

# INSPECTION REPORT

**DARRICK WOOD INFANT SCHOOL**

ORPINGTON

LEA area: Bromley

Unique reference number: 101613

Headteacher: Mrs Charmian Miran

Reporting inspector: Miss Cheryl Thompson  
22822

Dates of inspection: 10 - 11 December 2002

Inspection number: 246137

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
Gender of pupils:	Mixed
School address:	Lovibonds Avenue Orpington Kent
Postcode:	BR6 8ER
Telephone number:	01689 857278
Fax number:	01689 862458
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Gillian Hughes
Date of previous inspection:	16 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Darrick Wood Infant School is a popular, larger than average school. In September 2000, the school was awarded Beacon status in recognition that it is amongst the best performing schools in the country. The school serves an area of mixed housing which is neither advantaged nor disadvantaged. Attainment on entry to the reception classes is wide ranging but around the local authority average. Currently, there are 224 pupils on roll with an uncharacteristic imbalance of 62 boys to 27 girls in Year 2. Another 59 children attend part-time in the nursery. In January 2003 another 44 children will join the reception classes and 34 will join the nursery. The proportion of pupils eligible for free school meals (currently 7%) is below the national average as is the number of pupils with special educational needs. The specific needs identified for these children are predominately extra help needed with literacy and numeracy or behavioural difficulties. Nearly all pupils are white with their origins in the United Kingdom. There is a small number of pupils from diverse ethnic backgrounds but all except seven speak English as their first language and none are at the early stages of learning English. The local education authority's hearing impaired unit shares the school site. The eight pupils attending receive specialist teaching in the unit are also valued members of the main school community and join lessons for part of their day.

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

This is an outstanding school. It sustains the highest standards, provides very good teaching and helps all its pupils develop into self-confident individuals with very positive attitudes to learning. It provides very good value for money. Leadership and management are excellent and the source of the impressive ethos. The school is very successful in fulfilling its aim to provide '...a richness of experience and challenge where children are encouraged to work to the highest level of competence'. All pupils know what is expected of them and that they are valued; in turn, they work very hard and value others. The kindness, understanding and consideration for the hearing impaired pupils is notable.

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

- Outstanding leadership ensures exceptionally high standards in national tests and high quality provision for pupils' personal development.
- Learning experiences are interesting, challenging and fun; consequently, pupils are very keen to learn and behave very well.
- The nursery gives children an excellent start to school; they make rapid progress. Exceptional planning ensures progress is maintained when children move on to the reception classes.
- Very good teaching, based on a very clear understanding of pupils' abilities, ensures all achieve their best.
- Parents hold the school in very high regard.

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

- Make more effective use of information and communication technology (ICT). *Already identified by the school.*
- Review the deployment of classroom assistants in order to provide more support for Year 2 classes.

*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 March 1998 when it was found to be 'a very good school with many strengths'. Since then, improvement has been very good. All issues raised by the last inspection have been resolved very effectively; high standards have been sustained. The headteacher and governors have excellent systems for checking on the effectiveness of the school and all share a tenacious commitment to continued improvement. The capacity for further improvement is excellent.

