum.
- ◆ The assessment and analysis of pupils' performance and targeting of resources to raise standards are very good.
- ◆ The care and concern for the personal development of pupils is excellent.
- ◆ The provision for pupils with special educational needs is very good.

#### **What could be improved**

- ◆ Outdoor facilities for children in Reception.

*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 December 1997 and was judged to be good with many strengths. It has made a very good improvement since then. The school continues to provide a caring environment for its pupils, which significantly enhances the quality of life in the school.

There is a shared will to build on the school's strengths and to progress further through a programme of review and development. The headteacher, staff, governing body and parents have a very good and effective partnership. The school has successfully developed and implemented plans to tackle all the weaknesses identified in the last report. The standards of teaching observed during the inspection represent a significant improvement since the last inspection. The curriculum is monitored and evaluated very effectively by the headteacher, governors and curriculum co-ordinators. In order to raise standards, targets are identified for individual pupils and progress towards these targets is carefully monitored. The detailed monitoring and evaluation of standards of attainment and quality of provision have enabled the school to identify clear and realistic targets, which have been well met, and it is well placed to continue to build on its improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

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

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

Standards for children in the Nursery and Reception years are good. In Nursery and Reception most children achieve very well in relation to their abilities and make good progress. The judgement of the inspection team is that achievement is sustained in Years 1 and 2. Standards of attainment at the end of Year 2 are very good and well above national averages in reading, writing and mathematics. This reflects the results in recent years. Overall, standards are high and there is a very good target process which provides challenging work for all pupils, including those with special educational needs and the more able pupils. Standards in information and communication technology, art and design and geography are particularly high. Standards in religious education are good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes. They are eager to learn.
Behaviour, in and out of classrooms	Behaviour is excellent and pupils show respect for each other and adults.
Personal development and relationships	Personal development is excellent and pupils willingly take on extra responsibility.
Attendance	Attendance is excellent.



The caring ethos actively promotes positive relationships and good behaviour. Relationships are excellent throughout the school between pupils and between pupils and adults. All the staff are very hardworking and highly committed to the care and education of the pupils.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery &amp; Reception</b>	<b>Years 1 – 2</b>
Quality of teaching	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 quality of teaching is very good. The teaching of English is very good throughout the school. There is particularly good emphasis placed on helping the youngest children to develop their speaking skills. Literacy and numeracy are taught very well. Lessons are carefully planned and resourced. The very effective use of assessment ensures that the needs of all pupils are met. During the inspection the vast majority of lessons were very good. All lessons seen were good or better. Teachers' high expectations and interesting lessons promote pupils' enthusiasm and effective learning. Particular strengths lie in the use of information and communication technology across the curriculum throughout the school. Teachers show very good knowledge and expertise, especially in the teaching of basic skills of literacy and numeracy where individual targets are set for each pupil. The teaching meets the needs of all the pupils, including talented pupils and those with special educational needs. Pupils have very positive attitudes and are challenged and engaged in their learning. Pupils concentrate and respond well. Very good support is given to pupils with special educational needs.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is very good overall being broad and relevant and there is excellent integration of the development of literacy, numeracy and information and communication technology across the curriculum, particularly in Years 1 and 2.
Provision for pupils with special educational needs	There is very good support from teachers and support staff. Work is carefully designed to enable pupils to make very good progress.
Provision for pupils with English as an additional language	The school makes very good provision for the small number of pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is a very strong emphasis on personal development and pupils have very good opportunities for reflection. They have a very good understanding of moral and social responsibilities. There is very good provision for the pupils to develop their appreciation and understanding of a wide range of cultures.
How well the school cares for its pupils	There is excellent care for pupils. Their personal and academic development are very closely monitored and supported.

The curriculum is planned imaginatively to make learning interesting for the pupils. Excellent use is made of information and communication technology to support and enhance the pupils' learning throughout the curriculum. The school has effectively and successfully maintained very good coverage of all areas of the curriculum. There is a very good partnership with parents.

They are made to feel welcome and offer support to the school giving of their time voluntarily to provide useful help and support in the classroom. There are particularly effective assessment procedures that ensure pupils make good progress. There are excellent procedures for monitoring attendance which have been very effective in raising the attendance rate.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher gives excellent leadership creating a very good ethos that is fully supported by the school staff. Duties are very effectively delegated. There is very good support for new staff and professional development.
How well the governors fulfil their responsibilities	Governors effectively fulfil their responsibilities. They take an active part in school life and are very supportive.
The school's evaluation of its performance	The school has a clear view of its work and what succeeds. The school is fully committed to self-review and evaluation of its performance, informing clear, realistic and appropriate goals to further raise the quality of teaching and learning. The school monitors and evaluates its performance very well and uses the information gained to plan for further development.
The strategic use of resources	Very good use is made of all staff, time, resources and the accommodation.

