

# INSPECTION REPORT

## **CRANMORE INFANT SCHOOL**

Shirley, Solihull

LEA area: Solihull

Unique reference number: 104042

Headteacher: Mrs B Jones

Reporting inspector: Mr K Williams  
21074

Dates of inspection: 1<sup>st</sup> – 2<sup>nd</sup> April 2003

Inspection number: 246343

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:	Northland Road Shirley Solihull
Postcode:	B90 4SA
Telephone number:	0121 7053443
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Appropriate authority:	Governors
Name of chair of governors:	Mrs Amanda Crees
Date of previous inspection:	10 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Cranmore is a community infant school. There are 198 pupils on roll, which is average in size. The pupils are admitted to the nursery at the ages of three and four and there are two classes in each year group for pupils in Reception, Year 1 and Year 2. The attainment of pupils when they start school is broadly average. Almost a fifth of the pupils are from minority ethnic backgrounds, almost three-quarters of whom are learning English as an additional language, although few are at the early stages of learning English. Thirty-six pupils have been identified with special educational needs, which is similar to most schools. No pupil has a Statement of Special Educational Need. The percentage of pupils who have free school meals, at seven per cent, is below average.

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

This is a very good school. The pupils attain above average standards in English and mathematics by the time they leave the school; they make good progress and achieve well in relation to their prior attainment. The teaching, leadership and management are very good and the school provides very good value for money.

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

- By the time they leave the school, the pupils' attainment in English and mathematics is above average.
- The teaching is very good and ensures that the pupils, including those with special educational needs, learn very well.
- The school is very well led and managed by the headteacher, senior staff and governors.
- The pupils have very positive attitudes to school, they behave very well and relationships are very good.
- The pupils are very well cared for and their progress is closely monitored.
- The provision for the pupils' spiritual, moral, social and cultural development is very good.

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

- The provision for information and communication technology could be improved.
- The pupils' rate of attendance is just below the national average and could be better.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since it was last inspected in November 1997. At that time, standards in English were judged to be above average and the pupils had sound number skills. Since then, the school's results in the national assessments at age seven in English and mathematics have been consistently above or well above the national average and inspection evidence indicates that the good standards in English and mathematics, by the end of Year 2, have been sustained. The school has made good progress in addressing the issues identified in its last inspection. There is now an increased emphasis on the performing arts: music, drama and art have a high profile in the school and these areas contribute positively to the pupils' learning in other subjects. For example, the use of drama and role play enhances the pupils' language and social development. The provision for more able pupils has improved. The teachers' planning is closely matched to the needs of pupils of all abilities and, as a result, those who are more able are attaining appropriately high levels. The responsibilities allocated to subject co-ordinators more closely match their expertise and they play a significant part in developing and improving their subjects and raising standards. The quality of teaching has improved because of improved in-service training and rigorous monitoring. There is now excellent outdoor provision for the children in the foundation stage.

## 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	B	A	B
writing	A	A	A	B
mathematics	B	A	A	A

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

The table relates to the seven year old pupils who took the tests in 2002. The results for reading, writing and mathematics were well above average when compared with all schools. When compared with similar schools, the results for reading and writing were above average and those for mathematics were well above average. Girls generally performed better than boys in the 2002 tests. Taken over the last few years, the school's results have been consistently above, or well above average, and the performance of boys and girls has been broadly similar.

The evidence of pupils' work seen during the inspection indicates that the pupils achieve well in relation to their prior attainment and that standards are above average in English and mathematics by the time they leave the school. Whilst this judgement is lower than that indicated by the 2002 national test results, the current group of pupils in Year 2 includes fewer who are attaining the higher levels and the school's baseline data indicates that, overall, their attainment on entry to the school was lower than that of previous year groups. There is no significant difference in the performance of boys and girls. The children in the Foundation Stage (Nursery and Reception classes) are likely to achieve the early learning goals in all areas of learning by the time they start Year 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to come to school and they want to do well. They take part in lessons enthusiastically and are proud of their achievements.
Behaviour, in and out of classrooms	Very good. The pupils know that good behaviour is expected and they rarely let their teachers down. They behave sensibly, even when not being directly supervised.
Personal development and relationships	Very good. The pupils enjoy taking on extra responsibility and they carry out many useful jobs to help the school run smoothly. Throughout the school, relationships are of a very high standard.
Attendance	Just below average due to the number of parents who plan family holidays during term time.

