

INSPECTION REPORT

ROKESLY INFANT SCHOOL

Crouch End

LEA area: LB Haringey

Unique reference number: 102107

Headteacher: Jane Eaton

Reporting inspector: Michael Buckley
30517

Dates of inspection: 11th and 12th June 2002

Inspection number: 245117

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 - 7 |
| Gender of pupils: | Mixed |
| School address: | Hermiston Avenue Crouch End London |
| Postcode: | N8 8NH |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Janet Katz |
| Date of previous inspection: | 3 rd November 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-----------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average infant and nursery school for boys and girls aged from three to seven years. The nursery has 26 places for both the morning and the afternoon sessions. There are 237 pupils in the classes from reception to Year 2, with three classes in each year group. There are approximately equal numbers of boys and girls and about one pupil in every three is from a minority ethnic group. This proportion is close to the average for outer London. The largest minority group is Black African but there are smaller groups, including several refugees, from many other countries. Nearly 30 per cent of pupils are learning English as an additional language and this figure is also close to the average for outer London. The main home languages are Somali, Turkish, Urdu and Bengali. Only 39 pupils (15 per cent) are registered as eligible for free school meals, a much lower figure than the national average. Altogether, 32 pupils (11.5 per cent) are recognised as having special educational needs and two pupils (0.8 per cent) have statements identifying the additional external help they require. Both figures are well below the respective national averages. The most common needs are for help with dyslexia, or with learning or behavioural difficulties. The attainment of most pupils when they enter the school is close to the level expected nationally.

HOW GOOD THE SCHOOL IS

This is a more than usually effective school where pupils' achievements are good and their behaviour and personal development are very good. Teaching is consistently good and often very good and leadership and management are very good. Despite very high unit costs, the value for money provided is good.

What the school does well

- The quality of teaching and learning is consistently good and often very good.
- The curriculum is well planned, relevant and enriched, with good cross-curricular links.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils display very positive attitudes to school and their personal development is very good.
- The headteacher, the senior staff and the governors provide very high standards of leadership and management.

What could be improved

- Procedures for monitoring attendance and lateness and for promoting better performance in these areas.

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

In addition to the key issue above, the school's formal taught week does not match the national average for infant schools and a comparatively small amount of time is allocated for music and religious education. The statutory requirements for daily collective worship are not being fully met, although assemblies play an important part in the school's life and in pupils' spiritual development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1997, the school has made very good progress overall. It has successfully tackled all the key issues identified then, making good improvements to the curriculum, to management and to procedures for assessment as well as to provision for pupils learning English as an additional language. There have been very good improvements in the provision for pupils' spiritual development and high standards have been maintained in teaching and in pupils' attitudes and behaviour. Standards of attainment are steadily rising, year on year.

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 | D | D | C | B |
| Writing | C | C | B | A |
| Mathematics | C | C | C | B |

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

The table shows that the school's average point scores in 2001 were above the national average in writing and close to the national average in reading and mathematics. The percentages of pupils reaching the threshold levels were above the national average in writing, close to the national average in mathematics and science but below the average in reading. The percentages reaching higher levels were very high in science, well above the national average in writing and above the national averages in reading and mathematics. Compared with the results of other schools having a similar proportion of free school meals, the average point scores were well above average in writing and above average in reading and mathematics. The proportions reaching the threshold levels were well above average in writing, above average in mathematics and science and close to the average in reading. The proportions reaching the higher levels were all significantly higher than average for this category of schools. There has been improvement in all areas since 1998 and the trends in reading and writing are above the national trend. Girls tend to do better than boys in reading and writing but boys score more highly in mathematics. The performance of boys has improved significantly over the last four years. Last year, they exceeded the national average for boys in writing and mathematics and they were close to the national average for boys in reading. Inspection evidence and the school's documentation show that most pupils learning English as an additional language do as well as other pupils of their age. The majority of the work seen was at the nationally expected levels in all year groups and some work in English and mathematics is of a particularly high standard. Some of the art work done in all year groups is outstanding. There are no significant differences between the standards reached by different ethnic groups and pupils, including those with special educational needs, achieve well. The school monitors progress carefully and sets realistically challenging targets, for individuals and groups, that most pupils are well on track to meet.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | These are very good. Pupils like school and take a pride in their work. |
| Behaviour, in and out of classrooms | Behaviour is good and often very good. Pupils are kind and considerate to one another and to adults and they are generally quiet and attentive in lessons and assemblies. |
| Personal development and relationships | These are very good. Relationships at all levels in this multi-racial school are particularly harmonious. |
| Attendance | Unsatisfactory. Levels of attendance are well below the national average, mainly owing to the high proportion of pupils who are taken on holiday in term time. |

