

# INSPECTION REPORT

## **CASSIOBURY INFANT AND NURSERY SCHOOL**

Watford

LEA area: Hertfordshire

Unique reference number: 117293

Headteacher: Pamela Quinn

Reporting inspector: Mike Thompson

25372

Dates of inspection: 13 – 15 May 2002

Inspection number: 230896

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:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Bellmount Wood Avenue Watford Hertfordshire
Post code:	WD17 3PE
Telephone number:	01923 222782
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Appropriate authority:	The governing body
Name of chair of governors:	Marion Harvey
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Cassiobury Infant and Nursery School is situated in the Park Wood area of Watford. Its premises date from 1968, with a nursery unit added in 1997. At the time of inspection, there were 180 pupils on roll with a further 59 children attending the nursery on a part-time basis. About three quarters of its pupils are from owner-occupied homes in the Park ward and one quarter from more mixed housing in the Nascot ward. The home circumstances of most pupils are more favourable than the national average and very few are entitled to free school meals. Children are admitted to the Nursery and Reception classes in September and January each year. Shortly after their full time admission, children are assessed by means of a nationally accredited baseline assessment. Results of assessments administered over the past few years show that, overall, attainment on entry to the Reception classes is above average.

Over the past few years, the school has noticed a change in its Nursery intake. While most pupils are of white, UK heritage, the number of children from homes in which English is not the principal language spoken is increasing. About one fifth of all pupils have English as their second language and a small number are in the early stages of acquiring skills in English. The proportion of pupils with special educational needs is about half the national average and two of these pupils have statements of special educational needs, which entitle them to extra help. Pupils on the register of special needs have learning, speech or behavioural difficulties.

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

This is an effective school that gives good value for money. It is very well led and managed, the curriculum is rich and varied, and pupils are well taught. As a result, pupils display high standards of behaviour, are enthusiastic, and achieve standards that are well above average by the end of Year 2.

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

- The headteacher, senior staff, and governors provide very good leadership.
- Pupils make good progress and, by the end of Year 2, attain standards in English, mathematics and science that are well above average.
- Standards of behaviour and of pupils' personal development are high.
- Children are given a very good start to their education in the Nursery.
- Teaching is good. The standard of teaching in Year 2 is particularly high.
- The school has developed a highly effective partnership with its parents and the local community.

### **WHAT COULD BE IMPROVED**

- The curriculum in the Reception classes.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good improvement since its last inspection in 1997. The key issues for improvement identified in the inspection report have all been successfully addressed as follows:

- \* the attainment of pupils has improved and pupils make better progress;
- \* pupils enjoy more equal access to the curriculum;
- \* teaching and non-teaching staff are more effectively deployed;
- \* pupils are more independent learners, have more responsibility and show greater initiative.

In addition:

- \* the curriculum is better;
- \* the quality of teaching has improved;
- \* the quality of leadership and management provided by the headteacher and governors is much better.

A very clear commitment to further improvement is evident in the challenging targets set for pupils in Year 2 and the way in which additional, specific support for pupils is carefully targeted.

## STANDARDS

The table below shows the standards achieved by pupils in Year 2 based on National Curriculum test results.

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**

<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The school improves further on the pupils' good standards of attainment on entry to the Reception classes. For the past three years, the proportion of pupils attaining or exceeding the expected target of Level 2 in the National Curriculum tests at the end of Year 2 has been well above the national average. In the 2001 tests for reading and mathematics more than half of the pupils in Year 2 reached the higher Level 3 and, overall, results were among the highest five per cent nationally. In science, where results are determined by teachers' assessments rather than tests, the school's performance was in the highest five per cent nationally.