The school makes a high priority of developing the pupils' independence and the pupils, of all ages, show initiative and enjoy making choices and decisions about their work. The positive atmosphere in the school means that they are able to concentrate on their activities and work hard.

## 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, the quality of teaching is very good. This ensures that the pupils learn very well and contributes significantly to the above average standards. During the inspection, the teaching was never less than good in the lessons seen. The teachers have a very secure knowledge of the subjects they teach and plan interesting lessons that focus clearly on developing new skills, knowledge and understanding. They ensure that the pupils understand what they are expected to learn during the lesson and they are particularly careful to ensure that the activities are challenging for pupils of all levels of ability. The basic skills of literacy and numeracy are very well taught from the time that the youngest children join the nursery and, by the time they leave the Reception classes, they have a firm grounding in the skills they need to do well in other subjects. Across the school, the teachers expect the pupils to behave well and work hard and they provide excellent written and verbal feedback on their efforts. As a result, the pupils have a clear idea of how well they are doing and what they need to do to improve. The teachers are very creative in their use of the four computers available to each year group and they provide good opportunities for the pupils to use their computer skills to support their learning in other subjects. Their position in the corridors outside of the classrooms is not ideal, however, particularly when introducing or reinforcing skills with the whole class. Overall, the teachers and support staff are dedicated to helping the pupils do as well as they can and they are a credit to the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and has a clear focus on literacy, numeracy and developing the pupils' independence. The school provides an appropriate range of extra-curricular opportunities.
Provision for pupils with special educational needs	Very good. The provision is very well organised and managed and is characterised by a caring and thoughtful approach that ensures that the pupils have the extra help that they need to do well. The school works very closely with the parents of these pupils and has very good links with the on-site playgroup and other agencies.
Provision for pupils with English as an additional language	Very good. The teachers, supported by a visiting specialist, ensure that the work planned meets the needs of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides many opportunities, through assemblies, lessons and school life in general, to broaden the pupils' experience and develop their understanding of the world in which they live. The provision for moral and social development is a particular strength.
How well the school cares for its pupils	The school provides very good support, welfare and guidance for its pupils. Assessment procedures are used very well to keep track of the pupils' progress and set targets for their future work.

The school's partnership with its parents makes a very good contribution to the pupils' learning. Most parents think highly of the school and welcome the opportunities to support their children's education at home. The curriculum in the Foundation Stage provides a rich and varied programme that is well matched to the needs and abilities of these younger children. The curriculum for Years 1 and 2 is similarly well planned to meet the needs of all pupils, including those with special educational needs, those learning English as an additional language and the more able pupils. The school works hard to monitor the pupils' rate of attendance and has introduced many strategies to secure improvement.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is very effective and, with very good support by the deputy and other senior staff, leads the school confidently and with sensitivity and ensures that the focus is clearly on improving standards. All teachers have extra responsibilities for overseeing the work of the school and they carry out these duties very well.
How well the governors fulfil their responsibilities	Very good. The headteacher keeps the governing body very well informed and they are well involved in the management of the school.
The school's evaluation of its performance	Excellent. The headteacher ensures that every opportunity is taken to monitor the school's performance. The senior managers, subject leaders and governors are all involved in checking that the school is doing as well as it should.
The strategic use of resources	The school makes very effective use of the time, staff, accommodation and learning resources at its disposal.

There is a strong sense of teamwork in the school, with all parties pulling in the same direction. The school has significantly improved its outdoor environment, including the excellent areas for the children in the Foundation Stage. The school is reviewing its provision for information and communication technology, as there is currently no suitable area for teaching these skills to the whole class. The school applies best value principles well when making purchases.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their behaviour is good.</li> <li>• The school expects the children to work hard and achieve their best.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of parents would like to see improvements in the amount information available about how their children are getting on and the amount of homework. They would like the school to be more approachable and they would like more opportunities outside of lessons.</li> </ul>

The inspectors support the parents' positive views of the school. Inspection evidence indicates that the school provides good quality information about the pupils' progress, including regular opportunities for parents to discuss their progress and detailed written reports. Taking account of the age and experience of the pupils, the provision for homework is good and there is an appropriate range of extra-curricular opportunities. Evidence indicates that the school welcomes and values comments and suggestions from parents and works hard to develop very good links.

