

INSPECTION REPORT

WORLDS END INFANT AND NURSERY SCHOOL

Quinton

LEA area: Birmingham

Unique reference number: 103337

Headteacher: Mrs J Prever

Reporting inspector: Laura Sparrow
19382

Dates of inspection: 2 - 4 June 2003

Inspection number: 246284

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and Infant

School category: Community

Age range of pupils: 3 to 7 years

Gender of pupils: Mixed

School address: Worlds End Lane
Quinton
Birmingham

Postcode: B32 2SA

Telephone number: 0121 422 0453

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Appropriate authority: The Governing Body

Name of chair of governors: Miss F O'Sullivan

Date of previous inspection: 23 - 26 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

World's End Infant and Nursery school has 229 pupils on roll and is average in size. The nursery has 11 children who attend full-time and 79 who attend part-time. The school draws pupils from Quinton, in south west Birmingham. The local community has a range of privately owned accommodation and local authority housing. Attainment on entry to the nursery is below average. Most children start school with personal and academic skills, which vary, but their skills in speaking, in particular, are below those expected for their age. Over 30 per cent of pupils are entitled to free school meals, well above the national average. A high proportion (over 11 per cent) of pupils do not have English as their first language, but most of these are able to speak English fluently. Over 17 per cent of pupils are from a minority ethnic background, which is high. The school includes a resource unit for pupils with visual impairment. Almost 16 per cent of pupils have special educational needs, and though below average, the number of pupils with a statement of special educational need is well above. Ten pupils have a statement for visual impairment, moderate learning difficulties, or behaviour. The school is a partner in the Quinton Small Education Action Zone and became a Beacon School in 1999.

HOW GOOD THE SCHOOL IS

This is a very effective school, with some outstanding and some very good features. The headteacher and key staff provide very strong leadership. Along with support from staff and governors, they have created a climate in which all pupils achieve well as a result of great care being taken to include them fully in the life of the school. As they move through the school pupils make very good progress both in their personal development and behaviour. Very good teaching throughout results in pupils being delighted to learn and highly motivated to achieve their best. Standards in reading, writing and mathematics are good. Arrangements for pupils' social, moral and personal development, and special educational needs, are outstanding and result in an excellent quality of equal opportunity and racial harmony. The school provides very good value for money.

What the school does well

- The pupils' relationships and personal development are outstanding and this makes a powerful contribution to the quality of their good work and individual achievements.
- The excellent provision for the pupils' spiritual, moral and personal development promotes the pupils' self esteem and enjoyment of school, and is a key factor in their good progress and attainment.
- Very good teaching is a consistent strength across the school and this helps all the pupils to learn very well.
- Very strong leadership by the headteacher, effectively supported by key staff and governors, enabling all pupils to use every opportunity to achieve as well as they can.
- Very effective use of assessment information and carefully planned provision enable outstanding opportunity for everyone, including those with special educational needs, to be fully included in the life of the school.

What could be improved

- The school's approach to the focused teaching of writing, particularly for foundation subjects (subjects such as art and design, history and geography), as already identified in the school improvement plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its previous inspection in 1998 the school has achieved a very good level of improvement. There has been a steady rise in standards in recent years, (except for 2001, when a high proportion, eight per cent, of pupils with statements of special educational needs, had a significant impact on reducing the school's results). A new library block has been built and the use of information and communication technology (ICT) has become integral to the work of the school. Governors have increased their involvement in target setting and evaluation of the school's work. The leadership and management continue to be very effective. A good range of guidance for the teaching of all foundation subjects is now in place. Other areas of provision, such as pupils' personal, social and moral development, quality of teaching, attendance, and how well the school cares for pupils, have been strengthened further. All the previous key issues have been addressed effectively.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
Reading	B	C	B	A
Writing	C	D	C	B
Mathematics	C	D	C	A

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

In tests taken by seven year olds in 2002, standards were above average in reading, and in line with the national average in writing and mathematics. Compared to schools of a similar type, standards in reading and mathematics were well above average, and in writing, above average. Standards in science, based on teachers' assessments, were in line with the national average. Compared to schools of a similar type, standards in science were above average. A high proportion of pupils achieved at the higher levels in reading, mathematics and science, well above average when compared to similar schools. In tests taken in 2003, unconfirmed results indicate that standards in reading, writing and

science are close to those for 2002. Although standards fell slightly in mathematics (four per cent), in writing, a much higher proportion of pupils (12 per cent) reached the higher levels.