The leadership and management are strengths of the school. There is a shared commitment to continuous improvement, with clear targets. An important aspect of leadership and management has been the careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. There is efficient financial planning. The governors monitor the effectiveness of financial decisions to ensure best value, for example, through ensuring a wide range of skills amongst the staff, which enhances the development of the curriculum. There have been very good improvements to the accommodation, in particular the information and communication technology suite and library.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>◆ Their children like school and they make good progress.</li> <li>◆ The school is approachable.</li> <li>◆ The school is well led and managed.</li> <li>◆ The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some parents would like more activities outside lessons.</li> <li>◆ Some parents expressed concern over the amount of homework for January entrants to Reception.</li> </ul>

Inspectors agree with parents' positive views of the school. They disagree that there are limited activities outside lessons. There are many opportunities for pupils to widen their knowledge and understanding such as through visits to places of interest and visitors to the school, who enrich pupils' learning. Homework set is appropriate.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards of attainment are high, especially at the end of Year 2**

1. Pupils achieve very good standards in reading, writing, mathematics and science. The youngest children quickly develop an interest in books. They show delight in stories, such as in a Year 1 literacy session when pupils studied “Mamba and the Crocodile Bird”. They know the direction of a story in a book and recognise that print tells a story. They anticipate what might happen next and know terms such as “author, illustrator” and “writing”. Children willingly offer suggestions about the story, though a significant number have immature speech. A few have speech problems. They are encouraged to talk about books, being asked skilful questions by the teacher. Year 1 pupils compare different stories, looking at the authors’ use of words. They learn new vocabulary and identify words with similar patterns, to support their spelling. Year 2 pupils know how to use the contents, index and glossary in a book. They read with expression, accurately and fluently.

2. Pupils make very good progress in writing. The Year 1 children develop control of writing tools, taking care to form letters in the correct way. In the Reception class, pupils begin to write familiar words, such as “have” and “some” unaided. They write sentences that are correctly punctuated with a capital letter and a full stop. By the time they are 7 pupils write extended pieces of work, using more elaborate ways in which to join ideas. For example, in describing a child’s life in a mining community during Victorian times. They use an increasingly wider range of interesting words to interest the reader. Pupils have excellent opportunities to write for a range of purposes and audiences. They understand drafting and they present their work neatly. There is a wealth of writing, in various forms, which is displayed in classes. Excellent use is made of the word processor in drafting and editing written work.

3. Year 1 children in the school develop good understanding of mathematics. Children in the nursery match, sequence, count and make sets of numbers. The teachers provide a very good range of mathematical activities, including the use of information and communication technology, to reinforce and extend learning. In the Reception class, children recognise numbers beyond 10 and more able children know doubled numbers up to 20 and add three numbers together. By the end of Year 2, pupils understand place value. They add two digit numbers together to make a three digit number with confidence. Improvement targets for mathematics have been successfully achieved. Pupils show secure mental agility and understanding of a range of mathematical terms. The teaching provides a breadth of experiences for pupils, which reinforces and extends their understanding and confidence.

4. In science, pupils have good understanding of practical and experimental work. The children in Reception, for example, know that there are different ways of grouping materials, according to their properties. They describe their investigations using scientific language and record their work well. Pupils recognise ways of recording an experiment, such as stating what is to be found out, what will be needed, how to make a fair test and the conclusion. By the end of Year 2, pupils label diagrams, predict and evaluate their results. They have a very good understanding of their senses, health and safety, forces and materials.

#### **The high quality of teaching**

5. During the inspection, almost three quarters of lessons observed were very good or better. All lessons were at least good or better. The high quality of the teaching has a significant impact on the quality of education provided. The school places a strong emphasis on ongoing improvement that includes the monitoring and evaluation of teaching. Teachers have very good knowledge and understanding. Their planning is very good. Teachers identify precise learning objectives and adapt work carefully to meet the needs of all pupils. Lessons are stimulating and have a very good pace and structure. Various strategies are used to sustain pupils' interest. Teachers and pupils have excellent relationships. Pupils' progress is closely monitored, using very effective assessment procedures. These features contribute strongly to the very good standards and progress achieved.