The levels of authorised absences are very high. This is mainly because too many parents neglect their legal responsibilities to send their children to school during term time.

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Good | Good | N/A |

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 and learning are consistently good and often very good in all the year groups in the school. There are no significant differences in the quality of teaching between subjects. Literacy and numeracy are taught well, not only in English and mathematics, but also through the other subjects of the curriculum. Particular strengths in teaching include very good planning and preparation and very good management of pupils, using a wide range of effective approaches. Teachers' day-to-day assessments of pupils' progress are good and they use them well to ensure that the needs of all pupils are met. Educational inclusion is very well supported. Teachers and support staff work very well together so that pupils with special educational needs and those learning English as an additional language make good progress. Time and resources are used very well and the very bright and stimulating displays provide additional support to pupils' learning. As a result, pupils of all ages enjoy their work, try hard and show very high levels of interest and concentration. They demonstrate well-developed independence in their learning and take pride in their work.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum is good, although the amount of time allocated to formal teaching is below that recommended nationally. Its strengths are in the way it is planned through cross-curricular topics to ensure that legal requirements are met, while teaching and learning are made relevant and stimulating to the full range of pupils. |
| Provision for pupils with special educational needs | This is good. It is very well planned and teachers and support staff ensure that pupils are working towards their individual targets. |
| Provision for pupils with English as an additional language | This, too, is good and well planned. Teachers and support staff work very successfully together and the quality of bi-lingual support is particularly good. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is very good. Spiritual development is fostered well across the curriculum and pupils have many opportunities to reflect on things that are precious to them and to others. Moral, social and cultural development is very well provided for. |
| How well the school cares for its pupils | There are good systems to secure pupils' health, safety and welfare. Arrangements for monitoring personal and academic development work well, as do the systems for providing personal and academic support. Procedures for monitoring attendance and lateness and promoting good practice in these areas are unsatisfactory. |

The school very successfully includes all pupils in what it has to offer. Although there are no extra-curricular activities, the curriculum is greatly enriched by many visiting writers, artists and musicians

and by the educational visits that take place. There is not enough time for the formal teaching of music or religious education and the legal requirement for daily collective worship is not being met.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|---|
| Leadership and management by the head teacher and other key staff | The headteacher and senior staff provide very good leadership and management. The school has very clear educational and pastoral aims and achieves them very well. Staff with delegated responsibilities carry them out well. Developmental planning and financial management are very good, as are systems for monitoring teaching and curriculum development. |
| How well the governors fulfil their responsibilities | The governors carry out their duties very well. Most have individual responsibility for an area of work and they visit the school regularly. |
| The school's evaluation of its performance | The senior management team and the governors monitor progress towards the targets in the school improvement plan very closely and the school is very effective in attaining its goals. More could be done to monitor and analyse patterns of absence. |
| The strategic use of resources | The school is fortunate in having very good financial resources that it uses appropriately and to very good effect. |