Inspection findings confirm the high standards of the national tests. Year 2 pupils are confident and expressive when reading and are developing a very good range of vocabulary. They show very good skills in computation and in working with numbers. In science, their skills in first posing questions and then finding the answers are better than those normally found in pupils of a similar age. Throughout the school, high standards of

behaviour and keen interest in lessons are significant factors contributing to the good achievement of all pupils. The school is well on course to achieve the demanding targets that it has set for the current year. Early indications are that results of the most recent national tests are likely to be high, but no national comparative data is yet available.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn. They are highly motivated and concentrate well.
Behaviour, in and out of classrooms	Very good both in and around the school.
Personal development and relationships	Pupils' personal development is very good. Pupils develop into thoughtful, self-confident and responsible members of the school community. Relationships throughout the school are excellent.
Attendance	Very good. Well above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 and 2
Lessons seen overall	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.*

Of the 18 lessons or parts of lessons observed, six were very good, six were good and six were satisfactory. Evidence from these observations, together with a close scrutiny of work previously completed by pupils, clearly indicates that teaching is good overall, particularly in English and mathematics. Teaching in the Nursery and in Year 2 is generally of high quality. In Year 2, teachers are particularly skilled in providing achievable challenges for their pupils. This results in pupils being very interested in their work and sustaining high levels of concentration. In all classes, teachers are highly motivated and excited by their pupils' learning. Education support staff work closely with teachers and make a significant contribution to pupils' learning. They are well prepared, and provide skilled help when working with small groups of pupils or with individuals identified as having special educational needs. Important elements in the success of this school are teachers' expertise in developing pupils' skills in literacy and numeracy and the good opportunities for pupils to practise these skills in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Activities to enrich the curriculum, provided through visits or by visitors to the school, are particularly well used. However, there needs to be better integration of the curriculum in the Nursery and Reception classes.
Provision for pupils with special educational needs	Very good. The school is particularly good at identifying children's needs at an early stage and meeting them effectively.
Provision for pupils with English as an additional language	These pupils receive good quality help in lessons and are fully integrated into all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school is very good at developing pupils' moral, social and cultural awareness. Provision for pupils' spiritual development is good.
How well the school cares for its pupils	This is a very inclusive school. All members of staff know the pupils very well. There are excellent procedures for Child Protection and for ensuring pupils' welfare. Overall, the school provides a very caring environment in which its pupils flourish.

The school needs to ensure that the recommendations of the Foundation Stage<sup>1</sup> curriculum are fully met with regard to outdoor learning in the Reception classes.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the high quality of leadership and management provided by the headteacher, who is capably supported by her very good team of senior staff.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. They are knowledgeable and very well informed.
The school's evaluation of its performance	This is a significant strength. The school is very good at reflecting critically on its work and shows a clear commitment to continuous improvement.
The strategic use of resources	The school uses its staff and equipment well. Funding is spent carefully. Principles of best value are applied very well.

<sup>1</sup> The Foundation Stage begins when children reach the age of three. Education in this stage may be part-time or full-time. At Cassiobury School, children in the Nursery and the Reception classes are in the Foundation Stage.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Teachers have high expectations.</li> <li>• The children are well taught and make good progress.</li> <li>• The school helps the children to become mature and responsible.</li> <li>• Standards of behaviour are good.</li> <li>• The school is well led and managed.</li> <li>• Teachers are approachable.</li> <li>• The school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside lessons.</li> </ul>

Inspectors' judgements support all of the positive views expressed.

Almost one third of the parents or carers who returned their pre-inspection questionnaires were unable to endorse the statement: *'The school provides an interesting range of activities outside lessons'*. However, inspection findings are that:

- \* The range of after-school clubs provided is better than is generally found in infant schools. The range of activities outside lessons, such as trips, theatre visits and 'book weeks', is exceptionally good.

## **PART B: COMMENTARY**

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

#### **The headteacher, senior staff, and governors provide very good leadership.**

1. Parents' high levels of confidence in the headteacher are fully justified. She leads and manages the school very well, and is ably supported by her senior staff and governors. The headteacher regularly monitors the quality of teaching and learning in the classrooms, knows her pupils and staff very well, and has a very clear view of the future development of the school. Her team of senior staff and the special educational needs co-ordinator (SENCO) are extremely hard working and dedicated teachers who provide very good leadership within their areas of responsibility. The headteacher's skills in making very good use of the talents of all members of staff and in valuing their individual contributions has resulted in the development of a strong sense of teamwork. Governors are also seen as important members of the school team, and they make an important contribution towards the school's effectiveness.