6. In a Year 2 library skills lesson, the teacher gave a well-structured introduction to the use of the school library. There was effective discussion between teacher and pupils on the merits and appeal of different fiction books. The lesson was effective in developing pupils' skills in using the library both for selecting books to read for pleasure and for finding information. The value and purpose of the library were clearly explained. Very good use was made of time and pupils were managed well.

7. Teachers encourage and praise pupils' good effort. In whole class, shared reading, pupils responded well to encouragement to read expressively. Similarly, in a music lesson, pupils responded well when encouraged to listen to the sounds of different instruments and discuss how they might be used in composition.

8. Very good planning and use of assessment to inform planning and teaching is seen throughout the school. Teachers plan interesting and challenging lessons in all subjects. The school has identified the need to focus on the teaching of speaking and listening skills, as a significant minority of the youngest children begin nursery with poor language skills. Accordingly, teaching includes good opportunities for speaking and listening. Year 2 pupils have consistent opportunities to use dictionaries and glossaries to understand new vocabulary. They are encouraged to express their views, make suggestions and answer questions, using appropriate language.

9. Good progress by children in the Nursery is assured by early involvement of parents in their children's education and by the considerable expertise of a very experienced nursery team. Language and social skills are given high priority for development. For example, whilst the teacher was interacting with children during their role-play activities, other staff helped with computers, outdoor play and creative tasks. A group of children examined fruit and went on to make a fruit salad. They were encouraged and supported to use precise language whilst taking turns and listening to each other's comments. Staff are effectively organised to support and extend children's learning across the different areas of learning. Children's progress is carefully recorded. The school has devised detailed individual children's files that show each stage of their progress.

### **The headteacher and senior staff provide excellent leadership and management supported very well by the governing body**

10. The leadership and educational direction provided by the headteacher and staff are excellent. Governors have a strategic view of the school's development. The school improvement plan covers the current year in detail and outlines plans for future years with clearly identified priorities. There is provision for monitoring and evaluation of the impact of initiatives and responsibilities are clearly identified. The priorities set are relevant for the

school. All staff and governors are involved in setting these priorities and there are links with the budget. Co-ordination of the school's curriculum and aspects of school life are suitably delegated.

11. The headteacher and staff have made significant contributions to improve the quality of provision. Since the last inspection there have been a number of improvements to the accommodation. In particular the provision of an information and communication technology suite has improved the quality of provision for all pupils. The careful consideration to the recruitment of staff has ensured that the school has very good levels of staff expertise and specialisms. This has been reflected in the very good curriculum provision, for example, the excellent provision for information and communication technology.

12. The governing body is very supportive of the school and committed to the continued development of the school. They are well informed in terms of the school's position and educational direction. The governing body successfully monitors the performance of the school through both the work of their committees and its day-to-day involvement with both staff and pupils. The governors have a very clear view of priorities and the ways in which these are achieved. They are clear about the school's strengths and weaknesses and carefully monitor the school's performance. The very good working relationship between the headteacher, governing body and staff is a key factor in the success the school has.

### **The school provides a broad and imaginative curriculum developing skills of literacy, numeracy and information and communication technology across the curriculum**

13. The school provides a wide range of stimulating activities designed to make learning interesting and to fire the pupils' imaginations. The quality of display is very high and work contains useful and interesting information which pupils enjoy reading. Pupils have the opportunity to write on a wide range of interesting subjects and to express their thoughts and feelings, particularly in creative writing, poetry and art. For example, pupils have produced very effective artwork of scenes in their locality.

14. Teachers work very hard planning a range of stimulating activities to support the basic skills of literacy and numeracy. They welcome the very good input they receive from parents and classroom helpers in supporting these activities. Care is taken to ensure that pupils with special educational needs are well supported and talented pupils are suitably challenged.

15. The curriculum includes time for personal and social education, with aspects of health and safety education being appropriately covered in science and physical education. Subjects, such as history and geography, are planned and taught well and cover the required areas. The curriculum ensures good provision for the development of creative arts.

16. There is very good provision for the development of information and communication technology skills throughout the curriculum. This is a considerable improvement since the last inspection. Pupils' learning is very good and they are making very good progress as there is regular access and use in several areas of the curriculum, including English, mathematics, science, art and design, history, geography and design and technology. The improved accessibility of computers provides all classes with opportunities to develop skills, knowledge and understanding in the use of computers. These improvements have had a very good impact upon standards.