All the staff concerned show a very strong commitment to the school's success and to the personal and educational development of its pupils. The life and work of the school reflect its aims and values to an outstanding degree. The principles of best value are applied well. Levels of staffing and resources are very good but many of the classrooms are too small.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Their children like the school, which has a warm, friendly ethos. • Their children make good progress academically. • Teaching is good. • Pupils are helped to become mature and responsible. • The school is well managed and led. • Most parents would feel comfortable approaching the school with concerns or suggestions. | <ul style="list-style-type: none"> • There is not enough information about how well pupils are doing. • The homework set is not appropriate. • Some feel that the school does not work closely enough with parents or listen to their criticisms. • There are not enough extra-curricular activities or opportunities for music or drama. |

Inspectors agree with the positive views expressed by parents. They feel that the amount of information provided in the school and through newsletters is good. Information about pupils' progress is adequate, although some of the teachers' annual reports do not make clear the extent of the progress that has been made and contain some educational jargon. The report writing system has been reviewed and improvements are planned. There is no homework timetable but the arrangements are made widely known and are appropriate for pupils in an infant school. Inspectors have little evidence about how closely the school works with parents. The school welcomes parental support and receives a good deal, both in class and from the active parents-staff association. Parents are invited to celebration

assemblies. Although there are no extra-curricular activities, the curriculum is greatly enriched in other ways, through educational visits and by visitors to the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

A high quality of teaching and learning.

1. The quality of teaching in the school is consistently good and often very good. No unsatisfactory lessons were seen and teaching in almost nine out of every ten lessons was good. More than one in every three lessons were very good. There are no significant differences between the quality of teaching in the subjects seen or between the different year groups from the nursery to Year 2.
2. Particular strengths of the teaching include very good, detailed planning with clear objectives. Short and medium-term lesson plans include carefully worked out targets for pupils at all levels of attainment and understanding and they identify activities that are designed to promote independent work. This helps to ensure equality of opportunity and good support for educational inclusion. Resources and materials are generally well prepared beforehand to avoid any time slippage or frustrating hiccups once the lesson has begun. Planning is particularly focused on providing thorough coverage of the National Curriculum through multi-disciplinary topics and building in good cross-curricular linkages. For example, key words in the literacy programme are introduced and reinforced in other subjects, as are key skills and concepts in numeracy. As a further, planned aid to learning, the teachers provide very good displays that celebrate completed work and illustrate new facts and ideas.
3. Teachers have a good range of basic techniques. They provide very clear explanations of the learning objectives for the lesson and of what pupils are expected to do. Their presentation and exposition at the starts of lessons are brisk and informative and they skilfully reinforce previous learning while assessing how much the pupils have remembered. They generally ask good, open-ended questions that require pupils to think before answering. Pupils respond very well to this approach. They listen eagerly to their teachers and to one another and make sensible suggestions. They know where they are in their work and what to do next and they are stimulated by their teachers' enthusiasm. As a result, they get on well, working quickly and often carrying on independently for quite sustained periods of time.
4. Relationships are very good and teachers use them sensitively, together with a well-developed sense of humour, to ensure that everyone in the class is engaged. Teachers support pupils' individual and group work very well, often successfully managing up to five different groups at a time. They circulate well, asking testing questions, checking how well pupils understand what they are doing and offering clues about ways of approaching the tasks in hand. These activities are also used very effectively to make assessments of pupils' progress and what individuals need to do to improve. The assessments are later taken into consideration when reviewing individual and group targets. Pupils know their targets and this gives them an added incentive. They take pride in their work which is generally accurate, thoughtful and well presented.
5. Pupils of all ages are good at organising their own work. In one reception class, they decided for themselves what they were going to do as independent activities: some successfully organised water play, play dough and construction materials, while others set up writing activities or used the computer. In a Year 2 science lesson, the class became very involved in a discussion about the characteristics of living things. The teacher's skilful questioning produced more and more sophisticated responses, using the correct terminology. Following this stimulating start and some further clear instructions, the pupils carried out their own investigations, comparing different sorts of creatures and recording their findings, and staying on task for a sustained period. In a numeracy lesson in a different Year 2 class, higher-attaining pupils carefully followed the teachers' instructions and worked persistently at problems requiring them to represent multiplication as repeated addition, maintaining their work rate, although the teacher was having to concentrate on other groups.