2. A very strong focus has been placed on raising standards of literacy and numeracy, reflecting national initiatives in these areas. The success of the school's efforts is seen in the high standards achieved in the national tests for Year 2 pupils. A very clear commitment to further improvement is evident in the challenging targets set for pupils. For example, performance targets for the present Year 2 which had previously been agreed with the local education authority (LEA) were later increased by the school, following its own analysis of pupils' progress. Further evidence of the school's clear focus on improvement is evident in the way in which curriculum developments are managed and additional, specific support for pupils is carefully targeted.

3. The governing body is very well organised, and its committees enable it to provide effective support for the school. Governors are strongly committed to the school; many have very regular contact, and all are kept very well informed about its work. Discussions with representatives of the governing body showed that governors have an excellent understanding of the school's strengths and its priorities for future development. Governors consult carefully, are very clear about the needs of the school community, and constantly compare the school's performance against that of other schools.

#### **Pupils make good progress and, by the end of Year 2, attain standards in English, mathematics and science that are well above average.**

4. In the national tests for Year 2 pupils in 2001, pupils attained standards that were well above average in writing and among the highest five per cent nationally in reading and mathematics. In science, where results are determined by the teachers' own assessments, the school's performance was also in the top five per cent. In reading, mathematics and science, over half of the pupils attained Level 3, which is the National Curriculum Level normally expected of pupils in Year 4.

5. The standards attained in the tests and teacher assessments were confirmed by inspection evidence, and are higher than those reported at the time of the previous inspection. Pupils' skills in all elements of English, mathematics and science are

systematically developed as they progress through the school. Teachers make good use of previous learning as a firm base for the teaching of new skills, and pupils are given very good opportunities to use their skills in numeracy and literacy across all areas of the curriculum.

6. Great emphasis is placed on the development of children's language in the Foundation Stage. Nursery staff are particularly skilled in encouraging children to talk about what they are doing, and wholeheartedly join in role-play activities to help extend children's vocabulary. Activities are planned which excite the children and make them eager to learn. For instance, small toy dragons hidden around the Nursery were used as a stimulus to help the children to develop their mathematical skills in describing 'position'. On occasions, having seen one of the dragons, children were so excited that all they could do was point and say, *'There it is!*'. When this happened, the teacher skilfully used techniques such as taking off her glasses and saying, *'My glasses are broken, so you'll have to help me to see the dragon by telling me exactly where it is'*. In this way children were gently encouraged to use the desired vocabulary and, when it became apparent that they didn't know the necessary words, these were taught to them and then practised.

7. Reading skills are carefully developed throughout the school, so that by the time pupils are in Year 2 they use a good range of strategies to decipher unfamiliar words. Pupils' very good skills in reading help them to make good progress in other subjects. For example, in a Year 1 lesson in which pupils were using computer programs to create databases about shapes, they confidently read from the on-screen prompts to guide themselves through the tasks. Pupils in Year 2 competently use their knowledge of initial letter sounds and the sounds made by combinations of letters such as *ch* or *sh*, and also know how to break words down into smaller pieces when attempting to read new text. An enjoyment of stories is encouraged, and very good use is made of children's literature in many subjects.

8. Children in the Foundation Stage are encouraged to think of themselves as writers through good use of 'emergent writing' techniques in which they communicate their thoughts and ideas by using marks on paper. For instance, children in one of the Reception classes were observed writing their own short versions of favourite fairy stories. By observing their attempts and having them share their work with her, the teacher was able to assess their understanding of simple writing conventions, such as the spacing between words, and their knowledge of initial letter sounds. Higher-attaining pupils were able to correctly write a number of high-frequency words such as *he*, *was* and *but*. In Years 1 and 2 pupils regularly practise their handwriting skills, so that by the end of Year 2 they produce writing which is generally well-formed and of consistent size. Teachers are good at developing a wide range of pupils' writing for different purposes and in different forms through all areas of the curriculum. For example, work produced by Year 2 pupils during the course of the school year contained items ranging from extended writing about the life of Florence Nightingale, as part of a history topic, to well-structured, simple reports of science experiments. School visits, such as a trip to St. Albans Cathedral, inspire pupils to produce their own information leaflets giving good detail about what there is to see. Written work produced by many pupils at the end of Year 2 is of a standard more usually expected of pupils in the middle of Year 3.