## 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
	2000	2001	2002	2002
reading	A	A	A*	A*
writing	A*	A*	A*	A*
mathematics	A	A	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This is an impressive set of results that are far above those expected for Year 2. Initial testing at the start of reception, shows attainment to be around average. For pupils to attain such very high standards by the time they leave is proof of the school's success in its resolve to help each child achieve his or her very best. The key to exceptional achievement at Darrick Wood is the highly effective system for checking on pupils' progress and its use in setting challenging targets. Therefore, pupils with learning difficulties have just the right work and support to help them and more able pupils have work to challenge and extend their thinking. Pupils are also given superb opportunities to do well in 'non-test' subjects and achieve exceptional standards in art and design and very well in design and technology, history and geography. Overall, standards in ICT are above average. However, the school has rightly identified that it can develop ICT skills through and in more subjects to raise standards further. In 2002, standards in reading, writing, mathematics and science were similar to those in the top five per cent of schools in the country. Writing is a particular strength and inspection evidence provides a very clear picture as to why this is so. Children in reception are taught basic literacy skills very effectively. Teachers set very high expectations for pupils to record their own ideas not only for stories and poems, but for things such as science experiments or accounts of visits. Pupils do a remarkable amount of good quality writing in all subjects. As a result, they make rapid progress and are keen, confident and competent writers; by Year 2, they are over a year and a half ahead for their age, with boys doing exceptionally well. Inspection evidence shows children in the nursery make rapid progress, especially in developing a very keen attitude to learning. Reception children in the September intake are making very good progress, particularly in literacy and numeracy, and all are likely to attain the expected standards by the time they start in Year 1, with many making a good start on the National Curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils love coming to school and are keen and enthusiastic about their learning. They work very hard and produce much high quality work.
Behaviour, in and out of classrooms	Very good. Pupils are fully involved in setting the 'code of behaviour' for their class and behave accordingly. They work very well together in small groups and play sensibly in the playground.
Personal development and relationships	Very good overall and excellent in the nursery and reception classes. Pupils show great respect and consideration for their hearing impaired friends. All pupils respond very well to the high expectations set for independence and showing initiative.



Attendance	In line with the national average.
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## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
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.*

Overall, teaching is very good. Teaching for nursery and reception children is mostly excellent and, if not, very good. Nursery teachers, and support staff have an excellent understanding of the needs of this age group and work as a highly efficient team to provide interesting and carefully planned activities which promote excellent progress. Learning at Darrick Wood is challenging, often inspirational and fun. Pupils of all ages and abilities achieve exceptionally well because teachers have a crystal clear picture of what their pupils know and what they need to learn next. Within a framework of very good relationships, pupils are expected to work very hard, and they do. Examination of pupils' work shows an impressive amount of good quality work in all subjects. In the main, teachers have very good subject knowledge and understanding of the most appropriate methods of teaching basic literacy and numeracy skills; as a result, pupils make very good progress and are very confident in attempting to spell words they want to use or tackling mathematical problems. Class support staff are proficient. The school's policy is to provide most support for reception and Year 1 classes. Currently, there tends to be a disproportionate amount of help in these classes and not enough for Year 2, especially in lessons such as science and design and technology where capable support would allow pupils to make even better progress. Homework is used very effectively to reinforce and extend pupils' learning. Parents feel very well informed and this helps them make a very good contribution to their children's learning at home.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. It is very interesting and highly relevant. Whilst there is a strong and very successful emphasis on literacy and numeracy, the school ensures that very good attention is given to other subjects such as art, history, geography and ICT. Visits in the locality and to museums and visitors to the school play a significant part in enriching the curriculum.
Provision for pupils with special educational needs	Very good. Individual education plans (IEPs) are very suitable and reviewed appropriately. Hearing impaired pupils have skilled assistance and the support of the whole school community. They have good self-esteem.
Provision for pupils with English as an additional language	Very good. Staff are always aware of the need to ensure that new vocabulary is fully understood.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and excellent for spiritual development. Pupils are encouraged to think beyond themselves and what makes people or events 'special'. They are helped and encouraged to develop strong values and understand the 'right' way to behave.
How well the school cares for its pupils	All pupils are known very well by staff; pastoral care for pupils is very good. Child protection procedures are good. Systems for checking on pupils' progress are excellent and used extremely well to promote very high achievement for all.
How well the school works	Parents hold the school in very high regard. The information given to

in partnership with parents	parents helps them make a very good contribution to their child's learning. Many parents help in school on a very regular basis.
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### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher provides inspirational leadership. There is a consensus and clarity of vision shared by all staff; they work extremely well together to fulfil the school's aims and sustain very high standards. Management is excellent. There is a strong culture of self-evaluation which informs the strategic planning for the school.
How well the governors fulfil their responsibilities	Very well. Governors have a very good understanding of the strengths and areas for improvement within the school. Even though standards are high, there is no complacency, they are always looking to improve. The principles of best value are applied very effectively. The school promotes racial equality very well.
The school's evaluation of its performance	Excellent. The school makes excellent analyses of National Curriculum test results and initial testing information. Outcomes of these analyses are used to set targets for groups and individuals. The quality of teaching is checked on rigorously and regularly and the outcomes used to highlight areas for improvement or the need for specific training.
The strategic use of resources	Very good. The school makes very good use of all the funding it receives. The library and ICT suite could be used more effectively but they are not easily accessible, especially in poor weather.