When children first start school they display a wide range of personal and communication skills. Some children lack confidence while others are more at ease communicating. The personal and academic skills of groups starting in the Reception class are lower than would be expected for their age. Throughout their time in the Reception class all children achieve well and make good, and some, very good progress. Most children in the Reception class are likely to achieve the national early learning goals that are expected of them at the end of the year. The good progress is continued in Years 1 and 2. Set against their achievements upon starting school, pupils of all abilities, including those with special educational needs and for whom English is an additional language, are achieving well. The work seen during the inspection is of a good standard in reading, writing, mathematics and science. Overall, pupils' ability to spell, punctuate and write neatly is generally good. In number, pupils are confident in their mental and oral skills and they are beginning to apply these to problem solving. They use their literacy, numeracy and ICT skills in other subjects of the curriculum. Other work seen in design and technology, history, ICT, and art and design is also of good quality.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. In lessons, pupils are extremely enthusiastic and eager to carry out their work. They reflect very carefully upon their learning and try very hard to achieve their best.
Behaviour, in and out of classrooms	Very good. When working independently, they are fully absorbed by their tasks. They move around the school with confidence and self-control. At break times and lunchtimes they talk happily together and play harmoniously.
Personal development and relationships	Excellent. Pupils show a high level of sensitivity and courtesy to others. They relate to each other and adults extremely well, expecting to listen and be listened to with respect. Pupils are attentive to the needs of others and strive to offer support and play with those with special educational needs and for whom English is an additional language.
Attendance	Very high. Pupils are very keen to come to school and not miss anything because they are excited by their lessons, which offer a range of interesting experiences.

These features make a significant contribution to the good progress that all the pupils make and the standards they achieve.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
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Quality of teaching	Very good	Very good
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Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is very good overall. In the Foundation Stage, the teachers' very good knowledge of the needs of children under five, and excellent provision in some areas, such as procedures for assessment, planning, very high expectations of what young children can achieve, and role play and the sensory garden, result in their making rapid gains in learning. All children, including those with special educational needs and for whom English is an additional language, make good, and some very good, progress. The needs of minority ethnic pupils are met well.

In the infant classes, teachers consistently have high expectations, and plan work that is highly motivating and well matched to pupils' different learning needs. Lessons are very well paced and what is intended for the pupils to learn is well emphasised at the beginning and end. Pupils are very clear about what they need to do and why. Very good questioning and lively discussions place high demands on pupils to deepen their understanding and apply what they have learned. There is very good provision for pupils with a statement for special educational needs and for those identified with special educational needs in literacy and numeracy, who are identified quickly and supported well. Support staff make a significant contribution to helping their target groups to make very good progress. Literacy and numeracy skills are taught well across a range of subjects and are having a positive effect on standards. In a history topic in Year 1, pupils were able to write very useful questions, for example, 'did you sit in twos?' to ask their visitor, who told them about her childhood during the second world war. This good use of writing should be developed further so that older pupils, in particular, are better able to express their ideas in greater depth.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A steady emphasis on literacy and numeracy supports work in all subjects. Enriched cross-curricular links based on interesting, practical learning experiences and investigational work are developed through history, and art and design, for example, by the Van Gogh Café or Victorian school room, for role-play. All statutory requirements are met.
Provision for pupils with special educational needs	Excellent. The support for pupils with visual impairment and those with other learning needs enables them to be fully included in the work of their class. The excellent quality of the provision enables them to access what is taught at levels very well matched to their needs so that they often make very good progress.
Provision for pupils with English as an additional language	Very good. Support for speaking and listening and literacy are integrated fully into the daily activities of each class. This enables pupils to express their ideas with increasing confidence and skill, at a rapid pace, and make clear gains in learning.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Pupils are provided with rich opportunities to reflect and share their individual talents, ideas and learning resources for the benefit of all. Appreciation of excellence is promoted through the <i>Worlds End Wonders</i> assemblies and other activities, which celebrate individuals' achievements. This results in developing deep respect, value and pride for both cultural and personal diversity.
Aspect	Comment
How well the school cares for its pupils	Excellent. Teachers know their pupils very well, and the support they give to them, including those with special educational needs, is excellent. There are very good procedures for promoting good behaviour and racial equality, for example, through, ' <i>circle time</i> '. ¹ There is a strong commitment to child protection.