9. Skills in numeracy develop well as pupils' progress through the school. Counting skills and the value of numbers are successfully taught to the youngest pupils and are securely based on practical activities. For example, in one of the Year 1 classes pupils were set the task of finding different ways of adding 11 to a range of numbers. The teacher carefully varied the equipment available and the complexity of the task so that pupils were challenged at different levels. By the end of the lesson all were successful, with the highest-attaining pupils able to use a variety of ways of adding 11 to numbers such as 57 or 91, quickly moving on from using different counting aids to do the calculations mentally. Meanwhile, the

lowest-attaining group, working in the playground, found different ways of moving themselves up 11 numbers on a large 100 square and then looked at their patterns of movement. Opportunities for pupils to use their mathematical skills are very well integrated into other activities. For instance, an average-attaining Year 2 pupil used a block graph to accurately record the results of a science experiment in which the class had tested different pairs of tights to find out which ones stretched the most. Skills of estimation are carefully developed from an early age, so that pupils quickly become aware of what their answers are likely to be. Pupils' understanding of the relationship of numbers within calculations is another important factor in their progress. This was evident in a Year 2 lesson in which a higher-attaining pupil quickly solved a 'missing number' problem such as  $37 + ? = 50$  because he knew that  $50 - 37 = 13$ . The result of the good curriculum in mathematics, and of the inventiveness of teachers in making tasks interesting and exciting, is that by the time pupils leave the school at the end of Year 2 their attainment is at a level usually seen in Year 3.

10. Teachers promote skills of scientific enquiry very well and place a strong emphasis on the use of correct scientific vocabulary and scientific method. For example, pupils in Year 2 carried out an investigation to test the effects of different surfaces on the distance travelled by a toy car. The detail of the investigation was systematically recorded under the headings: '*What do I want to find out?*', '*How am I going to do it?*', '*What do I need?*' and '*What do I think will happen?*'. By the end of the investigation pupils showed a good understanding of the need to make the tests fair.

11. The school is very good at monitoring pupils' progress and analysing its working practices to see if further improvements in attainment can be made. For example, the need to improve the skills of girls in science was identified in this way two years ago. The school's response was to separate Year 2 boys and girls for group activities in science, since it was felt that the older boys were tending to dominate discussions and were not giving girls enough opportunities to put forward hypotheses or suggest different ways of solving problems. This action has been successful, and during the course of the inspection higher-attaining girls were seen to be working at a level equal to that of the most able boys.

### **Standards of behaviour and of pupils' personal development are high.**

12. The school has very effective arrangements for promoting pupils' moral and social development. These result in high standards of behaviour and of pupils' personal development, and excellent relationships between pupils. Standards of pupils' personal development are significantly higher than at the time of the previous inspection, in 1997. This is because pupils are now given better opportunities to take on responsibility and to develop independence in their learning. For instance, pupils take turns to act as 'monitors' for a variety of jobs such as looking after the 'play boxes' containing equipment for outdoor games at lunchtime. Year 2 pupils, acting as 'buddies' to Reception children, visit the Reception classes each week and ensure that the children have someone to play with at break times. Teachers are very good at valuing what pupils do well, and when they give praise to individuals for their conduct, such as sitting quietly, this results in others copying the good behaviour. This particular feature of the way in which good behaviour is encouraged is greatly appreciated by parents. The school is also particularly good at promoting tolerance and valuing everyone equally. Pupils with special educational needs are therefore fully integrated into all activities and their classmates show high levels of patience and understanding of their needs. The school's commitment to ensure that all pupils are included in all aspects of its work is well illustrated by its efforts to provide instrumental tuition. For instance, pupils in Year 2 learn to play the recorder, but two pupils with physical difficulties which make fingering difficult have been provided with ocarinas and individual help

in playing them. The very good standards of pupils' behaviour and personal development make a significant contribution to the school's high academic standards.