## **PART B: COMMENTARY**

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

**By the time they leave the school, the pupils' attainment in English and mathematics is above average.**

1. When the children start school, their attainment is broadly typical of children of their age. The teaching of literacy and numeracy across the school is very good and, by the end of Year 2, the pupils attain standards that are above the national average in English and mathematics. The results for the 2002 national assessments for seven year olds in reading, writing and mathematics were well above average when compared with all schools. Whilst the inspection judgement is lower than that indicated by the 2002 national test results, the current group of pupils in Year 2 includes fewer who are attaining the higher levels and the school's baseline data indicates that, overall, their attainment on entry to the school was lower than that of previous year groups. When compared with schools having a similar proportion of free school meals, the results for reading and writing were above average and those for mathematics were well above average. Girls generally performed better than boys in the 2002 tests. Taken over the last few years, the school's results have been consistently above, or well above, average and the performance of boys and girls has been broadly similar. Inspection findings confirm that there is little difference in the performance of boys and girls. English and mathematics are very well led by the subject co-ordinators who make a significant contribution to the standards attained.
2. The children in the Foundation Stage (Nursery and Reception classes) make a very positive start to their language and mathematical development and, by the time they enter Year 1, most will achieve the early learning goals for communication, language and literacy and mathematical development. About a fifth is likely to exceed these goals. The classrooms and outdoor areas provide a rich and stimulating environment that enables the children to build upon the skills that they bring from home. Every opportunity is taken to encourage the children to discuss their work and reflect on what they have learned. The children respond very well by listening very attentively to the adults, and to each other, and they willingly and clearly express their ideas. They handle books confidently and enjoy sharing the stories. The older children are able to predict what might happen next, often by using clues from the illustrations, and can recall the main points of what they have read. The children are given lots of opportunities and encouragement to write and they soon develop the confidence to write their names and labels and captions for their drawings. The more able children soon write recognisable words and continue to make good progress. The development of mathematical skills is given similar priority in the Nursery and Reception classes, for example, through counting activities and opportunities to measure and compare objects. The teachers' high expectations result in the children making confident use of mathematical language. Children in Reception are able to count and match objects and develop their understanding of subtraction. The use of role play activities makes a significant contribution to the children's mathematical development.
3. This good start is built upon well in the infants and, by the end of Year 2, the pupils' speaking and listening skills are above average. There are very good opportunities to develop these skills in the whole class discussions at the beginning and end of literacy and numeracy sessions and in lessons in other subjects. They listen attentively to instructions and many are keen to join in with the discussions or respond to the challenging questions. There is a strong emphasis placed on the teaching of reading and standards are above average. The pupils in Years 1 and 2 build upon the skills and confidence they gain in the Nursery and Reception classes. They make good progress and, by the end of Year 2, the pupils read accurately and with developing fluency and understanding. Most have developed positive attitudes to reading, enjoy reading at home and they use a range of strategies to tackle unfamiliar words. Across the school, the pupils are well supported in the group reading sessions in literacy lessons and they know how to use books to extend their learning in other subjects. The pupils become increasingly confident in their understanding of what they read. The pupils benefit from the many opportunities to write for a variety of purposes and for different audiences. By the time they

leave the school, most pupils write in a joined style and with increasingly accurate spelling and punctuation. The pupils take great pride in the presentation of their work and standards are high.

4. The pupils make good progress in mathematics. They become increasingly confident and accurate when working with numbers and attain above average standards by the end of Year 2. This is because the teachers plan work that is challenging, interesting and builds well on the pupils' previous learning. The numeracy sessions are clearly focused on what the pupils are expected to learn and they respond well to the brisk pace by working enthusiastically. There are many opportunities for the pupils to use their mathematical skills in other subjects. Pupils in Year 1 have well developed mental strategies for adding and subtracting single digit numbers. They are able to count on and back in multiples of two, five and ten, for example, and they use their knowledge of number patterns to complete sequences of numbers. Many pupils in the current Year 1 are attaining above average standards. By the end of Year 2, most pupils can confidently halve and double numbers beyond ten and they can classify numbers according to whether they are odd or even or how many digits they have. One of the strengths of the provision is the way that the teachers plan work to cover all of the required areas of the mathematical curriculum. The teachers challenge the pupils to extend their understanding and they thrive in this atmosphere, safe in the knowledge that, if they make a mistake, it will be dealt with sensitively by the teachers.