How well pupils are cared for and the provision for their personal, spiritual, moral, social and cultural development, are key strengths of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide very good leadership. They sustain very clear direction and secure a unified commitment to steady improvement. Their determination and enthusiasm generate very high expectations for success. The staff's teamwork greatly enhances their skills and strongly promotes the pupils' learning and achievements.
How well the governors fulfil their responsibilities	Governors are very supportive and fulfil their responsibilities successfully. They keep a good check on developments and have a good understanding of the effectiveness of this school. They are aware of the positive impact of decisions taken.
The school's evaluation of its performance	Everyone has a clear picture about the school's strengths and weaknesses. This is strengthened by a very good system that is effectively used to track the progress being made by individual pupils and to set targets where improvements need to be made.
The strategic use of resources	There is very good deployment of resources, including support staff. Financial decisions are made on the basis of how well they will make a difference to the provision for pupils and their achievement.

This is a very successful self-evaluating school, fully committed to steady improvement. The strong teamwork of the headteacher and key staff contribute significantly to continued improvements in the quality of teaching and standards. A budget surplus has been used mainly to provide cover for a member of staff

¹ An opportunity for children to share feelings and concerns with each other and supportive adults.

away with extended sickness absence for most of the year. The school and governors apply the principles of best value to their decisions wherever possible.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The very good progress their children make and their personal development and achievements. • That “children show great care for other children”. • Teachers “really know where the children are in their learning”. • The high level of dedication and support provided by the staff and their “infectious enthusiasm”. 	<ul style="list-style-type: none"> • Occasionally a few larger families providing support to their children at home find the balance of homework given across subjects in school difficult.

Parents are exceptionally pleased with their children’s progress, their achievements, and the way that the school promotes excellent attitudes and values and these views are fully endorsed by the inspection team. On balance, the amount of homework children are given is judged by the team to be suitable.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils' relationships and personal development are excellent and this makes a powerful contribution to the quality of their good work and individual achievements.

1. Pupils' enthusiasm for their work is a major strength in helping them to achieve well. In lessons, assemblies and in the playground, pupils are very absorbed and reflect very carefully upon their learning. Pupils' high levels of interest and involvement in their work, and the excellent support for their personal development, motivate them to discuss in earnest, and to evaluate what they are doing. For example, in a Year 1 class, pupils learning about the Victorian schoolroom enquired of visitors during dinnertime if they had experienced "*being hit with a stick*", and were able to voice concerns about how conditions for children were "*terrible*" compared to now. Most try very hard to apply what they have learned to other situations. Children in the Reception class were able to explain confidently why the tiger and chapati were in the sand tray, and enacted the story of *The Runaway Chapati*, which they were reading, with very good concentration and attention to detail.
2. Pupils' personal relationships with each other and adults are excellent and they develop a strong sense of responsibility to give of their best in school. As pupils move from the dining hall to the playground, they place great importance on helping others, including those with visual impairment, to make their way safely. In the playground, pupils play harmoniously and demonstrate particular regard for the younger children and their needs. Both parents and pupils value the playground *Bus Stop* which provides support to those who feel in need of a friend. Pupils' willingness to share resources is exceptional, and they demonstrate good awareness of rules and the need to use areas in the restricted space for different kinds of activity.
3. The school's emphasis on praising and rewarding good behaviour, particularly through the *Worlds' End Wonders* and other assemblies, is very effective in supporting personal development and celebrating individuals' achievements. There is much value placed on striving for dreams, for example, as when a Year 1 pupil's first medal in football was celebrated and his aspirations to play for a team shared. Following this there was praise for the outstanding behaviour and achievement of a Year 2 pupil. The success of her older brother, who had recently saved a goal for Wolverhampton Wanderers, was used effectively as a positive role model. Many other events focus on the importance of including everyone and provide inspiration, for example, when various pupils are required to help enact a reading of the fable of animals, golden apples and a huge tree. At the end of the story, those pupils with visual impairment are encouraged to touch and feel the animal masks, enormous apples and the size of the tree.
4. Class rules are agreed by the pupils every year. The pupils understand these well and strive to achieve very high standards of behaviour. The school's aims, '*In pursuit of excellence, we work together for all the children in our care*' are very successfully achieved and strongly underpin all of its work.
5. Attendance is very high and punctuality is very good. No pupils have been excluded. Pupils are very anxious not to miss lessons and are eager to start their work and use time well to produce