### 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>• The high standards achieved in the school.</li> <li>• There is a genuine working relationship with parents.</li> <li>• Staff are very helpful and approachable.</li> <li>• They feel very well informed.</li> <li>• Their children love coming to school.</li> <li>• The school helps children become mature and responsible.</li> </ul>	<p>In their response to the questionnaire, a small number of parents felt:</p> <ul style="list-style-type: none"> <li>• Their child did not get the right amount of work to do at home;</li> <li>• that they were not well informed about how their child is getting on.</li> </ul>

Inspectors agree with parents' positive comments. The amount of homework is within government guidelines and is appropriate for pupils' age. In meetings with parents, they felt that they were kept well informed about their child's progress and if they had any concerns they would be very comfortable in asking teachers for more information.

## **PART B: COMMENTARY**

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

#### **Outstanding leadership ensures exceptionally high standards in national tests and high quality provision for pupils' personal development.**

1. The headteacher provides inspirational leadership for a highly professional senior team. The aim '... to provide a stimulating and challenging environment in which the children may grow intellectually, imaginatively, physically, emotionally, socially and spiritually' is met extremely well. The headteacher's and senior team's very clear vision and sense of purpose is the source of the school's strong ethos. This ethos is apparent in the impressive quality and quantity of pupils' work and in displays around the school; it is evident in teachers' very high expectations of their pupils, not only to work hard and do their best but to be kind, considerate and helpful to others. In assemblies, the strong ethos of responsibility and consideration is notable when all pupils use sign language as a matter of course to greet everyone and sign as they sing Christmas carols. The depth and range of experience in the senior team ensures they bring a great deal of knowledge to their work. They reflect on what they have accomplished and, more importantly, how they can do better; at the heart of all decisions is improvement in the quality of education their pupils receive.
2. Governors fulfil their role very well and contribute substantially to the success of the school. They are very efficiently organised with their roles and responsibilities clearly defined. Many visit the school regularly and make sure they are well informed on their particular areas such as literacy or special educational needs. They have a very good understanding of what goes on in the school and from this informed base are in a good position to question and act as a 'critical friend'.
3. There are excellent systems for checking on the work of the school, the outcomes of which provide the informed base for strategic planning. School improvement planning is comprehensive and very clearly focused on sustaining very high standards or improving on others, such as ICT. The quality of teaching is monitored rigorously and regularly and against agreed criteria. All teachers are observed teaching at least twice per term, pupils' work is examined and pupil interviews undertaken. The outcomes of this highly perceptive monitoring are used to improve on already good practice or they may highlight an area for further professional development. National Curriculum tests results, school performance data supplied by the government, initial test results (baseline) and other standardised test results are all analysed efficiently by the senior team and governors. In their quest to provide the best for their pupils, the outcomes of analyses may influence a change in the way some subjects are taught or the time allocated to a subject, or the resources purchased.
4. Exceptional planning and methodology, together with very good teaching, equips pupils with very good literacy and numeracy skills and in so doing, helps them attain very high standards in National Curriculum tests. The school is particularly successful in helping pupils attain standards higher than those expected for their age. However, test results are not considered the 'be all and end all'. The all-round development of pupils is of parallel priority. The school wants to turn out well-rounded, thoughtful individuals who can apply their literacy and numeracy skills in all their work and develop talents in other subjects. The school is highly successful in providing the right environment and experiences for this to happen. The two main keys to success are attention to detail and reflection. For example, the senior team considered the outcomes of the previous year's 'arts week' and felt that a longer time spent on one theme would be better. Hence, this year, the 'arts week' provided exceptional opportunities for pupils of all ages to work together and have a go with a wide variety of media over a period of three days. The amount of time and adult help/guidance enabled pupils to develop their ideas and expertise and, importantly, succeed in producing a quality painting, print, clay tile or collage. Discussions show pupils to be very proud of their work but also self-critical; most older pupils can say how they would improve next time.
5. The school's ethos and commitment to the all-round development of pupils ensures very good provision for their personal development. In assemblies and in lessons such as poetry, pupils are