6. Teachers have high expectations of pupils' behaviour as well as expecting them to try their hardest to make progress. They ensure that these messages are consistent from the nursery to Year 2 and, as a result, pupils' behaviour is generally very good. Teachers manage their classes well, particularly the transitions between working with the whole class and working in groups, and no time or focus is lost. Support staff make a particularly strong contribution to lessons, working well with those pupils who need additional help because of their special educational needs or because they are learning English as an additional language. Several support staff and teachers are bilingual and the quality of the support they provide is very high. Teachers and support staff plan well together so that support staff know the content of the lesson and the best ways of providing help to each individual, as well as knowing which pupils are most likely to need it. The recently improved procedures for assessment are consistently used and are already having a positive impact on the learning of all pupils.

A well planned and relevant curriculum.

7. The school provides a good curriculum, although it has a few minor weaknesses. The curriculum for the Foundation Stage follows the nationally recommended stepping stones to the early learning goals and provision in Years 1 and 2 covers all the subjects of the National Curriculum and religious education. Sex education is not taught but issues are handled sensitively when they arise. The school has a well-planned programme of personal and social education. It offers the pupils a broadly based and relevant education, particularly in the Foundation Stage. However, in Years 1 and 2, the total amount of taught time is below the nationally recommended level and there is a very limited amount of time for music and religious education. In these respects, the curriculum is not properly balanced. There are satisfactory curricular links with other providers of Foundation Stage education and good links with the neighbouring junior school that help to ensure continuity of learning. Community organisations make a useful contribution to pupils' education.
8. The curriculum has very many strengths. Literacy and numeracy are taught according to the respective National Strategies and all the other subjects follow schemes of work that are adapted from those published by the national Qualifications and Curriculum Authority. Apart from literacy and numeracy, subjects in Years 1 and 2 are taught through a series of topics, carefully planned so that statutory requirements are met, while much emphasis is given to cross-curricular themes. In this way, subjects are made relevant to the pupils and are presented to them in ways that link together their knowledge and understanding in different areas to produce stimulating and integrated work. This means that the curriculum is particularly accessible for all pupils and there is a very strong emphasis on equality of access and opportunity. There are good strategies for teaching literacy and numeracy, not only in English and mathematics, but also through all the other subjects. The school places particular emphasis on art and design and technology. Art is not only taught as a discrete subject but also incorporated into other subjects as a medium for learning, making them more accessible, and very high standards are achieved.
9. Good planning is vitally important when the curriculum is structured in this way and the headteacher and senior staff ensure this takes place by monitoring teachers' weekly plans and the half-termly planning to ensure good coverage of the National Curriculum's programmes of study. The subject co-ordinators produce action plans for all subjects. The co-ordinators for literacy, numeracy and science regularly monitor teaching and learning in their areas so that senior staff can develop an accurate picture of coverage and of the progress being made in pupils' knowledge and understanding. Regular year group meetings and curriculum monitoring enable staff to check coverage in the other subjects but there is no formal system for making accurate assessments of pupils' attainment in them. There is good provision made for pupils with special educational needs and for those learning English as an additional language. Teachers and support staff know the targets identified in pupils' individual education plans and ensure that their own planning takes them into account. They also take into account the degree of pupils' fluency in English, skilfully modifying their approaches to the tasks set and the materials used. These measures and close observance of the recommendations in the Code of Practice for special educational needs ensure that all pupils have equality of access to the curriculum.

10. The school provides no extra-curricular activities at lunch times or after school but the curriculum is greatly enriched in other ways. For example, there are many educational visits to places of interest, such as Woburn Abbey, the Bruce Castle Museum, other museums, art galleries, theatres and local parks. The school successfully attracts a wide range of visitors, including artists, poets and musicians and the quality of some of the work produced as a result is outstanding. Pupils also have the experience of helping to raise money for local and national charities.