their best, of which they are rightly proud. All pupils, including those with special educational needs and for whom English is an additional language, are valued for their contributions and this encourages their participation and promotes their self-esteem. Children in the Reception Class at an early stage of learning to speak English were asked to explain to others how to make *chapati* which they did, with confidence. Minority ethnic pupils in Year 1, including a pupil with visual impairment, were given good opportunities to read their questions aloud to a visitor discussing her childhood during the war and were praised highly for their achievement.

6. Pupils are sensitive to the needs of others as a result of being listened to carefully by adults and their peers. Teachers' very good skills in questioning encourage pupils to listen attentively. This results in pupils expecting to be heard and to think carefully. In discussion, for example, during 'circle time', they are keen to share their ideas in order to deepen their understanding. The pupils demonstrate very high levels of courtesy in classrooms and around the school and their relationships with each other and adults are very warm. The environment that they work in is free from oppressive behaviour, such as racism and bullying.
7. Pupil's independence is very well promoted and as a result they show high levels for their age. They are very inquisitive and carry out tasks with energy and determination. The nursery children, for example, were eager to collect mown grass in wheelbarrows in order to 'tidy up' the sensory garden. Pupils help in a variety of ways around the school such as playing music tapes and preparing the hall for assembly. They willingly show visitors round the school and explain rules and procedures with clear understanding, for example, "the Reception children need to go back to the nursery outdoor area after lunch so that they can have time to remember how to play."

The excellent provision for the pupils' spiritual, moral and personal development promotes the pupils' self-esteem and enjoyment of school, and is a key factor in their good progress and attainment.

8. The school makes excellent provision for pupils' personal, spiritual, moral, social and cultural development. The school's strength lies in its culture which puts the highest priority on including all pupils, and where everyone is valued and respected regardless of special need, learning need, family circumstance or ethnic background.
9. Provision for pupils' spiritual development is excellent. During assemblies and 'circle times', pupils are encouraged to consider beliefs and values and apply their understanding to new situations. The religious education syllabus, linked to assembly themes, enables pupils to gain knowledge and insight into issues affecting their world.
10. Provision for pupils' moral development is excellent. The staff promote the distinction between right from wrong in a respectful manner and provide excellent role models. The pupils are well aware of the high expectations staff have of them and strive hard to achieve these whenever possible.
11. Provision for pupils' social development is excellent. Pupils often work well co-operating in lessons. They are encouraged to take responsibility for helping others. As a result they work very well together and are sensitive to one another's needs. They are very often asked to reflect on

their own experiences and feelings and to express their views. As a result, their self-esteem is well supported, and their sense of valuing others, and being valued, is made secure. A strong sense of harmony in the school promotes tolerance and understanding for diversity. This has a significant impact on all pupils' willingness to participate and feel confident in their learning.

12. Provision for pupils' cultural development is very good. Pupils have many opportunities to learn about art and music from European cultures and develop an understanding of aspects of other cultures. They visit museums and places of interest, such as Woodgate Valley and Hams Hall. Multicultural development is promoted effectively through the study of other religions. Cultural diversity is frequently emphasised through the celebration of festivals such as Eid and Chinese New Year, making *divas* for Diwali, and visitors to the school. During the inspection Muslim and Sikh parents demonstrated how to cook chapatis, much to the delight of all.