**The teaching is very good and ensures that the pupils, including those with special educational needs, learn very well.**

5. Overall the quality of teaching is very good. As a result, the pupils learn very well and attain above average standards. The teachers are particularly strong in teaching literacy and numeracy, but they also have a good knowledge of other subjects, and they are adept at developing the pupils' independence and confidence. The teachers are very well supported by the teaching assistants, including those who work with the youngest children and those who support the pupils with special educational needs. There is a strong sense of team work and very positive relationships which, coupled with the hard work and commitment of the staff and their high expectations, present the pupils with good role models of how they should behave and work.
6. Teaching in the Foundation Stage is consistently very good and, occasionally, excellent and ensures that the children make a very positive start to school. The staff in the Nursery and Reception classes have a very clear idea how young children learn and they provide a high quality learning environment that stimulates and challenges the children in all of the areas of learning. They are well aware of the needs of individual children and ensure that each child has daily opportunities to plan, carry out and review their work. The work is very well organised, but takes place in a relaxed and supportive atmosphere. A strong focus is placed on developing the children's independence. They respond well, are extremely interested in everything they are asked or choose to do and they behave to a very high standard. By the time the children leave the Reception classes, they have a firm grounding in the skills that they need to do well.
7. Across the school, the teachers' planning is very good. The plans are very clear about what the pupils are expected to learn in each lesson. These objectives are shared with the pupils and are regularly referred to during and at the end of the lessons. Consequently, the pupils develop a very clear idea of how well they are doing and what they need to do to improve. This is supported very effectively by the teachers' marking of the pupils' work, which is of an excellent quality, and is supplemented by regular verbal feedback. This day-to-day assessment ensures that the pupils' progress is tracked carefully and provides information that is very well used to plan the next step for the pupils' learning. The teachers are very careful to ensure that the work planned caters for and challenges all levels of ability and usually includes extension work for the more able pupils. Similarly, the very few pupils who are at the early stages of learning to speak English receive very good support from the staff and from a visiting specialist teacher and they quickly gain confidence.

8. Those pupils with special educational needs are very well supported, which enables them to make good progress towards their particular targets. The provision is very well managed by the special educational needs co-ordinator (SENCO) who works closely with outside experts and ensures that the pupils' individual education plans are well matched to meet their specific needs. The class teachers support the process by ensuring that the work is modified where necessary and they work closely with the teaching assistants who also make a significant contribution to the pupils' learning. Other strengths of the provision are the close links with the on-site playgroup, which enables the very early identification of any concerns, and the close links established with the parents of pupils with special educational needs, who are kept well informed of their children's progress.
9. As a result of the very good teaching, the pupils try very hard and work at a brisk pace. They settle to their work very quickly and concentrate until they have finished the task. This means that there are few distractions in lessons and the pupils are able to achieve well and focus on their learning. This very good teaching and the very positive response of the pupils make a significant contribution to the standards achieved by the pupils.