encouraged to think beyond themselves; for example, to think about what makes something or somebody very special or what gift someone with little money could give. In their art work they are encouraged to look carefully at details in plants or flowers and consider their uniqueness. All staff provide very good role models for fairness and showing respect for the opinions of others. Discussions with Year 2 show they have a good sense of right and wrong and, for their age, a keen sense of responsibility. Each class discusses and formulates their own 'class code of conduct' which helps them to consider the cause and effect of their actions. Similarly, pupils are provided with a well-resourced area to which they can withdraw from the playground so that they have the opportunity to learn positively to moderate their own behaviour rather than have discipline imposed on them. The presence of hearing impaired pupils in many lessons gives opportunities to develop a first-hand understanding of these pupils' needs. The thoughtfulness shown by all to their hearing impaired friends is notable. The school works hard at providing very well for its pupils' cultural development. Visits in the locality help pupils develop an understanding of how their own area has changed over time. In history, pupils learn how shopping habits have changed, often as a result of mums going out to work. Visitors to school, such as an African drumming group, enrich pupils' understanding of other cultures and goes a good way to preparing them for life in a diverse multi-cultural society.

**Learning experiences are interesting, challenging and fun; consequently, pupils are very keen to learn and behave very well.**

6. In their response to the pre-inspection questionnaire and in their meetings with inspectors, all parents agreed that their children loved coming to school and were expected to work hard and achieve their best. During their visit, inspectors were very impressed by the purposefulness and productivity in lessons. Pupils of all ages, capabilities and backgrounds work very hard and produce good amounts of quality work. Good links between subjects make learning more relevant; pupils are interested in what they learn and the ways in which they do this. Reception children listened extremely well to instructions for string block printing. In response to their teacher's highly effective questioning, they recalled how they started their original design and that the end product was to be their own printed wrapping paper. They were expected to find all the necessary equipment on their own and did so. They set about cutting and making their string block, totally absorbed in the task and demonstrating a determination to get things 'just right'. The high level of well-guided adult helpers in the class ensured all children succeeded with as little intervention as possible.
7. Older pupils in Year 2 had used a computer program to design and print paper to make a Christmas present bag. In the excellent lesson observed, pupils used this paper and were highly involved in producing their 'best' effort. They applied their previous knowledge of folding and cutting a template to the task in hand, helped each other if necessary, worked at a very good rate and were very proud of the end products. In a Year 2 literacy session, pupils responded very well to their teacher's high expectations and challenge to find adjectives to describe an angel. All pupils contributed to the session, with very good teaching extending pupils' vocabulary and providing many opportunities for pupils to practise newly learned words. Pupils were very keen to work together to write down ideas and used their very good writing skills to record their ideas efficiently.
8. During the school's 'arts week', pupils of all ages had opportunities to work together and develop their ideas from a given starting point. For example, some pupils had used close observation of leaves as a starting point for a design and carried this through to an end product of a block print. Others had looked carefully at fruit such as a grapefruit and drawn, painted and made collages. The quality of work produced by all age groups was of a very high standard. Displays of pupils' work celebrate their high achievements and provide a stimulating work environment.