Very high quality of provision for pupils' spiritual, moral, social and cultural development.

11. Although the school does not offer formal worship or prayers as part of assemblies, these occasions still provide good opportunities for spiritual development. For example, in one assembly, pupils were shown items that each of the teachers had chosen to put in a box and were invited to think about why they were so special. This led to them reflect on what they thought was important in life and what one should treasure. One pupil touchingly suggested that memories were special and that one should treasure them in one's heart. Such opportunities are further extended through the teaching in most of the subjects of the curriculum. There is good evidence of pupils exploring their emotions through music and expressing them through the medium of art and there is strong creative development evident in the classroom displays. When questioned about their art work in science, a pupil in Year 2 said, 'I enjoy this art work because I like thinking about patterns'; another said, 'We had to think about patterns in nature. I think nature is very beautiful'; and a third, 'Nature makes me feel calm'.
12. The school has a new 'positive behaviour' policy. This is very clear and understood by everyone, providing a secure framework for pupils' social development. Teachers have very firm and clear expectations of behaviour. Assemblies are used very effectively to impart moral values and to encourage pupils to reflect on their responsibilities to others. Pupils are encouraged to mix with one another and, on occasions such as lunch times and play times, they are often provided with a framework for social behaviour. Lunchtime supervisors as well as teachers play an important part in creating a climate where pupils feel happy and confident. Pupils are kind to one another and share their toys and games. They are sympathetic to one another and helpful if someone is hurt or upset. Social interactions are encouraged from the earliest age, for example through 'fruit time' and sharing in the nursery, and teachers ensure that nobody is left out. Routines established in the Foundation Stage, such as washing hands, identifying and using their own coat pegs and fruit time, provide children with a sense of belonging to a well ordered community. Pupils recognise that 'everyone belongs' in this school and they made sure that the inspectors knew how they felt.
13. Art work is very carefully executed, with great attention to detail, and teachers and pupils take great care with its presentation, often mounting it in striking and creative ways. There are outstanding displays in classrooms and around the school showing the use of a wide range of media and styles with very creative and original ideas. Teachers make good use of source material, such as Van Gogh's 'Sunflowers' and pointillist techniques. Powder paint, water paint, poster paint, silk paintings and wax resist techniques are all well used, as are some computer paint programs. Pupils have produced very closely observed drawings of trees and their foliage and self portraits, as well as coloured paper mosaics and pictures, collages and get well cards, using a range of media, including crayons, charcoal, water paint, chalks and felt tip pens. Displays also illustrate learning in other subjects. These include the Great Fire of London, Joseph and his Coat of Many Colours, good pictures of the skeleton, pictorial maps and plans for a water garden; batiks of rain forests and woodlands and land and water creatures. There are very carefully observed drawings of various animals from photographs, illustrations for books and designs for book jackets. Pupils have produced very good drawings and paintings, reflecting the experiences gained on educational trips to locations, such as Bruce Castle Museum and a Greek Orthodox church. Others have created colourful and well-designed safety posters.

14. Multicultural art displays show celebrations of Eid, using traditional, geometrical Muslim patterns. Pupils have worked in the style of Australian aboriginal art and they have made North American Indian totem poles and cardboard masks in the styles of Mexico, Nigeria, Ghana, Bali and the Sudan. They copied the sand paintings of Navaho Indians to show medicine men treating the sick, using vivid blues, reds and yellows. Other pupils have produced Navaho rug designs using wax resist and colourful geometric designs using wool in the style of the Huichol Indians. Displays in classrooms show three-dimensional models of invented characters, monsters from outer space, Japanese carp kites and painted ceramics in the nursery – all very creative, imaginatively and carefully constructed, and using a wide range of materials and techniques.

Pupils' attitudes and personal development.