Very good teaching is a consistent strength across the school and this helps all the pupils to learn very well.

13. The very high quality of teaching makes a significant contribution to standards, pupils' achievements and their learning. Eighteen lessons, or part lessons, were observed during the inspection. The quality of teaching was very good in over two thirds of all lessons seen, good in nearly a quarter, and excellent on one occasion. The quality of teaching has improved since the previous inspection, where the proportion of very good or better teaching was smaller. Teachers are constantly striving to improve their practice and there is a school culture of positive dialogue and openness about evaluating what works well which is shared across the whole of the staff team.
14. Assessment and planning for the Foundation Stage is of exceptionally high quality and is based around the six areas of learning but then is linked effectively to the National Literacy and Numeracy Strategies and the National Curriculum during the summer term. There is a strong emphasis on the key skills in literacy and numeracy in all lessons across all subjects, which promotes pupils' progress well.
15. Teachers and support staff always have very high expectations of their pupils. All staff expect them to persevere, behave courteously and to attain well, which they do. Pupils respond very positively to the demands that teachers place upon them and, consequently, they are eager to learn, concentrate well and work hard. Teachers plan carefully, with clear learning outcomes that are emphasised at the start and the end of lessons. They match suitably challenging and very interesting work to the different ability groups within their classes, which captures the pupils' imagination and helps them to make good progress. Teachers encourage minority ethnic pupils well. They support these pupils' self-esteem by providing many positive role models, visitors and visual images. Teachers give pupils with special educational needs useful, practical tasks which are explained well so that they understand what to do and why. They provide pupils for whom English is an additional language many opportunities to speak and to develop understanding, for example, asking and answering questions in Year 2. Their skills in teaching literacy and numeracy are very good and these have a positive impact on progress and standards overall.
16. A very strong focus on teaching English and mathematics is evident across curriculum subjects. In history, for example, pupils in Year 2 wrote interesting questions to ask the inventor, Alexander

Graham Bell, and researched the answers, reading fluently from a range of non-fiction books. Others interviewed Mr. Bell (a pupil who took on this role for the class), reading aloud from the many questions that they composed. This lively approach is having a beneficial effect on standards. However, older pupils are not often given enough time towards the end of a lesson to correct their work or reminded to look for errors.

17. Teachers' good subject knowledge underpins their ability to present subjects with energy and freshness, which is seen in the quality of their planning and enthusiasm during lessons. Good attention is given to extending pupils' skills in investigational work. In Year 2, pupils constructed different musical instruments based on their own designs. A small group in the playground observed how sound from a radio diminishes as the distance from the listening point is increased and used a table to record their findings.
18. ICT is used well throughout the school for a range of purposes, including recording pupils' achievements through digital photographs. The pupils are expected to carry out a variety of tasks in the classroom using the computer. Their skills in word processing, drawing and finding information on the Internet are being developed well. This results in an even greater level of enthusiasm for finding things out. Pupils' increasing confidence and skill in using ICT as a learning tool is supporting their independence in learning well.
19. All lessons are well structured and proceed at a very brisk pace. A good deal is covered and no time is lost, which contributes to the good progress that most pupils make. All teachers use thoughtful questions very well and explain ideas clearly so that pupils concentrate and reflect, often deeply, on what is being taught. Teachers comment skillfully and provide much positive encouragement which gives the pupils confidence to respond willingly. Pupils are taught often to understand and use technical vocabulary. Very good use is made of resources, many of which are attractive, specific to the lesson's objectives and make it come alive, such as Mr. Alexander Graham Bell's big top hat. Support staff are very well managed and deployed to give high levels of individual and group guidance to targeted pupils and this significantly assists their progress.
20. Pupils are set individual targets and these, together with a progress report, are shared with parents at meetings during the year. Many teachers use these targets when marking and reviewing progress with their pupils. This helps them to improve in identified areas. The school's determination to include everyone and to cater for their individual needs is strongly underpinned by a view of learning not being about failure, but as a path to success.

Very strong leadership by the headteacher, effectively supported by key staff and governors, enabling all pupils to use every opportunity to achieve as well as they can.