**The school is very well led and managed by the headteacher, senior staff and governors.**

10. The headteacher, senior staff and governors provide very good leadership and this has a significant impact on the school's success. The senior management team operates very effectively in giving a clear direction to the school's development and they set a high standard in their own teaching. There is a strong sense of teamwork in all of the school's work, for example in the way that the headteacher and deputy lead the school's pursuit of improvement, and everyone is expected to play their part in this process. They have successfully created a very positive and attractive learning environment with a strong commitment to developing good relationships and enabling the pupils to achieve their best. Consequently, the pupils' behaviour is very good, the staff and pupils feel valued and the school's results in the national tests are consistently very good. They are particularly successful in anticipating forthcoming initiatives, whether of a national or local nature, and, in doing so, they make sure that the school is well placed to take on board changes.
11. The governing body, through its committee structure, is very successful in fulfilling its statutory responsibilities. The headteacher keeps the governing body very well informed and they are well involved in the management of the school. Some governors visit the school regularly and individual governors are linked to specific responsibilities. The governing body is very supportive, and has a good overview of the school's work, its strengths and what it needs to do to develop further. They have good procedures to review and develop their own role. This evaluation has led to plans for governors to be more involved in the initial stages of school improvement planning and, together with the headteacher, they are actively involved in seeking improvements in the pupils' rate of attendance. Financial planning is very good, with special grants used well for their specific purposes. The governors are prudent in their budgeting and successfully link spending plans to the School Improvement Plan, so providing financial support for the school's key priorities. The school budget is managed very well and financial control and administration are very good. The governors check spending regularly. The bursar provides very detailed financial information for the headteacher and governors. Good use is made of information technology to support the smooth running of the school. The governors make very effective use of the overall resources available to them and make good use of best value principles for major purchases.
12. All teachers have extra responsibilities for overseeing the work of the school. They carry out these duties well, are very knowledgeable about their subjects and support colleagues in their planning. The headteacher and subject leaders monitor and evaluate the quality of teaching and learning, for example, through regular lesson observations and the scrutiny of the pupils' work. The results of these monitoring activities are fed back to staff and help to inform the very good staff development procedures. For example the high quality of in-service training has played a major part in improving the quality of teaching since the school's last inspection. The teacher with responsibility for leading the Nursery and Reception classes (the Foundation Stage) is very well informed, enthusiastic and hard

working and is very well supported by the other staff who work with the youngest children. Together, they give a clear direction to, and vision for, the provision and the development of the curriculum and they have created an exciting indoor and outdoor environment in which the children want to learn. Similarly the co-ordinator for pupils with special educational needs (SENCO) provides very good leadership that contributes significantly to the progress made by these pupils.

**The pupils have very positive attitudes to school, they behave very well and relationships are very good.**

13. From the time the pupils first start school, a very high priority is given to developing their independence and there are very high expectations of how they should behave and go about their work. The pupils respond very well to this supportive and challenging environment. In their responses to the questionnaire, and at their meeting, the vast majority of parents indicate that their children like school and that behaviour is good. Inspection evidence supports this view.
14. The pupils' behaviour in lessons and around the school is very good. The youngest children quickly settle into the life of their classroom, know what is expected of them and behave in a mature way. Pupils of all ages move around the school very sensibly and show respect for adults and for each other. Behaviour in the dining room is very good. Play times are a very positive experience for most pupils and those in Year 2 show a good awareness of the needs of the younger ones. They are proud of their playground, show great respect for it as they play and are keen to show visitors around the Jubilee Garden. Behaviour in lessons is also very good and the pupils can be relied upon to work sensibly even during those times when they are not directly supervised. The pupils' very good behaviour and their positive attitudes make a significant contribution to the progress that they make. They are eager to learn, concentrate for long periods of time and make very good contributions to lessons. Relationships, amongst the children and with the adults with whom they work, are very good. The pupils enjoy the many opportunities for them to work in pairs and small groups. They show respect for other people's views and feelings and are set very good examples by the staff.
15. A high priority is given to developing each pupil's independence and this is identified by many parents as a strength of the school. In the Nursery, each child has the opportunity to plan and carry out their tasks and they review what they have done each day. This gives them confidence and provides them with many skills that will help their learning as they move through the school. There are many opportunities for pupils of all ages to take responsibility, show initiative and make choices and decisions about their work. They respond very well to this provision. For example, and of particular note, is the way in which the pupils take responsibility for entering the school after playtime, hang up their coats and make their way to the hall for assembly. This is done quite independently and is a credit to the school's approach and the way that the pupils respond to it.

**The pupils are very well cared for and their progress is closely monitored.**

16. The school provides a very good standard of care for its pupils and has established clear procedures for promoting their well-being, health and safety. The staff and governors take matters of health and safety seriously and there are very effective child protection procedures in place. Good links have been established with outside agencies, including education psychologists, the school nurse and the educational welfare officer. There is a comprehensive policy for managing behaviour, which focuses on promoting and rewarding good behaviour. There are many examples of this policy being operated successfully, the most public of which is the weekly Celebration Assembly, where the pupils share and receive recognition for their achievements. Bullying and other forms of oppressive behaviour are not an issue at this school, but the staff are conscious of the possibility of them happening and there are procedures in place for dealing with them swiftly if they do occur.
17. There are very good procedures in place for assessing the pupils' attainment and monitoring their progress. This provision has improved since the last inspection. All staff have a very good knowledge of the pupils and their individual needs and this contributes effectively to the quality of assessments