15. Pupils' attitudes to school are very positive. They like school and, in their lessons, they listen carefully and are keen to answer. They enjoy using the computers. In lessons and assemblies, they are quiet and attentive and show respect for the feelings and views of other children and adults. Their behaviour in class and around the school is good and relationships at all levels in the school's community are very good. Pupils are kind and considerate and care for one another, working and playing well together, taking turns and sharing their games and toys. At lunchtimes, they are particularly well behaved and the work of the lunchtime staff makes a good contribution to the school's generally calm and friendly atmosphere. There is a marked absence of any kind of oppressive behaviour, such as bullying, and a very high degree of harmony in a school with a very high multi-racial population. The proportion of unauthorised absences is lower than the national average.

High quality of the school's leadership and management.

16. The leadership and management of the school provide a very clear and well thought-through direction for the school. The headteacher was appointed after the last inspection and has successfully built a strong senior management team of very experienced teachers. They have made very good progress with tackling the issues identified at the last inspection. For example, they have introduced the monitoring and targeting of pupils' performance from the reception class onwards. This ensures that groups and individuals are properly challenged and encouraged to try their hardest. They have analysed pupils' performance, identifying the need for a new handwriting policy and a more structured approach to spelling. Work with pupils learning English as an additional language has been more tightly structured, so that they all have individual records and their needs are prioritised. More effective use is made of support assistance, dual-language texts and visual aids. They have introduced and resourced a topic-based curriculum in the light of Curriculum 2000. New policies have been introduced. For example, a good teaching and learning policy covers all the main aspects of provision to create a good environment for learning and the behaviour policy successfully sets out the school's expectations of staff, pupils and parents and clearly outlines the rewards and sanctions that apply. The senior management demonstrate the importance given to educational inclusion by ensuring that help with translation is available, when needed, and signers are provided for parents with hearing impairment.
17. Other elements of management have also been improved. New and relevant job descriptions have been agreed for post-holders, effective procedures have been established for staff development and arrangements for monitoring teaching and teachers' planning are very much more rigorous. Action planning has been introduced for post-holders as a means of creating greater accountability and all staff, but particularly the senior management group, and the governors are closely involved in the cycle of planning for school improvement. The plan is a good one, based on a twelve-point statement of strategic intent. A very clear 'at a glance' table shows the schedule of targets with time deadlines, responsible persons, success criteria and resource implications all identified. The school has established strict financial monitoring and senior staff and governors challenge for best value. For example, they examined all the options and measured the costs against the probable benefits before taking the decision to release the co-ordinator for special educational needs from regular class teaching duties.

18. Governors work very effectively. They meet at least twice a term and parents are invited to attend as observers. They have established working parties for personnel, premises, curriculum and finance and work hard to be well informed about the strengths and weaknesses of the school. The chair of governors has very close contact with the school and has formal meetings with the headteacher once every two weeks. Governors all have individual areas of responsibility and most visit the school regularly. They are closely involved in the cycle of planning for the school improvement plan. Their relationships with the staff are good and they sometimes visit classes during lessons to observe and learn more about the teaching approaches used. They involve themselves in other activities in order to maintain an appropriate overview of the school's work. For example, they attend all parents' meetings and the special educational needs governor reviews the progress made by these pupils and by pupils learning English as an additional language each term. They are conscientious about their roles as links to parents and the community and provide very strong support to the school in successfully maintaining its inclusive ethos, where equality of opportunity is given the highest priority.
19. The school has a very close knit and united staff team that is totally committed to the school's aims and to the education, welfare and happiness of its pupils.

WHAT COULD BE IMPROVED

Procedures for monitoring attendance and lateness and for promoting better performance in these areas.