21. The headteacher, key staff, and the governing body provide very strong leadership. The headteacher sets high standards, which the staff, governors, pupils, and parents recognise and respect. The headteacher, supported skillfully by effective key staff, has fostered the emergence of a very strong team that is well focused on school improvement. As a result there is a powerful school culture at work in which decisions to be taken are evaluated against how much they will benefit pupils' progress and learning and how well they will support achievement for all.

22. The headteacher successfully enables staff, particularly those with subject leadership responsibilities, to acquire management skills and to use these effectively to provide support to others and to evaluate what should be done to promote further improvement. This success is linked to a culture of high expectation, review of the work of the school, and recognition of the good practice that leads to raising standards.
23. The issues identified by the previous inspection have been fully addressed. There has been an improvement in pupils' progress and achievement and standards have risen. The new library was opened in 2002. The guidance and support in place for the teaching of all of the foundation subjects has been developed and this has had a positive impact on the quality of teaching.
24. The very strong partnership between the headteacher, staff and the governing body provides direction to the school and its work. The governing body fulfils its statutory duties. It is fully involved in the life of the school, is well informed and has a clear understanding of its role as a "critical friend". The chair and other governors visit regularly and have observed lessons and so have a good understanding of the school's needs. Governors are well aware of the strengths of the school and areas for development and they contribute to decisions that are made. They have high, but realistic, expectations as to how the school should improve. Comparison is made between their school's provision and the performance of other similar schools. The school improvement plan is tightly focused on action to raise standards, following an annual review of the school's performance, and is set out so that it is easy to check on progress made. The governors are fully involved in long term planning and budgetary matters. They strive to achieve best value in terms of both quality and cost, for example, when recently considering the building of the school library. Surplus budget funds have been used mainly to provide cover for a member of staff who has been on extended sickness absence for most of this year.
25. The headteacher has developed a very good system for school evaluation. This includes careful analysis of pupils' attainments, including the progress of boys and girls, minority ethnic pupils, pupils for whom English is an additional language, pupils with special educational needs, and high achievers. They compare the performance of pupils in Year 2 national tests with other similar schools and national averages. Literacy and numeracy co-ordinators check the standards of the pupils' work, and monitor the quality of teaching in their subjects. Progress checks are used to look very carefully at individual pupils and to identify where they are succeeding or need to be helped in order to improve. Useful targets are set for groups of pupils and progress towards these is evaluated. This has led to the teaching of mathematics in Year 2 in different ability groups, which has proved effective. It also provides an accurate picture of subjects across the school which indicates where areas are going well or where further attention is needed. Regular monitoring takes place and the results of what is working well and what needs attention are fed back to staff for evaluation of what should be done next.

Very effective use of assessment information and carefully planned provision enable outstanding opportunity for everyone, including those with special educational needs, to be fully included in the life of the school.

26. The school's provision for pupils with special educational needs, including those with visual impairment, is outstanding. Sensitive and well-planned support enables these pupils to be fully

included in the work of their class. The very high quality of this provision enables them to access what is taught at levels very well matched to their needs so that they often make very good progress set against their learning targets. A child in the Reception Class, for example, was able to write a number of words to make sentences using a Braille typewriter, in order to produce a book of the *Runaway Chapati*, which was shared with all the children. Support for speaking and listening and literacy are integrated fully into the daily activities of each class, and support staff provide very good assistance to their groups. This enables children, including those for whom English as an additional language to express their ideas with increasing confidence and skill, and to make progress at a rapid pace, demonstrating clear gains in their learning.

27. Procedures for monitoring academic progress and pupils' personal development are very good. In the Foundation Stage, there is an exceptional system for collecting information about children's progress and sharing with parents the areas where they require higher levels of support. The school's involvement in the development of the Foundation Stage Profile and the support it has provided as a Beacon School has strengthened work in this area further. *Inspire Workshops* are valued highly by parents who find them very helpful in enabling them to support their children's learning in literacy and numeracy.
28. The school's procedures for promoting good behaviour are excellent. All staff monitor and support the pupils' welfare, academic performance and personal development very well. '*Writing Wizards Photo Cards*', for example, show reception children wearing a wizard's hat after completing a good piece of writing. These provide delightful encouragement to promote early success. Pupils with individual education plans are given very useful and attractive leaflets which clearly explain to their family what their key targets are. Very good child protection procedures are in place and training of staff is kept up-to-date. During playtimes and lunchtimes, very high levels of care are given to pupils who have accidents, and even minor incidents are recorded. The school's policy and practice for promoting racial equality are very effective, promote harmony, and have a positive effect on the development of pupils' attitudes and relationships.