17. Since the last inspection teachers have undergone in-service training to improve their subject knowledge and their own skills in information and communication technology.

Teachers have very good subject knowledge. Computers are used effectively to support work in other subject areas. This maximises the use of teaching time and means that pupils develop computer skills effectively whilst working in other subjects, for example, numeracy and literacy. The co-ordinator has a high level of expertise in the subject and gives very good advice and support to other class teachers. Pupils' work with computers is displayed around school, for example, excellent artwork of seascapes in the style of Van Gogh produced by Year 1 and 2 pupils.

### **The assessment and analysis of pupils' performance and targeting of resources to raise standards**

18. The procedures for assessment are very good. The assessment policy contains clear aims for developing the effective monitoring of pupils' attainment throughout the school. Good use is made of baseline assessment when children start school to ensure that activities meet their needs in all areas of learning, including their personal development. Further information is gained from the results of the Key Stage 1 tests, reading tests and other assessment procedures. The school makes a thorough diagnostic analysis of all test results and uses the information gained to set targets for future planning to raise and improve standards. Assessment procedures are very good and they are used very well. The school has developed and maintained portfolios of annotated and levelled work. Effective daily assessment and evaluation of work are consistent across the school. Teachers discuss work with their pupils and provide them with constructive comments on how to improve.

19. Daily assessment and evaluation of work is used very effectively throughout the school. Using both informal and formal discussions and analysis of a wealth of information, including the national and local education authority performance data, targets have been set and action plans put in place. In literacy and numeracy, teachers set challenging, yet realistic, targets for each pupil. Teachers, in consultation with the pupils, agree challenging targets for improvement. For example, Reception, Year 1 and Year 2 pupils all have individual targets in their literacy work. Records of achievement are kept for individual pupils as they progress through the school, including examples of assessed work, the results of formal assessments and standardised tests. Achievements recognised are not only academic but for attitude or behaviour and also include achievements of pupils outside of school life.

### **The care and concern for the personal development of pupils is excellent**

20. The pastoral care, which the school provides for pupils, is excellent and very effective. It ensures that during the time pupils are in school they feel confident and happy and able to concentrate on their learning. There are warm, caring relationships between staff and pupils, which are an important element in the care provided for pupils. The quality of this care has been maintained well since the last inspection. The procedures for assessing pupils' attainment and progress are excellent. Data gathered is being used effectively to promote consistent progress across all classes. This contributes well to the school's ability to monitor successfully and give appropriate support to enable satisfactory progress to be achieved across the school.

21. Children in the Nursery are very well cared for in a calm and pleasant atmosphere. The very good procedures for both children and parents are understood by all and are very well established. The children settle quickly and happily into nursery routines. The importance of

regular and punctual attendance is emphasised by nursery staff. Parents are encouraged to bring their children to the school on time in order for them to begin their lessons promptly and without late arrival interruptions. Very good records are kept of the children's progress in the Nursery and any learning or social difficulties are identified at an early stage. Parents are quickly involved in support programmes.

22. The welfare of all pupils is an important priority for the school. Class teachers know their pupils well and the school often provides support for all the family in times of crisis. Class teachers welcome pupils and parents into classes before school starts. Younger members of the family often accompany pupils and parents at this time. Adults in the school also know the pupils well and this ensures continuity of care throughout the school day. The quality of supervision at break times and during the midday meal is good. Communication between support staff, teachers and the headteacher is effective, particularly in supporting pupils with behavioural difficulties or family problems.

23. Procedures for health and safety and child protection are very good. Overall monitoring of the procedures and practices are secure. The designated member of staff for child protection has received appropriate training. Confidential records are kept and there is close liaison with outside agencies. Staff awareness is maintained by discussion at staff meetings and all staff are vigilant in this aspect of their pastoral care. There are first aid trained personnel and several members of staff have also received basic training. The school works hard to raise pupils' confidence and self-esteem through discussions in circle time and opportunities during the school day. For example, as the headteacher makes herself available to talk to pupils before school, after assembly, when playtime begins and also during the lunchtime break. These discussions contribute to the personal development of the pupils and often focus on expected standards of behaviour or celebrate personal achievements.