that they make. The tracking of the pupils' progress begins in the Nursery and continues throughout the school. In Reception, the information from the baseline assessment of the pupils is used to set individual targets for improvement and this process continues as the pupils move through the school. The pupils' progress in English, mathematics and science is monitored each half-term and, where necessary, the pupils' targets are modified. Detailed, but manageable, records are kept of the pupils' work, which adds to the quality of information available to the teachers. The information from these assessments is very well used to inform the planning for the subsequent half-term. This ensures that lesson planning takes account of the different levels of ability in each class.

18. The procedures for the identification of pupils with special educational needs and those who are learning English as an additional language are very good and, consequently, these pupils make good progress. Early identification is seen as paramount. The pupils' individual education plans are clear about the small steps that these pupils need to take to improve. They are regularly reviewed and updated and, as a result, the work provided for them is well matched to meet their targets.

**The provision for the pupils' spiritual, moral, social and cultural development is very good.**

19. The school has improved its provision for pupils' spiritual, moral, social and cultural development since the last inspection. The school has a very positive and supportive ethos and this is supported by the very good provision for this aspect of the pupils' development.
20. The provision for the pupils' spiritual development is good. Through assemblies and lessons in religious education, pupils are given many opportunities to explore the values and beliefs of others and to develop an understanding of how those values impact on people's lives. Their work in other subjects, including art and music, makes a positive contribution and is further enhanced by the opportunities to discuss important issues in their class discussion times. They are encouraged to explore their feelings and emotions and examine what excites and inspires them, for example when they celebrate each other's achievements in assemblies.
21. The school's provision for the pupils' moral development is very good. The school provides a clear moral code that forms the basis for promoting good behaviour. As a result, the pupils have a clear understanding of right from wrong. The adults working in the school are very good role models and there are many opportunities for the pupils to express their views about acceptable behaviour. Assemblies are planned on themes such as friendship and other moral issues and these are well supported by the class reward systems and the 'Golden Rules', which are displayed prominently around the school and are well known by the pupils.
22. The pupils' social development is promoted very well. The pupils are polite and helpful around the school, clearly influenced by the good relationships that exist between adults and pupils. The pupils are encouraged to think of others and they begin to understand their role and place as citizens. A major strength is the way that the school develops the pupils' independence, whilst still encouraging the pupils to mix well and think about the needs of others. There are many opportunities for them to work with partners or in small groups and they do so sensibly and with a remarkable sensitivity to their classmates. For example, when sharing a computer, more experienced or capable pupils take a lead, but are careful to ensure that their partners play a full part in the activity.
23. The provision for the pupils' cultural development is good. The school celebrates major festivals and the pupils enjoy hearing stories from their own and other cultures. Good use is often made of the families of pupils who are learning English as an additional language, for example to share and discuss the similarities in culture, clothes and food. Through lessons and assemblies, the pupils learn to appreciate music and musical instruments from Africa and India. The school promotes positive values through displays, for example when the pupils took part in a creative arts day, and through the music and French clubs. To celebrate the school's Golden Jubilee, the pupils helped design and create an attractive garden.