**The nursery gives children an excellent start to school; they make rapid progress. Exceptional planning ensures progress is maintained when children move on to the reception classes.**

9. The nursery brochure states 'Darrick Wood Nursery Class – where learning is fun'. Indeed, this statement is fulfilled; children cannot wait to get in the nursery door. Parents are frequently left standing whilst their child busies him/herself hanging up his or her coat in anticipation of finding an exciting activity to pursue. Routines are well known, children feel very secure and know what is expected of them. As a result, they are very keen to learn, behave exceptionally well, look after equipment and socialise very well. Hearing impaired children are totally and naturally included in all activities. In registration sessions, all children sign 'Good morning' and all do their best to count to ten or beyond and sign appropriately.
10. Teaching in the nursery is always excellent. Teachers and proficient support staff work extremely well together as a team. They have an excellent knowledge of the needs of young children and how they learn. No opportunity is wasted to further a child's learning. Staff use questioning very effectively to focus thinking, for example, in the 'post office'- 'How will the postman know who to deliver the card to?' - 'Yes, we need to write an address'. In the 'Arctic' water tray, children learned that ice floats and melts if you hold it in your hand, but know '... you can always make some more in the freezer'. In order to keep track of an individual child's achievements/personal development, the team operates a 'key worker' system whereby one adult is responsible for noting the achievements of a particular group of children. This scheme is most successful. Teachers know children's strengths and areas for development very well and this knowledge informs their planning. It ensures that those who learn quickly are guided towards activities to challenge them and moved on at a good rate and those who need extra help and support are given it.
11. Planning is excellent. Explicitly planned activities provide stimulating and exciting opportunities for learning which capture children's imagination and enthusiasm for learning. For example, over time, class themes are 'Space world' or 'Jungle world' or 'Ice world'. Basic literacy and numeracy skills are nurtured in everyday situations such as counting the number of children present or using a computer program to learn that five ladybirds can be represented by the numeral '5'. Children learn that books are a rich source of enjoyable stories and pictures. They learn about the characters in the school's reading scheme so that the move to reception classes builds on what has gone before. Nursery and reception teachers work together very effectively and in the best interests of their pupils. Nursery planning blends seamlessly with reception and because it is based on an excellent understanding of what children know and need to learn next, no time is wasted; children continue their rapid progress when they move on to the reception classes.

**Very good teaching, based on a very clear understanding of pupils' capabilities, ensures all achieve their best.**

12. Underpinning the very good teaching at Darrick Wood is the headteacher's resolve that her staff have a thorough understanding of how to assess the steps in their pupils' learning. Frequent opportunities are provided for teachers to undertake detailed assessments of a range of work, with more experienced staff supporting the newly qualified. From these opportunities, staff develop a very good, working knowledge of how to pinpoint where a pupil is at in their stage of learning and what they need to learn next.
13. Very good assessment guides teachers' planning so that all pupils are moved on to the next stage of learning at the optimum point and no time is wasted. Pupils with special educational needs are very well supported with suitable individual education plans and proficient support. Higher attaining pupils are always provided with just the right level of work and are extended further by their teachers' very perceptive questioning or extension work. The school also provides very well for its gifted and talented pupils. An extra teacher is employed for a set time per week and small groups of pupils are withdrawn to work at a higher than usual level. For example, Year 1 able mathematicians work with some Year 2 pupils to use and extend their skills. Inspection evidence shows these pupils make impressive progress and take pride in their achievements.
14. Teachers of the same year groups plan together to ensure similar coverage of work and share good ideas. A very good start has been made on using the recently acquired laptops to reduce teachers' planning workload without compromising quality. Lesson planning is high quality;

learning objectives are clear for the whole class and for individual groups. After lessons, teachers reflect on the effectiveness of their planning and teaching and, if necessary, alter future planning accordingly.

15. Teachers have a very good understanding of how to teach basic literacy and numeracy skills in a very efficient, meaningful and enjoyable manner. Correct letter and number formation is taught skilfully at an early age. Handwriting is practised daily so pupils soon learn to write quickly and legibly. Furthermore, it is the school's policy not to use commercially produced 'work sheets' which means that work set for groups and individuals is nearly always more interesting and relevant and carefully matched to their specific needs. It also means that pupils reinforce their learning by thinking about what to write and practise their writing skills in meaningful ways; for example, when they write up their hypotheses for science experiments and their evaluations of products in design and technology.