### **Children are given a very good start to their education in the Nursery.**

13. The Nursery is an exciting place in which to learn and gives the youngest children a very good start to their education. It is very well staffed and well equipped. The activities planned for the children are varied and interesting. For instance, during the period of inspection, the role-play area had become a 'castle', complete with drawbridge for the children to raise and lower. This produced much interest and, as a result, children quickly became deeply involved in imaginative play as kings, queens and knights for lengthy periods. Throughout the Nursery the working atmosphere is busy and purposeful. Each activity has a clear purpose. All activities are based on the six key areas of learning of the Foundation Stage curriculum, and a good balance between these areas is achieved. All activities are very well used as opportunities to develop children's skills of literacy and numeracy. The teacher has a very good understanding of how very young children learn, and uses her good knowledge of the children to determine the right starting point for each individual. Children benefit greatly from the excellent quality of care they receive in the Nursery. They rapidly grow in confidence because they feel secure, and they learn to co-operate and to work within groups while also valuing the independent choices made by themselves and other children. A bilingual member of the education support staff is used to good effect in the Nursery, and employs her skills well to ensure that children for whom English is not the first language are fully involved in all activities. Every opportunity for learning is well taken. For example, the teacher made good use of a windy day by encouraging the children to play with coloured paper streamers in the outdoor area, and then developed this into an occasion for talking about what they noticed happening to their streamers. By the time children leave the Nursery and move into the Reception classes, their attainment is higher than normally expected.

### **Teaching is good. The standard of teaching in Year 2 is particularly high.**

14. The quality of teaching has improved since the time of the last inspection. Two thirds of lessons seen were good or very good, and one third were satisfactory. Teachers are good at teaching basic skills of literacy and numeracy and provide pupils with a good platform for their work in all subjects. Lessons are well managed. A very good working atmosphere is created through high expectations of behaviour, the excellent quality of relationships between teachers and pupils, and the very clear classroom routines. This enables all pupils to concentrate on their work and learn without distraction. Teachers use assessment well during lessons and, as a result, are able to step in when they see that pupils are having difficulties with their work.

15. Education support staff are skilled and are very well deployed. In all classes the partnership between teachers and their support staff is an important factor in ensuring that all pupils are fully involved and are making good progress. For instance, support staff are skilled observers and make useful notes for the teacher about the response of individual pupils during the times when the teacher is working with the whole class.

16. Particularly effective teaching is to be seen in Year 2. In these classes teachers are very skilled in basing what they intend their pupils to learn on what they already know that the pupils understand, and are good at adjusting the level of challenge as each lesson develops. They are also very good at interesting and exciting their pupils, and use a wide variety of strategies to sustain a crisp pace throughout their lessons and to keep all pupils actively

involved. For example, a Year 2 teacher skilfully managed a science lesson involving pupils' observations of mini beasts in different habitats and, even though it was raining, pupils sustained high levels of concentration. Good use was made of the mathematical skill of tallying to count the creatures observed, and close attention was paid to scientific method by first challenging the pupils to predict from their research where different types of creatures were likely to be found.

17. The very good attitudes of pupils, which result from teachers' skills in motivating them, make a significant contribution to the quality of learning throughout the school.

18. A particularly noteworthy feature of the school is the way in which skills in information and communication technology (ICT) and music are taught. All of the Year 1 and 2 classes are divided for these sessions, with one half working with a specialist music teacher while the other half developed their ICT skills. All pupils benefit from the greater individual attention possible because of the small numbers in each of the teaching groups. Good standards in both ICT and music result from this method of working.

**The school has developed a highly effective partnership with its parents and the local community.**

19. Parents greatly value the school, and the school greatly appreciates the support that it receives from parents. It consults widely with parents and always carefully considers their views when important decisions are to be made. For this purpose, questionnaires are regularly used. For example, questionnaires were sent to parents when the school consulted them about ways of improving pupils' behaviour. The parents' response highlighted the importance of not overlooking those children who were invariably well behaved, and this resulted in a review of the ways in which pupils were rewarded. Particularly noteworthy is the very good channel of communication that exists through the parent representatives from each class. These representatives meet regularly with the headteacher and their discussions have resulted in a number of improvements in areas such as school meals and provision for pupils at playtimes. Parents at the pre-inspection meeting with the Registered Inspector felt themselves to be full partners in their children's education, and greatly appreciated a wide range of school initiatives such as involving them in setting targets for their children. Very good use is made of the skills of members of the community to enrich pupils' experiences at school. For instance, a visitor from the Bhakti Vedantor Manor helped to bring to life the Hindu celebration of Diwali, while a parent came to tell the pupils about the Jewish festival of Hanukkah. A visit from a grandparent of one of the children helped to add greater interest and understanding to history work about toys. There are very close contacts with the adjacent junior school, linked through a joint parent-teacher association which is very active. Local charities, such as a hospice, are regularly supported and send representatives to the school to talk to the pupils. The school's highly effective partnership with its parents and the local community enriches pupils' experiences and makes an important contribution to the high standards achieved.