24. The school monitors attendance and punctuality well and liaises closely with the parents of those few pupils who are persistently late to school. There is regular and effective support from the education welfare officer. Attendance data is collated each week and is monitored effectively to provide an early indication of any emerging problems. Parents are reminded regularly through the newsletters to bring their children to school on time and the majority of parents co-operate very well in this respect. They also inform the school at an early stage of reasons for absence. Records are kept of the rare instances of bad behaviour and there is good communication between all members of staff concerning behaviour in class, around the school and in the playground. Class teachers and support staff are quite clear about what constitutes acceptable and unacceptable behaviour.

25. The school is well maintained, with clean facilities and litter-free grounds. Buildings are tidy and pupils take pride in their school, treating resources with care and respect. They delight in showing visitors the many photographic displays. For example, of a visit to the local garden centre by the Nursery and a study of the local area by Years 1 and 2 or discussing the carefully tended flower tubs around the school.

### **The provision for pupils with special educational needs is very good**

26. Very good provision is made for pupils with special educational needs, particularly those pupils with designated provision. There is a comprehensive policy for special educational needs and all the statutory requirements of the national Code of Practice are met. The special educational needs co-ordinator and classroom assistants provide effective help and work closely with the class teachers. This is having a positive effect upon the good

learning that is taking place by these pupils. Pupils are sometimes withdrawn from class to work individually or in small groups. The co-ordinator for special educational needs works closely with class teachers to ensure that the pupils receive tasks which complement the work that other pupils are doing. Appropriate account is taken of Statements of Special Educational Need and pupils have very good individual education plans, which are used well to support their work and review their progress.

27. The teaching of pupils with special educational needs is very good. The co-ordinator gives very good support to her colleagues and teachers' planning ensures work is within the agreed targets of pupils' individual education plans. Class teachers provide activities in their lessons that are suitably differentiated for pupils with special educational needs. Classroom assistants give very good support to these pupils in lessons.

28. There are clear procedures for the early identification of pupils with special educational needs and the school's arrangements meet the requirements of the national Code of Practice. The provision is very good and pupils generally make very good progress. Each of the pupils on the register has a very good individual education plan, most of which have clear and realistic targets. The school gives very good, consistent support to these pupils in the development of their skills.

## **WHAT COULD BE IMPROVED**

### **Outdoor facilities for children in Reception**

29. The curriculum provided for children in the Reception classes is broadly very good and work is planned well to provide experiences in the recommended areas of learning. Children make good progress, but lack of regular access to an appropriately equipped play and activity area limits their physical development. The opportunities outside the classroom do not provide adequate stimulation and opportunities for regular investigative, imaginative and physical play. Children lack opportunities for spontaneous movement between indoor and outdoor activities. There is no dedicated outdoor play area with large toys and equipment. The main factor limiting children's physical development is the lack of access to an outside area suitably resourced with appropriate wheeled toys, large construction materials and climbing apparatus to provide adequate stimulation and opportunities for regular investigative, imaginative and physical play.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

- ◆ Improve the provision for children in the Reception classes by:
  - *providing a safe and secure outdoor area, which promotes all aspects of physical development and enables appropriate activities for Reception children to take place throughout the school week.*



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

25

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

4

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	7	0	0	0	0
Percentage	8	64	28	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four 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)	37	188
Number of full-time pupils known to be eligible for free school meals	0	20

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	1	27

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	35	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	32	33	35
	Total	58	61	63
Percentage of pupils at NC level 2 or above	School	89 (91)	94 (91)	97 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	29
	Girls	32	35	34
	Total	59	63	63
Percentage of pupils at NC level 2 or above	School	91 (88)	97 (86)	97 (97)
	National	85 (84)	89 (88)	89 (88)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	1

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)	9
Number of pupils per qualified teacher	20.9 : 1
Average class size	23.5

#### **Education support staff: YR – Y2**

Total number of education support staff	7
Total aggregate hours worked per week	129

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37 : 1
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	12.3 : 1

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
	£
Total income	427,014
Total expenditure	439,519
Expenditure per pupil	1,752
Balance brought forward from previous year	26,012
Balance carried forward to next year	13,507

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	85

### 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	2	0	0
My child is making good progress in school.	65	32	1	1	1
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	45	40	11	4	0
The teaching is good.	73	26	1	0	0
I am kept well informed about how my child is getting on.	48	41	6	4	1
I would feel comfortable about approaching the school with questions or a problem.	68	30	1	0	1
The school expects my child to work hard and achieve his or her best.	70	29	0	1	0
The school works closely with parents.	55	39	2	1	3
The school is well led and managed.	77	22	1	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	45	26	8	6	15