## **WHAT COULD BE IMPROVED**

### **The provision for information and communication technology (ICT) could be improved.**

24. The school plans a broad and balanced programme for ICT that meets the requirements of the National Curriculum. The evidence from observing the pupils at work, from talking to them and scrutinising the teachers' planning indicates that, although covering a broad range, the pupils' attainment is broadly in line with what is expected of pupils of this age. The computers are based in the corridors outside of classrooms, with up to eight computers available. The preferred method of working is to use the computers to demonstrate new work to the class, after which the pupils work in pairs, or small groups, to practise the skills. However, the school recognises that the provision is not ideal for teaching specific ICT skills, knowledge and understanding and is taking steps to improve it. The siting of computers on the corridors means that the pupils usually sit on the floor to see their teachers demonstrate what is to be learned and there are occasional interruptions as staff and pupils try to move along the corridor. The computers are well used to support the pupils' learning in a wide range of other subjects, including English and mathematics, and it is important that, in their quest to improve the facilities for teaching specific lessons in ICT, they do not reduce the effectiveness with which computers are used across the curriculum.
25. The subject co-ordinator provides very good leadership. She is very knowledgeable and works hard to support colleagues, help with technical difficulties and keep abreast of developments in the subject. She is well involved in monitoring the teaching and learning and has a clear idea of the strengths and priorities for development in the subject. She is playing a leading role in exploring the improvement of the school's provision for teaching and developing ICT skills. The teachers have improved their knowledge and confidence in ICT, through the national arrangements for training teachers and through support provided for the co-ordinator. Activities are planned carefully, with clear objectives for learning. They are supported in their planning by a detailed scheme of work that shows how the skills are developed from the time that the pupils are in the Nursery and how the work becomes increasingly more challenging as they move through the school. They work hard to make sure that the pupils benefit from the current provision.
26. The pupils respond well. The more able pupils are very supportive of less confident partners and all can be relied upon to work sensibly during the times when they are not directly supervised by the teacher or teaching assistants. The pupils were observed creating text for Easter cards. They are able to choose the style, size and colour for the message. They can select illustrations from a selection saved on their computers and the more able pupils can reposition or rotate them. Their word processing skills are appropriately developed for their age.

### **The pupils' rate of attendance is just below the national average and could be better.**

27. Over recent years, the headteacher and governors have worked hard to improve the pupils' rate of attendance. Absences are monitored closely and, with support from the educational welfare officer, patterns of absence from individuals and groups of pupils are analysed. Despite these efforts, the annual rate of attendance is currently just below the average found nationally. The school has identified the amount of time lost through family holidays during term time as a significant factor and is introducing strategies to address this, including discouraging term-time holidays, providing rewards for good attendance and reporting to parents when it is felt that their children's absence from school is affecting the progress that they make. It is important that these and other strategies are implemented rigorously and their effectiveness carefully monitored in order to improve the rate of pupils' attendance further.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to build upon the already good standards and high quality of education, the headteacher, staff and governors should:

- (1) improve the provision for information and communication technology by:
  - continuing to explore possible ways of teaching the necessary skills, knowledge and understanding to whole class groups;
  - ensuring that the good quality use of computers to support the pupils' learning in other subjects is maintained;
  - monitoring the effectiveness of the new arrangements and the impact on the pupils' attainment and progress.  
(paragraphs 24-26)
  
- (2) improve the level of pupils' attendance by:
  - continuing to develop strategies for reducing the amount of absence due to family holidays taken during term time;
  - continuing to stress the importance of good attendance to the pupils' progress.  
(paragraphs 11, 27)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

19

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

10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	6	0	0	0	0
Percentage	5	63	32	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents 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)	19	161
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	35

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	27

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	9

### 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)*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	33	27	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	30
	Girls	26	26	27
	Total	53	55	57
Percentage of pupils at NC level 2 or above	School	88 (95)	92 (95)	95 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	30	30
	Girls	26	27	24
	Total	53	57	54
Percentage of pupils at NC level 2 or above	School	88 (93)	95 (91)	90 (80)
	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	94	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	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)	7.6
Number of pupils per qualified teacher	21.2
Average class size	26.8

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

Total number of education support staff	7
Total aggregate hours worked per week	161

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	9.5

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	7
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
	£
Total income	500565
Total expenditure	479993
Expenditure per pupil	2449
Balance brought forward from previous year	7668
Balance carried forward to next year	28240

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	181
Number of questionnaires returned	67

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	1	0	1
My child is making good progress in school.	59	30	9	2	0
Behaviour in the school is good.	51	46	0	0	3
My child gets the right amount of work to do at home.	32	52	12	3	0
The teaching is good.	58	33	7	0	1
I am kept well informed about how my child is getting on.	55	31	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	58	24	12	3	3
The school expects my child to work hard and achieve his or her best.	69	25	6	0	0
The school works closely with parents.	52	34	9	1	3
The school is well led and managed.	45	42	4	3	6
The school is helping my child become mature and responsible.	59	30	5	2	5
The school provides an interesting range of activities outside lessons.	22	49	12	4	12