## **WHAT COULD BE IMPROVED**

### **The curriculum in Reception classes.**

20. Children in the Reception classes are provided with a sound range of learning opportunities overall. There is, however, a significant difference in the quality of experiences provided in the Nursery and those in Reception, and there is a need for a more seamless transition between these two years of the Foundation Stage. To some extent the situation occurs because of the constraints imposed by the design of the premises. The lack of a separate outdoor area for the children in the Reception classes makes the integration of indoor and outdoor learning activities, as recommended in the national guidance for the Foundation Stage curriculum, difficult to arrange. There are also fewer adults in each of the Reception classes than in the Nursery, and therefore adults directly supervise fewer activities in the reception classes. This means that opportunities to develop children's skills through dialogue and small group play activities are more limited in the Reception classes. Although curriculum planning in the Reception classes reflects the nationally recommended guidance for the Foundation Stage, the way in which the curriculum is delivered is closer to the style of Years 1 and 2, with a greater emphasis on activities directed by the teachers than those initiated by the children. Further evidence of this different curriculum emphasis was seen in samples of work previously completed by children in the Reception classes. All of these samples had been assessed by the teachers against the criteria of the National Curriculum when some could and should have been matched against the criteria for the Foundation Stage.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The school should now:

- Develop the curriculum and procedures for assessment in the Reception classes so that:
  - \* the way in which the classes are organised more closely follows the recommendations of the Foundation Stage curriculum as practised in the Nursery;
  - \* opportunities for outdoor learning become a fully integrated part of the curriculum.

## 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	13

### Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	0	6	6	6	0	0	0
<b>Percentage</b>	0	33	33	33	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 five and a half 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)	30	180
Number of full-time pupils known to be eligible for free school meals	N/A	2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	18

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	45

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	30	31	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	30	29	30
	Girls	29	27	29
	Total	59	56	59
Percentage of pupils at NC Level 2 or above	School	97 (92)	92 (97)	97 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	30	30	30
	Girls	29	29	31
	Total	59	59	61
Percentage of pupils at NC Level 2 or above	School	97 (94)	97 (97)	100 (98)
	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	3
Black – other	0
Indian	3
Pakistani	5
Bangladeshi	1
Chinese	2
White	101
Any other minority ethnic group	5

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)	7.5
Number of pupils per qualified teacher	24
Average class size	30

### Education support staff:

#### YR–Y6

Total number of education support staff	15
Total aggregate hours worked per week	196.75

### Qualified teachers and support staff:

#### Nursery

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	25
Total number of education support staff	4
Total aggregate hours worked per week	68.5
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

## Financial information

Financial year	<b>2000/2001</b>
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	£
Total income	485,009.00
Total expenditure	467,885.00
Expenditure per pupil	2,229.00
Balance brought forward from previous year	60,505.00
Balance carried forward to next year	77,629.00

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

210
124

### Percentage of responses in each category (rounded to the nearest whole number)

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	1	0	0
My child is making good progress in school.	63	35	0	0	2
Behaviour in the school is good.	65	34	0	0	1
My child gets the right amount of work to do at home.	44	42	9	1	4
The teaching is good.	72	27	0	0	1
I am kept well informed about how my child is getting on.	52	37	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	16	6	0	0
The school expects my child to work hard and achieve his or her best.	73	25	0	0	2
The school works closely with parents.	56	35	7	0	1
The school is well led and managed.	81	18	1	0	0
The school is helping my child become mature and responsible.	73	26	0	0	1
The school provides an interesting range of activities outside lessons.	40	29	16	3	12

### Other Issues Raised.

Fifty nine per cent of the questionnaires were returned.

Forty three parents or carers attended the pre-inspection meeting with the Registered Inspector. They were overwhelmingly supportive of the school and appreciative of its work.