### **Parents hold the school in very high regard.**

16. Parents are very supportive of the school and interested in its work. There is a thriving 'Friends of Darrick Wood Infant School' group who raise considerable funds for the school. Many parents help in school on a very regular basis. All parents spoken with are very happy with the approachability of the staff and headteacher. They feel that there are genuine working relationships with parents.
17. The information provided for parents is very good and enables them to make a significant contribution to their child's learning at home. 'New' parents to the nursery are provided with helpful information so that they know how to prepare their child for their start to school. Guidelines for homework are clear and parents support their children very well by making sure that it is completed at the right time.

### **WHAT COULD BE IMPROVED**

#### **Make more effective use of information and communication technology (ICT). *Already identified by the school.***

18. During inspection, several ICT lessons were observed where teaching was either very good or excellent and standards of work above or well above average. However, the school has correctly identified that more could be done to use ICT consistently and in more subjects to raise standards even further. It should be noted that this school is way ahead of many in the way it is already using ICT in art and design and design and technology.
19. An additional difficulty is that to use the computer suite, pupils need to make the journey to the mobile classroom, which sounds simple. However, in wet and cold weather, this necessitates putting coats and outdoor shoes on and repeating the exercise on the return. This takes up a considerable amount of teaching time. The use of the suite in break-times and dinner-times is also constrained because there are not enough staff to supervise.

#### **Review the deployment of classroom assistants in order to provide more support for Year 2 classes.**

20. The school employs a good number of classroom support assistants who provide proficient help in classes. It is the school's policy to provide most class support for the younger age groups and currently Year 2 have very little extra help. During inspection it was noticeable that in several lessons, support assistants were either under-employed or superfluous, especially in the reception classes where (at the time of inspection) there were only around 14 children per class and teaching was either very good or excellent. In contrast, there were times in Year 2 lessons where extra support in science, mathematics or design and technology lessons would have been very beneficial.





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

21. **Darrick Wood Infant School provides a high quality education for all its pupils. To help make this outstanding school even better, the school should:**
- (1) Make more effective use of information technology by:**
    - Continuing with the very good ICT development plan;
    - seeking funding to make covered access to the computer suite and the library.
  
  - (2) Review the deployment and effectiveness of support staff by:**
    - Making formal notes of their effectiveness when undertaking lesson observations;
    - consulting with Year 2 staff as to when their pupils' learning would be enhanced by extra class support.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	9	3	4	0	0	0
Percentage	30	39	13	17	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 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)	30	224
Number of full-time pupils known to be eligible for free school meals	-	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	3	5
Number of pupils on the school's special educational needs register	3	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.4

#### 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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	40	50	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	40	40
	Girls	49	49	49
	Total	89	89	89
Percentage of pupils at NC level 2 or above	School	99 (93)	99 (95)	99 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	40	40
	Girls	49	49	49
	Total	89	89	89
Percentage of pupils at NC level 2 or above	School	99 (96)	99 (99)	99 (95)
	National	85 (85)	89 (89)	89 (89)

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

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
162	0	0
2	0	0
5	0	0
2	0	0
1	0	0
1	0	0
2	0	0
0	0	0
0	0	0
1	0	0
2	0	0
0	0	0
4	0	0
0	0	0
1	0	0
0	0	0

No ethnic group recorded
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The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	12.7
Number of pupils per qualified teacher	15:1
Average class size	24

#### Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	142

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	25:1
Total number of education support staff	2
Total aggregate hours worked per week	59
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

### Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	2001/02
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	£
Total income	735760
Total expenditure	2444
Expenditure per pupil	2393
Balance brought forward from previous year	81700
Balance carried forward to next year	30831

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	285
Number of questionnaires returned	88

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	1	0	0
My child is making good progress in school.	68	29	1	0	2
Behaviour in the school is good.	52	46	0	0	2
My child gets the right amount of work to do at home.	48	38	7	1	6
The teaching is good.	71	28	0	0	1
I am kept well informed about how my child is getting on.	46	46	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	78	20	0	0	2
The school works closely with parents.	55	39	5	1	0
The school is well led and managed.	70	28	0	0	2
The school is helping my child become mature and responsible.	66	33	0	0	1
The school provides an interesting range of activities outside lessons.	51	39	5	1	5