WHAT COULD BE IMPROVED

The school's approach to the focused teaching of writing, particularly for foundation subjects, as already identified in the school improvement plan.

29. The school is very successful in achieving its aims and it has accurately identified where further improvements are to be made in order to improve pupils' skills in writing. This has a high priority in its school development plan. Effective steps have been taken towards this end, including the introduction of a new scheme for blending letter sounds, emphasis on the teaching of spelling and punctuation, and the introduction of intervention programmes which are linked to the National Literacy Strategy. These measures have proven to be effective in that the proportion of pupils who achieved at the higher levels in the national tests in 2003 compared to the previous year has risen significantly by 12 per cent
30. In lessons seen during the inspection, pupils' work in Year 2, is of a good standard, is often carried out at fast pace, with evident enthusiasm and excitement. However, although pupils' knowledge and understanding in lessons is being well developed, the gap between their skills in speaking and in

writing is still wide for some. Although all pupils are able to develop their ideas, some lack the vocabulary and confidence to compose with adequate depth and detail.

31. At times, enthusiasm for their tasks results in pupils giving too little attention to using correct spelling and punctuation. As a result, they may leave words out or make other simple mistakes which, when they are asked re-read their work, they are able to identify quickly and put right. Teachers provide very good encouragement and are using suitable methods to develop the pupils' writing well. However, pupils are not often reminded or given time towards the end of the lesson to check through their work to look for errors and to correct them.
32. The older pupils are given many good opportunities to write for a range of useful purposes which they understand and these are well linked to their work in the foundation subjects. This results in their producing small books, in which they delight and are proud. The practice of encouraging them to edit their work, and to explore the layout and design of the text is still at an early stage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

As identified in the school improvement plan, the headteacher, key staff and the governors should maintain a focus on improving the quality of pupils' writing, particularly in the foundation subjects. In particular, teachers should:

- (1) Remind pupils to check through their work at the end of lessons in order to make sure that spelling and punctuation is correct.
(Paragraphs 16, 29, 31)
- (2) Develop pupils' skills in editing and laying out their work so that their practice in producing pieces in which their ideas are expressed in greater depth enables them to achieve higher standards in writing
(Paragraphs 29, 30, 32)

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

25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	4	1	0	0	0
Percentage	6	67	22	6	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)	51	178
Number of full-time pupils known to be eligible for free school meals	8	48

FTE means full-time equivalent.

Special educational needs

	Nursery	YR- Y2
Number of pupils with statements of special educational needs	3	7
Number of pupils on the school's special educational needs register	13	38

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	30	27	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	29
	Girls	23	24	26
	Total	50	50	55
Percentage of pupils at NC level 2 or above	School	88 (80)	88(80)	96 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	27
	Girls	23	24	25
	Total	49	52	52
Percentage of pupils at NC level 2 or above	School	86 (80)	91 (92)	91 (88)
	National	85 (85)	89 (89)	89 (89)

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

*Ethnic background of pupils***Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	95	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	6	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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	18
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	9.8
Total aggregate hours worked per week	237

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20
Total number of education support staff	3.2
Total aggregate hours worked per week	85
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

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

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

Financial information

Financial year	2001-2002
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	£
Total income	648,604
Total expenditure	577,274
Expenditure per pupil	2532
Balance brought forward from previous year	47,861
Balance carried forward to next year	71,330

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	19	3	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	68	32	0	0	4
My child gets the right amount of work to do at home.	60	32	5	0	3
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	73	26	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	74	26	0	0	0
The school is well led and managed.	77	21	0	0	2
The school is helping my child become mature and responsible.	76	23	0	0	2
The school provides an interesting range of activities outside lessons.	29	34	14	2	21