20. Levels of attendance are unsatisfactory. They are well below the national average, although they are about average for infant schools in the local authority's area. Illness does account legitimately for a proportion of the absences, but the main cause is that parents neglect their legal responsibility to ensure their children attend school regularly in term time. Family holidays are the real explanation for the poor performance. However, the school makes it too easy for this to happen and its procedures are not always sufficiently rigorous. For example, reasons for lateness or absence are not always explained properly in registers. Some slippage in the use of the pages in registers means that the wrong pupils are occasionally ruled out. No records are kept of how late a pupil is.
21. Unnotified absence is not generally followed up until the pupil returns or until the absence continues beyond a week. This is in contrast to the practice in many schools with an attendance problem of following up absence on the first day. Absences are monitored regularly and the school is beginning to use its new computerised system to monitor all forms of absences and lateness.
22. There is no formal procedure for applying for holidays in term time. Parents are encouraged to write in but there is no application form or examination of the request. Some parents just write in telling the school that they are taking the child on holiday and this goes unchallenged. This practice is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to support the school's continuing improvement and raise standards even further, the senior management and governors need to:

- develop and implement rigorous procedures for monitoring attendance and lateness and for promoting better performance in these areas.

(Paragraphs 20 – 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 17 |
| Number of discussions with staff, governors, other adults and pupils | 12 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 6 | 9 | 2 | 0 | 0 | 0 |
| Percentage | 0 | 35 | 53 | 12 | 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 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) | 24 | 237 |
| Number of full-time pupils known to be eligible for free school meals | N/a | 39 |

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 | 2 | 30 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 73 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 15 |
| Pupils who left the school other than at the usual time of leaving | 15 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 8.2 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.0 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 35 | 42 | 77 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | 25 | 31 | 32 |
| | Girls | 36 | 41 | 40 |
| | Total | 61 | 71 | 72 |
| Percentage of pupils at NC level 2 or above | School | 79 (80) | 94 (89) | 94 (94) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above | Boys | 28 | 32 | 32 |
| | Girls | 40 | 40 | 39 |
| | Total | 68 | 72 | 71 |
| Percentage of pupils at NC level 2 or above | School | 88 (85) | 94 (76) | 92 (87) |
| | 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 | 3 |
| Black – African heritage | 12 |
| Black – other | 0 |
| Indian | 6 |
| Pakistani | 0 |
| Bangladeshi | 4 |
| Chinese | 1 |
| White | 116 |
| Any other minority ethnic group | 14 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|------|
| Total number of qualified teachers (FTE) | 11.0 |
| Number of pupils per qualified teacher | 21.5 |
| Average class size | 26.3 |

Education support staff: YR – Y2

| | |
|---|-------|
| Total number of education support staff | 10.0 |
| Total aggregate hours worked per week | 200.5 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1.0 |
| Number of pupils per qualified teacher | 24.0 |
| Total number of education support staff | 1.0 |
| Total aggregate hours worked per week | 33.5 |
| Number of pupils per FTE adult | 12.0 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 5.0 |
| Number of teachers appointed to the school during the last two years | 5.0 |
| Total number of vacant teaching posts (FTE) | 0.0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0.0 |

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.

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | £ |
| Total income | 680,964 |
| Total expenditure | 688,342 |
| Expenditure per pupil | 2,637 |
| Balance brought forward from previous year | 61,237 |
| Balance carried forward to next year | 53,859 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 261 |
| Number of questionnaires returned | 97 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 61 | 29 | 4 | 3 | 3 |
| My child is making good progress in school. | 49 | 42 | 4 | 0 | 4 |
| Behaviour in the school is good. | 46 | 46 | 5 | 0 | 2 |
| My child gets the right amount of work to do at home. | 42 | 36 | 11 | 2 | 0 |
| The teaching is good. | 56 | 34 | 6 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 37 | 41 | 18 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 62 | 28 | 7 | 2 | 1 |
| The school expects my child to work hard and achieve his or her best. | 42 | 45 | 6 | 1 | 3 |
| The school works closely with parents. | 37 | 46 | 11 | 3 | 1 |
| The school is well led and managed. | 45 | 45 | 3 | 1 | 5 |
| The school is helping my child become mature and responsible. | 54 | 36 | 5 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 15 | 25 | 13 | 22 | 20 |